



# TEACHING FREE ASSEMBLY

An Educator Resource Guide Featuring Artifacts and Artwork from

## THE FORGOTTEN FREEDOM

AMERICAN ASSEMBLY AT 250

SHOWING UP  
SINCE 1776

ASSEMBLY, ASSOCIATION, PROTEST

THE ART OF FREE  
ASSEMBLY

IN THE ARENA

SPORTS & ASSEMBLY

**NLM** NATIONAL  
LIBERTY  
MUSEUM

321 Chestnut Street  
Philadelphia, PA 19106  
(215) 925-2800

[libertymuseum.org](http://libertymuseum.org)

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## About the National Liberty Museum

Located in Old City Philadelphia, the cradle of American democracy, the National Liberty Museum (NLM) creates space for nuanced interactions around liberty, helping visitors to build key civic knowledge and skills through meaningful conversations and exploration. For more than two decades, NLM has navigated the most pressing issues of our time, connecting, educating, and inspiring people to explore and advance the complex practice of liberty.

## About The Forgotten Freedom

### ASSEMBLY AT 250

*The Forgotten Freedom: American Assembly at 250* explores the history, power, and continued relevance of the First Amendment right to assemble. Through artifacts, art, and interactive experiences, the exhibition highlights how Americans have assembled —formally and informally—to shape their communities and their country.

## Connect with us

How did you use the lessons and activities in this resource guide? Connect with us online to share activities in action or examples of student work!



[Education@libertymuseum.org](mailto:Education@libertymuseum.org)



[National Liberty Museum](#)



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## Dear Educator,

When we assemble, we fulfill not just a human tendency, but act on a civic right and responsibility. Research from CIRCLE<sup>1</sup> shows that 63% of young people aged 18-29 have a “passive appreciation” for democracy but are disengaged from taking civic action.

In preparing this guide, we recognized that assembly may be the key to challenging the misconception that young people are not already civic actors.

We designed this resource to not just teach free assembly but **help students recognize that through everyday acts of gathering, organizing, and participating, they are already engaging in civic life.**

The National Liberty Museum is celebrating the freedom of assembly through the exhibition *The Forgotten Freedom: American Assembly at 250*. This Educator Resource Guide is a teaching companion to our exhibits *The Art of Free Assembly* and *Showing Up Since 1776*. The eight lessons of *Teaching Free Assembly* highlight art and artifacts loaned to NLM for these exhibitions to extend our museum experience to the classroom.

*Teaching Free Assembly* has two sections. The first, contained in this booklet, is an introduction to teaching free assembly. It is comprised of three lessons to be taught sequentially, through which students will learn what an assembly is, where they happen, and then practice it in the classroom. The second section builds on this foundation with five topic specific lessons posted on the National Liberty Museum website (<https://www.libertymuseum.org/education>). These can be used as self-contained explorations of how assembly impacts our lives, or function as a cohesive unit that spans multiple instructional days if taught in order.

While we believe the most powerful way to experience *The Forgotten Freedom: American Assembly at 250* is through a guided tour with our skilled museum educators, we are excited to see how teachers across the country **bring the study of free assembly into their classrooms.**

To learn more about NLM and our educational offerings, please visit our website: [libertymuseum.org/education](https://libertymuseum.org/education). Thank you for supporting the Museum and incorporating our resources into your classroom.

<sup>1</sup>[https://circle.tufts.edu/sites/default/files/2025-04/genz\\_democracy\\_report\\_2025.pdf](https://circle.tufts.edu/sites/default/files/2025-04/genz_democracy_report_2025.pdf)



# OVERVIEW

## LEARNING OBJECTIVES

Students will be able to...

- Define the right to free assembly and identify its function in their social and civic lives
- Differentiate first, second, and third spaces, and explain how these spaces influence how communities function
- Evaluate the impact of free assembly and free association on civic life historically and in the present
- Develop a civic disposition that values free assembly and association as forms of civic action

## LEARNING STANDARDS

PA Department of Education Standards Aligned System

- 5.1.9.E** Analyze the basic documents shaping the government of the United States.
- 5.1.6.D** Explain the basic principles and ideals within documents and the roles played by the framers as found in significant documents
- 5.1.6.F** Describe how citizens and leaders use political symbols.
- 5.1.9.F** Analyze the role political symbols play in civil disobedience and patriotic activities.

## HIGHER ORDER THINKING QUESTIONS

- How does assembly shape identity and belonging?
- When does assembly strengthen democracy, and when might it create tension?

## MATERIALS

[Click here](#) or scan this QR Code to access full size images of the artworks and artifacts used in Teaching Free Assembly.



## KEY TERMS

### ➤ ASSEMBLY

An assembly is any group of people who meet together for a common purpose.

### ➤ FREEDOM OF ASSEMBLY

Freedom of Assembly refers to the constitutional right granted by the 1st Amendment; “Congress shall make no law... abridging... the right of the people peaceably to assemble...”

### ➤ ASSOCIATION

The freedom of association is the right to join or leave groups voluntarily. To associate is the act of identifying with or joining a group for any purpose or cause.

### ➤ CONGREGATION

A congregation is an assembly of people gathered for religious worship.

### ➤ CONGRESS

A congress is a democratic assembly gathered for legislative, administrative, or governmental purposes.

### ➤ THIRD SPACE

A Third Space is a place that is not home or work and has the following characteristics; open and inviting, comfortable and informal, convenient, unpretentious, there are regulars, conversation is the main activity, and laughter is frequent.

### ➤ PROTEST

A protest is an assembly of people who gathered for the purpose of expressing disagreement. Protests can take many forms.

### ➤ UNION

A union is a group of people who assemble to bargain for their collective rights with their employer.

## LESSON ONE

## INTRODUCTION TO ASSEMBLY

## OVERVIEW

This lesson introduces students to the concept of assembly by building art analysis skills. Students analyze artworks on display in the National Liberty Museum's Art of Free Assembly exhibition, then reflect on what assembly looks like for them and others.

### Warm-up (5 mins)

Begin the lesson by defining Assembly. The National Liberty Museum defines assembly as any group of people who meet together for a common purpose.

Lead a whole class discussion using the following prompt: With that definition in mind, what do you think freedom of assembly means?

### CONNECTION: Facilitated Discussion (10 mins)

Facilitate a whole class discussion about assembly using the following questions:

- Think about a time you have assembled with others. Where were you? What were you doing?
- What is civic action?
- Do you think your assembly could be considered a civic action? Why or why not?

### Learning Objective

- Students will be able to identify the concept of assembly in artwork.
- Students will be able to use art analysis skills to interpret art.

### Key Questions

- How do we analyze art?
- How does artwork address concepts beyond aesthetics?
- What is assembly?
- What is the freedom of assembly?

### Materials

- *The Last Supper* by James Stephen Terrell
- NLM Art Analysis Worksheet

# INTRODUCTION TO ASSEMBLY

## ➤ **ACTIVITY:** Guided Art Analysis of *The Last Supper* (15 mins)

Make sure to have two NLM Art Analysis Worksheets (pages 8-9) printed for each student. Hand out the first worksheet, then introduce the art piece as part of an exhibition. You might use the following statement:

**“This art piece was submitted as a call to artists for National Liberty Museum’s Year of Free Assembly.”**



### **NLM EDUCATOR TIP**

The NLM Art Analysis worksheet is a recurring resource in NLM lesson plans. This version has two additional questions specifically on free assembly.

Guide students through the NLM Art Analysis worksheet.

If students are already familiar with art analysis, they can do this on their own or in groups.

After completing the art analysis worksheet, give students time to answer the two questions on the bottom of the worksheet:

1. How do you think this piece of art connects to assembly?
2. What do you think the author is trying to say about assembly?

Encourage students to share their answers out loud with their partners, groups, or to the class. After a few students have shared, display the artist’s statement with the artwork and read it out loud.

### **ARTIST STATEMENT:**

**“...inspired by the stained-glass windows, and quilt patterns. The painting represents a family gathering around their dinner together. When I was growing up, my family and I always ate dinner at the table together whether after work, after school or after church. We never watched tv while we ate together because no one wanted to be distracted and miss the important events of our day that each one of us would share. At the table we were always dressed appropriately. Gathering around the table was a time to unwind and reflect on the day’s activities. Nowadays it seems that families hardly come together around the table to eat together and decompress together after along day. Now a-days more and more family members take their perspective plates and cell phones to the solitude of different parts of the house. More and more family members live in the same house but break bread alone and this is very unfortunate. We need time to slow down and talk to one another. We need time to listen to and give constructive criticism around the table.”**

Instruct your students to write an answer to the question:

- Did your analysis match the artists’ statement? How or how not?



### **NLM EDUCATOR TIP**

Remind students that art interpretation is subjective. It is okay if their analysis did not match the artist statement!

## ➤ ASSESSMENT: Art Analysis (20 mins)

Hand out the second NLM Art Analysis Worksheet, then instruct students to complete an art analysis on their own or with a partner. Students may choose from the following art pieces:

- ➔ *Old Men & Chess* by Michelle Lau
- ➔ *Paige in Motion: The Art of Defiance* by Sharard Saddlers
- ➔ *Make a wish* by Teresa Greve Wolf

After completing the NLM Art Analysis Worksheet, assign students the following reflection prompts:

Compare the piece you chose to *The Last Supper*.

- How are they similar?
- How are they different?
- How does each artist depict assembly differently?

### REMINDER



The NLM Art Analysis Worksheet for *Teaching Free Assembly* has two sides.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# ART ANALYSIS WORKSHEET

Artwork Title ↘ \_\_\_\_\_

Artist ↘ \_\_\_\_\_

<b>DESCRIPTION</b> What do you see? What is going on here?	
<b>COMPOSITION</b> How did the artist arrange the elements of the artwork? Is the artwork realistic or abstract?	
<b>MEDIUM</b> What is the artwork made with? Why do you think the artist chose these materials?	
<b>COLOR</b> What colors do you see? How do the colors impact the artwork?	
<b>NARRATIVE</b> What story or topic is the artist showing in the artwork?	
<b>SYMBOLS AND ICONS</b> How do the objects, people, colors, or patterns represent larger ideas? (for example, a heart could symbolize love)	
<b>CONTEXT</b> When and where was it made? What is happening in the world around the artist as they made this piece?	



THE LAST SUPPER by James Stephen Terrell

This art piece was submitted as a call to artists for National Liberty Museum's Year of Free Assembly. Knowing this context, consider:

1. How do you think this piece of art connects to assembly?

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OLD MEN & CHESS by Michelle Lau

2. What do you think the author is trying to say about assembly?

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PAIGE IN MOTION by Sharard Saddlers



MAKE A WISH by Teresa Greve Wolf

## LESSON TWO

# SPACES OF ASSEMBLY

# 2

## OVERVIEW

This lesson introduces students to the concept of spaces of assembly: the environments we assemble in affect how we behave, think, and speak. Our environments can facilitate achieving the purposes we choose to assemble for.

### Learning Objective

Students will be able to investigate how our spaces of assembly facilitate social and civic connections.

### Key Questions

- What are first, second, and third spaces?
- How is gathering with others civic behavior?
- How does our environment influence how we assemble?

### Materials

- *Old Men & Chess* by Michelle Lau
- *Paige in Motion: The Art of Defiance* by Sharard Saddlers
- *Make a wish* by Teresa Greve Wolf
- *The Last Supper* by James Stephen Terrell
- Which Space? Worksheet
- Third Space Research Sheet
- Third Space Design Worksheet
- Third Space Exit Ticket

### Warm-up and Direct Instruction (10 mins)

Introduce students to the concept of First, Second, and Third Spaces. We suggest you use the following phrasing:

**“The concept of first, second, and third spaces was developed by sociologist Ray Oldenburg. First Spaces are spaces where people live, like homes. Second spaces are spaces where people go to work, or school. Third spaces are spaces where people gather for social purposes. Oldenburg describes a third space as a place which has the following characteristics:**

- Open and inviting.
- Comfortable and informal.
- Convenient.
- Unpretentious.
- There are regulars.
- Conversation is the main activity.
- Laughter is frequent.”

### Go Deeper

Are there enough safe and accessible third spaces for young people? Philadelphia Writing Project, part of the Library of Congress's Teaching with Primary Sources Consortium, to reflect on this question and use civic argument skills to answer it. These [lessons](#) are easily adaptable to local contexts and across grades.

Scan to learn more!










Regardless of how you word it, be sure to include the characteristics of a third space, because they will be used later in the lesson.

Instruct students to share with a partner or in small groups an example of a third space they visit. Ask them to explain what makes this a third space.

### ➤ CONNECTION: Identifying Spaces in Museum Artifacts (10 mins)

Show students each of the museum pieces. Instruct them to categorize each piece into one of the categories below using the "Which Space? Worksheet" (page 13). Ask students **"Does this piece represent a first, second, or third space?"**

1. Consider who is present in that space and what they are doing.
2. What do you imagine the people in that space talk about? What are they allowed to talk about? What aren't they allowed to talk about?

➤ First Space	➤ Second Space	➤ Third Space
 <p><i>Make a wish</i> by Teresa Greve Wolf</p>  <p><i>The Last Supper</i> by James Stephen Terrell</p>	 <p>City Hall Plans</p>  <p>Firefighters Association</p> <div data-bbox="596 1717 1024 1911" style="background-color: red; color: white; padding: 10px;"> <p><b>★ NLM EDUCATOR TIP</b></p> <p>Include a photo of your own school, or a local college!</p> </div>	 <p><i>Old Men &amp; Chess</i> by Michelle Lau</p>  <p><i>Paige in Motion: The Art of Defiance</i> by Sharard Saddlers</p>  <p>Eagles 2025 Signed Superbowl Helmet</p>  <p>Black Boot Tavern Sign</p> <div data-bbox="1071 1717 1507 1911" style="background-color: red; color: white; padding: 10px;"> <p><b>★ NLM EDUCATOR TIP</b></p> <p>Include a photo of a local third space!</p> </div>

## ➤ **EVALUATIVE ACTIVITY: Third Space Research** (20 mins)

Distribute the "Third Space Research Sheet" (page 14) and facilitate the research activity on third spaces in your community. Instruct students to begin research on third spaces they may visit. If they do not have any, encourage students to find one that they may want to visit. Some examples of third spaces for students are:

- Coffee Shops
- Libraries
- Clubs
- Movie Theaters
- Parks
- Shopping Malls
- Gyms



### **NLM EDUCATOR TIP**

Many third spaces for youth today are online. These spaces are easily accessible and not very engaging for young people to consider. Challenge young people to consider the places they can visit in person!

## ➤ **ACTIVITY: Third Space Design** (30 mins)

Instruct students to design their ideal "third place" using the Third Place Design Worksheet (page 15). They may design this using any medium.

Students must consider:

1. What activities will be done in your perfect third space?
2. How many people will meet in this space? Is the space designed to accommodate them?
3. Does your space meet all the characteristics of a third space? Is your space designed to facilitate all of those things?

## ➤ **ASSESSMENT: Design Reflection**

Instruct students to complete the "Third Space Exit Ticket" (page 16). This will function as an assessment for this lesson.

## ➤ **GO DEEPER: Implementing Your Third Space**

If you are interested in extending this lesson, you can assign a research project on how to create a third space.

1. If the space is a business, are there any businesses in your community which are similar to what you described?
2. If the space is public or outdoors, are there any spaces in your community which are similar to what you described?
3. Where would you make your space?
4. Who would you invite?
5. Who could help you develop the space?

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# WHICH SPACE? WORKSHEET

Look through the six NLM museum objects and artworks. Decide for each piece whether they fit in a first space, second space, or third space. Write down why you think each piece belongs to the space you assigned.

↘ Artifact or Artwork Name	↘ Which Space is this Piece Associated With?	↘ Why Does this Piece Belong in this Space?

# THIRD SPACE RESEARCH SHEET

↘ What third space did you find?

↘ What makes it a third space?

↘ What would you need to do to visit?

- ▶ Do you need to RSVP?
- ▶ Do you need to pay?
- ▶ How would you get there?

# THIRD SPACE DESIGN WORKSHEET

Design your ideal “Third Space.” As you design it, consider the following questions:

- ▶ What activities will be done in your perfect third space?
- ▶ How many people will meet in this space? Is the space designed to accommodate them?
- ▶ Does your space meet all the characteristics of a third space? Is your space designed to facilitate all of those things?







## LESSON THREE

# REASONS TO ASSEMBLE

# 3

# OVERVIEW

In this lesson, students investigate why and when people assemble. Through analyzing a Union Charter, students will explore how assembly is a tool used for many causes.

### ➔ Warm-up (10 mins)

Instruct students to stand up for a “this or that” warm-up. Choose any of the prompts below and read them aloud, followed by assigning each choice a side of the room to stand on. Give students time to walk to their side. Once students have made their decisions, prompt students to explain the reasoning for their choice (Name at End questioning is recommended for this).

#### “THIS OR THAT” STATEMENTS

- Would you rather make more money, or have more time off from work?
- Would you rather have more lunch time or more recess time?
- Would you rather shorten the school day by an hour or have one less school day per week?
- Would you rather have a longer summer break or a longer winter break?
- Would you rather have 3 more sick excuses or 4 more late excuses?
- Would you rather have vanilla ice cream or chocolate ice cream?

### Learning Objective

Students will be able to analyze a primary source for answers to the key questions of this lesson.

### Key Questions

- When does assembling become necessary?
- Why do people assemble?
- How do groups of people agree on one thing?
- How do people organize their goals?

### Materials

*Union Charter*  
from Philadelphia  
Carpenters  
Local 158



### NLM EDUCATOR TIP

NLM has other artifacts on display which could be analyzed in order to answer our key questions. Pick an artifact which was used to unite any assembly of people — and from there, you can edit the lesson to fit your needs and chosen topic.



## 👉 CONNECTION (10 mins)

Instruct students to return to their seats and begin a whole class discussion using the following prompts:

- Were there any prompts that united the entire class?
- Would you agree that both options in all the prompts were at least beneficial to you?
  - Why or why not?

Emphasize to your class that it is difficult to get a group of people to agree on something. We suggest you use the following phrasing:

**“It is remarkably difficult to get a group of people to agree on anything. Our class is only so many students, yet these questions, which only had two options, divided us. Now, imagine assemblies of people in the hundreds, or thousands, trying to agree on a complex issue.”**

Ask your students:

**How do you get a group of people to agree on something?**

After the students discuss this prompt, explain that most assemblies of people will establish a charter, constitution, mission statement, or other written document which describes their cause for assembly.

## 👉 Union Charter Analysis (20 mins)

Introduce the union charter to your students while handing out Union Charter Transcript (page 20) and Union Charter Analysis (page 21). Explain that they will analyze this document as a primary source to answer the essential questions of the lesson. You may have students do this on their own, in pairs, or in groups.

Check in with students while they complete the worksheets. After time is up, ask students from various groups or areas of the classroom to share with the class.

### **NOTE FOR TEACHERS ON THE UNION CHARTER:**

- The top left image is a worker who has died on the job, the top right is the union giving the family money.
- The bottom left image is a log cabin, to the right of that is a union meeting, to the right of that is the worker in his workshop, and to the right of that is a “modern home.” These tell the story of the union improving working and living conditions.



## ↘ Creating a Charter (45mins)

Unions are groups of workers who form to protect their rights. Unions make demands for higher pay, better working conditions, insurance, and more. Unions make these demands to companies in a process called *collective bargaining*.



### NLM EDUCATOR TIP

*Collective Bargaining* may need to be defined as part of this lesson. You can ask students what it means to bargain, and what it means to do something collectively separately.

Pick one of the divisive issues that your students discussed in the warm-up. Divide your class into as many equal sized groups as you wish. We recommend having no less than 4 students per group, but 5-6 is better.

After students create their charter, hand out the **Negotiation Worksheet** (page 23).

## ↘ Negotiation Worksheet Tips



### NLM EDUCATOR TIP

You can edit this sheet to better conform to your school schedule. You can also edit this change the prompts to represent a work day or something else. The important part is not providing a binary choice: Keep each negotiation open-ended.



### NLM EDUCATOR TIP

Some students may want to explore options of expressing their right of assembly in response to this final prompt. (Like going on strike, protesting the school, or voting for school board.) This is a great segue into the Pins & Protests lesson in the Teaching Free Assembly unit, which can be found on the NLM website.



# UNION CHARTER TRANSCRIPTION

## “United Brotherhood of Carpenters & Joiners of America Charter

Know Ye: All men by these presents, that acting under authority invested in us by the laws [of the] above named organization, we the undersigned do hereby grant this Charter to a body of qualified Carpenters, who are to be hereafter known and designated as Charter Union No. 8 of Philadelphia to be held by them or their successors; and the aforesaid Union being properly installed is hereby authorized and empowered to transact business, and initiate into its membership any person or persons, lawfully proposed and elected, in accordance with the Constitution, Rules and Regulations of the United Brotherhood of Carpenters and Joiners of America.

It is hereby agreed in the acceptance of this Charter, that the aforesaid [missing] shall [missing] to the Constitution Rules, and Regulations [missing] -of, this Charter may be invoked, and the Union by suspended from all rights and benefits according to the laws of the United Brotherhood. And further it is agreed that should the aforesaid Union withdraw of be dissolved, suspended, or forfeit this Charter, then all property, monies, books and papers shall become the property of the United Brotherhood.

In consideration of the due and faithful performance of the foregoing stipulations, the United Brotherhood does hereby bind itself to sustain Carpenters Union No. 8 of Philadelphia in the exercise of all Rights, Privileges, and Benefits of a Local Union under its Jurisdiction.

In Witness Whereof, we have subscribed our names and affixed the seal of the United Brotherhood, this 1 day of [missing] 1887.”



# UNION CHARTER ANALYSIS

1. What is this document?

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2. When was this document made?

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3. Where was this document made?

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4. Who do you think created it?

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5. Why do you think this document was created?

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6. What imagery do you see in the document? What do you think they mean?

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7. Based on this document, what do you think a union is?

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8. Why do you think this union created a charter?

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# CHARTER DOCUMENT

Imagine you and your classmates are forming a union to *collectively bargain* for benefits.

Before you begin, your group must establish a charter document.

Consider what needs to be in your charter document.

**1.** How will your group meet?

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**2.** Who holds the power in your group?

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**3.** How does your group decide on issues?

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**4.** What will your group do if there is disagreement over an issue?  
If you chose to do voting, consider: What if there is a tie?

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# NEGOTIATION WORKSHEET

**DO NOT TURN OVER THIS PAGE UNTIL YOU HAVE COMPLETED ALL OF THE NEGOTIATIONS.**

Now that you have founded a union, it is time to agree on what goals your union wants to accomplish. It is very important that your group presents a united front on the issues. If there are any disputes, refer to your charter.

## ★ Negotiation 1

Your union has decided that students need more break time in the school day. You think that the school will be willing to give up to 20 additional minutes of breaks to students. Your school day must still begin and end at the same time. Where should 20 more minutes of break time go in the school day?

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## ★ Negotiation 2

Your union has decided that the school week is too long. You think that the school will be willing to shorten your current school week by 4 hours. What 4 hours of the school week should be cut?

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## ★ Negotiation 3

Your union has decided that your vacations are not long enough. You think the school will be willing to give students an additional 5 vacation days. Where should those 5 days off school go in the school year?

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## ★ Negotiation 4

Your union has decided that students need more sick and late time. You think the school will be willing to give students 4 more sick excuses, late for class excuses, or late for school excuses. How should you distribute the 4 excuses?

---

# NEGOTIATION WORKSHEET

You present the list of demands to your school board. They are willing to agree on 2 out of 4 of your negotiations. They ask you to pick two negotiations to drop. You return to your union and explain the situation.

What would your union like to do?

## Reflection

With your group, answer the following questions.

▶ Describe what you got out of the negotiations.

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▶ What was the hardest issue to decide on?

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▶ How was deciding on these issues different from doing it as a class? What was easier? What was more difficult?

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▶ Did you ever refer to your charter?

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▶ Did any issues come up that you didn't predict in the charter? How did you handle them?

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# NOTES ON UNION CHARTER

## Labor Unions

Today, labor unions are often associated with living wages, pensions, health care, and formal training programs. None of these protections existed in the late nineteenth century. Early carpenters typically worked from sunup to sundown, six days a week, for wages that offered little security. There were no pensions, no health insurance, no workers' compensation, and no unemployment benefits. Workplace injuries were common, and workers bore the full cost themselves.

In this context, unions emerged out of necessity. Charters were not merely administrative documents; they helped define a collective purpose and affirmed the value of solidarity at a time when individual workers had little power. For early union members, a charter represented both recognition and resolve and the formal beginning of a shared effort to improve wages, safety, and dignity on the job.

## Carpenter Charter Symbols



The image on the top left shows a worker killed on the job, and his fellow workers are seen carrying the body home to his family.



The image on the top right shows the union handing the widow a check for the death benefit.



The Log Cabin and Modern Cottage images show the advancement in the carpentry trade.







## NLM EDUCATION RESOURCES

[Click here](#) or scan the QR code to access the rest of the Teaching Free Assembly lessons.



[Click here](#) or scan the QR code to access additional classroom resources from NLM.



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