



Using the information you gather on the web site, answer the following questions about the unit.

1. The newspaper articles in this section portray the strike from two different perspectives: one describes a peaceful demonstration and the other describes conflicts brought about by the strikers. What role do you think the newspaper has in presenting information about events like a strike in a fair and unbiased way?

**Newspapers can influence many people by their portrayal of an event and their presentation of information. They have a responsibility to present things in as fair a way as possible, but personal opinions or biases will often be a part of how an event is described in the newspaper.**

How can we tell if the author of an article supports or disagrees with the strikers?

**Sometimes the headline can tell us how the author feels, and in other cases, they might describe the strikers with either a positive adjective (“peaceful”) or a negative adjective (“unruly”), which can give us an indication of the author’s opinion.**

How can this affect how we use the article in our research?

**If we can determine the bias of the reporter, we can use that information to judge the facts as they are presented in the article and evaluate their reliability.**

2. None of the articles in this section contains photographs. How do you think the reader's perception of the strike might have changed if they had seen photographs of conflicts between strikers and mine owners?

**Depending upon the photograph, a reader could either get the impression that the strikers were causing trouble, or that the mining companies were mistreating the strikers.**

What effect can images on the TV news and in the newspaper have on readers and viewers today?

**Answers will vary, but often photographs can have a profound effect on the reader or viewer. An example of this could be the effect created by photographs of the famine in Ethiopia a few years ago. You might ask students to think of examples like this one that have made an impression on them.**

3. What other sources could we find that might show the impact the strikes had on the local community and businesses?

**Any information about a drop in business for merchants who normally served miners (who now had little money to purchase goods), newspaper articles about hardships caused by the strikes, and information from the diaries or reminiscences of people who lived through the strike are all examples of the manner in which a strike can impact a community.**

**Beyond the Sources • Strike**

What might show us the impact of the strikes on the strikers and on the mining companies?

***Mining company records might show us that they hired other workers to fill the vacancies left by strikers, lower production because of the conflict, or efforts the company made to settle the disputes. These could all tell us about the ways the company handled the strike situation.***

4. Labor organizers from organizations like the Industrial Workers of the World (IWW) were often involved in strikes like this one. What sources might tell us more about the role of labor organizers and their work on the range?

***Newspaper articles describing the work of the labor organizers and what they did during the strikes would tell us about their efforts, as would reminiscences from workers who witnessed the labor organizers at work in their community.***

What sources could tell us about the organizations like the IWW?

***Historical information about the IWW and other organizations could tell us what their goals were when doing their work. These organizations often published handbooks or fliers encouraging people to join and support them.***

Why might this information be important for our research about the strike?

***Strikes were often not organized by people within the community. Knowing the larger goals of the labor organizations and how they managed a strike can help us understand better the issues at stake and the role a single strike could have played in the larger labor movement of the time.***