



MODULE 1:

WORK

A CURRICULUM GUIDE TO

**“MILLHUNKS AND RENEGADES:
A PORTRAIT OF A PITTSBURGH NEIGHBORHOOD”**

Academic Standards met in this module:

8.2.9.C

Identify and analyze how continuity and change have influenced Pennsylvania history from 1787 to 1914

8.2.9.D

Identify and analyze conflict and cooperation among social groups and organizations in Pennsylvania history from 1787 to 1914

INTRODUCTION

This module looks at everyday work in Pittsburgh and explores how types of work have evolved from the time of the Indians to present day.

AIM

This module introduces the subject of work as an integral part of everyday life. Through investigating the types of work done by Pittsburghers over the last three centuries, it examines why we work, how we work, and how the type of work we do affects our lives.

RATIONALE

Americans spend most of their lives at work. Through understanding the concept of work and how it has evolved, students can expand the perspective of work in their own lives through the method of comparing and contrasting their opportunities today with those of their peers in the past.

SUBJECT MATTER

Students will read excerpts from *Millhunks and Renegades: A Portrait of a Pittsburgh Neighborhood* from describing life from colonial days to the present. They will learn about the work done by Pennsylvanians, from farmers to corporate leaders. Through studying the lives and opportunities of workers in the past, students will come to understand how the type of work a person does can shape and mold not only their workday, but also their entire life and the lives of everyone in our society.

MATERIALS

- Book: *Millhunks and Renegades: A Portrait of a Pittsburgh Neighborhood*, Anita Kulina, Brandt Street Press
- Writing Paper
- Additional Materials for Homework Assignment - Access to Internet, Computer and Printer

LEARNING ACTIVITIES

Activity: A Diary Entry

Writing Topic/Internet Research Topic

Preparation: Have students read Chapter 1 *Tribes, Trappers and Traders*, Chapter 2 *Kidnapped!* and Chapter 3 *The Girty Boys*.

Use your imagination to describe the daily life of either a settler or an Indian. Begin as the sun comes up and detail each day by the hour. What are they doing at 6:00 AM? At noon? At 6:00 PM? How are they dressed? How is dinner prepared? Become one of these early Pittsburghers for a day and describe your life as you imagine it might have been. Describe everyday things such as going to bed or washing up.

Keywords: everyday colonial life

Specific sites:

<http://falcon.jmu.edu/~ramseyil/colonial.htm#K> Colonial America 1600-1775

<http://www.history.org/Almanack/life/life.cfm> Life During the 18th Century

<http://www.manataka.org/page10.html> American Indian History

Activity: Starting a Business

Role-Playing Activity

Preparation: Have students read Chapter 4 *Who's Fighting Who?* and Chapter 6 *Travel and Troubles*

As a class, discuss what was learned from the past night's reading about how a town's economics are affected by access to travel by roads and rivers.

After the discussion, arrange students into cooperative working groups (5-6 per group). Ask students to imagine that they are settlers in new village near Pittsburgh, arriving with enough cash in their pockets to set up a business. Each member of the group should answer the following questions:

- What business would you choose?
- Where would you locate?
- How would you attract trade?

Groups should then choose a name for their village and orally present their business choices to the class.

**Activity: Teenagers and Work
Topics For Class Discussion**

Preparation: Have students read aloud from pages 56-58 in Chapter 8 *Mines and Mills, Factories and Forts*.

Ask students to name jobs a person their age might have had during the time period examined in Chapter 8. Write these jobs on the left side of the board.

Now have students describe jobs that they or their friends might have. Write these jobs on the right side of the board.

As a class, discuss how these jobs are similar, and how they differ.

**Activity: Working in Pittsburgh's Mills
Oral History Exercise**

Preparation: Review Chapter 10 *A Neighborhood Begins* and Chapter 11 *Religion and Hard Work*.

Ask students to ask their parents and neighbors what they remember about Pittsburgh's steel mills.

- Did anyone in their family work in the mills?
- Did people in their neighborhood work in the mills?
- Why did mill workers choose that profession?
- What other jobs were available to them at that time?
- What jobs did women do while men were at the mills?

The next day, as a class, have students present their findings. Afterward, analyze the working conditions of steelworkers and their wives and children.

**Activity: A Letter Home
Writing Topic**

Ask students to imagine they are a mill worker or a mill worker's wife. Have them write a letter to their cousins who still live in the "old country" from which they emigrated to America. They should describe their day and catch them up on family news.

Activity: The Homestead Strike
Internet Research Topic / Topics for Class Discussion

Have students do an internet search on the Homestead Strike and bring their findings to class.

Keywords: Homestead Strike.

Specific sites to review may include:

<http://www.bgsu.edu/departments/acs/1890s/carnegie/strike.html>

http://www.pbs.org/wgbh/amex/carnegie/sfeature/mh_horror.html

<http://www.buyandhold.com/bh/en/education/history/2001/homestead.html>

Afterward, in class, introduce a situation from current events in which labor is striking against management. Ask students to analyze this situation. In what way is this situation similar to that of the workers in the Homestead Strike? In what way is it different?

Ask students to evaluate what factors may have contributed to the fact that conditions as described in the quote from John A. Fitch's *The Steel Workers (Millhunks and Renegades*, page 79) are no longer permitted to exist in the United States.