

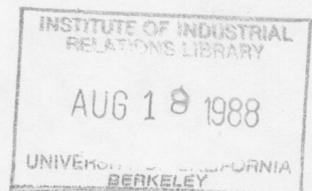
Negotiate.....NLRB.....Jobs.....Teamster

TEACHING LABOR STUDIES IN THE SCHOOLS. →

[International Brotherhood of Teamsters, Chauffeurs,
Warehousemen and Helpers of America. Department
of Human Services.]

Lesson Plans.
For

Teaching Labor Studies
in the Schools.



Department of Human Services.
International Brotherhood of Teamsters, Chauffeurs,
Warehousemen and
Helpers of America.
[Washington, DC] 1987.

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INTRODUCTION

Today's students -- the workers of tomorrow -- need to know about labor unions. What role did unions play in the struggles and accomplishments of America's working men and women? What difference did unions make to generations of workers and their families in the fight for an improved quality of life? Do unions figure prominently in shaping and fulfilling the aspirations of today's workers? Will unions and the workers they represent remain essential to America's future? Students need to know about unions, past and present, in order to develop a balanced appreciation of their purpose and importance.

So that students will learn the story of America's workers, the International Brotherhood of Teamsters sponsored scholarships for teachers to attend an intensive two-week labor institute at Cornell University in July, 1986. With Cornell faculty and IBT staff, the teachers developed a series of lesson plans for infusing labor studies into their classroom instruction. The five lesson plans of this collection, revised and edited for public distribution, represent a combined effort to make labor studies a vital and integral part of the social studies curriculum. We urge you to review them, adapt them to your needs, and engage your students -- the workers of tomorrow -- with the ideas they offer.

Many teachers, besides those publicly credited, helped to develop the ideas and activities which appear in this volume. Special thanks is due the educators of the St. Paul, Minnesota Public School District for their valuable contribution.

Dr. Saul E. Bronder
Project Director
Department of Human Services

AWARENESS OF THE WORLD OF WORK

PreK-Grade 3 Unit

PREPARED BY:

**Helen Daniel
Larry Strickland
Martha G. Harrison
Helen Anselma
Betty Searcy**

**Karen Sullivan
Barbara Sherrill
Barbara Dion Alcala
Kathleen Fanning
John T. Privitera**

REVISED BY:

**Dr. Saul E. Bronder
Project Director
IBT**

INTRODUCTION

This unit is designed to expand the pupil's knowledge and understanding of the role of labor in the development of our social, economic and political system, and the significant contributions to society made by workers.

Historically, the accomplishments of labor and labor unions have received little or no attention in the curricula of the majority of our schools.

Today many state Boards of Education, recognizing this omission, have adopted resolutions requiring that action be taken by the schools to provide instruction in the contributions of labor to the growth and development of our country.

The goals and objectives of this unit are compatible with the cognitive and effective development of children from PreK-3 and can be adapted by the teacher to meet the needs of her/his age level. This unit is intended to be not so much a teacher's guide as a series of suggestions on how to teach about the world of work to students in PreK-3.

The resources and materials are a combination of what was found through our research and our own creative ideas.

GOALS

- I. The student will recognize labor as an essential element and responsibility of his/her community.
- II. The student will be exposed to the intrinsic value of labor through activities which the teacher can adapt by subject area and learning level.
- III. The student will develop a positive attitude toward work by understanding that cooperation among groups is necessary to attain common goals.

GOAL I

The student will recognize labor as an essential element and responsibility of his/her community.

OBJECTIVE A:

The student will recognize the contribution of community workers through celebration of Labor Day.

ACTIVITIES:

1. Display pictures
Set of 12 Labor History Prints Available for \$5.00
from:
UAW Purchase and Supply Department
800 E. Jefferson Ave.
Detroit, Michigan 48214
2. Give background on Labor Day (See Attachment 1)
Read "Stop Working...It's Labor Day" (See Attachment 2)
Countries mentioned could be pointed out on a map
3. Identify contributions of workers. (Workers have made everything you see in this classroom. What are some of these things? Who made them?) Distribute and complete "Who Does It?" puzzle (See Attachment 3).
4. Discuss answers (See Attachment 4), identify workers and re-emphasize "We Honor Workers On Labor Day" (See Attachment 5).
5. Have the class discover local activities dealing with Labor Day. Invite a community Labor Leader to talk with the students.
6. Hold a classroom Labor Day picnic. Have the students decorate their room. Make different "worker hats" to wear.
7. Learn a labor song.

Record Joe Glazer Sings Labor Songs
Collector Records
1604 Arbor View Rd.
Silver Spring, MD 20902

Tape Proud To Be A Teamster
1986 Hoover-Gorin and Associates
Manufactured by CBS Records

Book Pete Seeger and Bob Reisner
CARRY IT ON! A History in Song and Pictures
of the Working Men and Women in America
New York: Simon and Schuster, 1985.

OVERVIEW

The life of every person in the U.S. -- student, worker, homemaker, politician, business person -- is affected directly or indirectly by the existence and activities of labor organizations. This will endure so long as we maintain a democratic form of government and a system of free enterprise because organized labor is a natural concomitant of a competitive society.

In some degree, all of us are conscious of labor organizations. Generally our views of them are distorted by our sources of information: newspaper headlines, radio "flashes" or television "news briefs."

The history of labor is the story of workers binding together to promote their common interests. This urge to join with others for mutual protection and advancement is a human trait. It reflects as well the working person's fight to attain dignity and social justice.

Labor history is also the story of working people's fight to achieve political and economic democracy, a struggle marked by determined effort in the face of often violent opposition. But labor has made gains. No longer is the worker called "servant" and the employer "master." Today an apprentice enjoys the same personal freedoms as the master workperson. Comparatively few workers still "owe their souls to the company store."

Working people have fought to better the life of the common person. Today all Americans enjoy the fruits of this effort. It is no longer necessary for citizens to own property in order to vote or run for public office.

Most public officials are now directly elected by the people. Every American child is entitled to a free public education. A person unable to pay a debt cannot be imprisoned for that reason, and the garnisheeing of wages is more and more prohibited. Minimum wage laws have been enacted by the Congress and many of the states.

The health of the worker has become a paramount concern. Hours of work have been greatly reduced. Child labor is outlawed for nearly all industries. Health, sanitary, and safety laws must be observed. In the case of an on-the-job accident most workers are covered by disability compensation. The same is true for workers who are laid off or dismissed from their jobs through no fault of their own. In most instances they are now entitled to unemployment compensation, a partial answer to the worker's dread of insecurity and joblessness.

Employees in the private sector may join organizations of their own choosing, have a right to collective bargaining, and may not be dismissed for engaging in union activity. These rights were not the acts of employer benevolence. They were won by the persistent and tireless efforts, and sometimes even the lives, of generations of workers united in the labor movement. Today the public worker is demanding these same rights.

Organized labor has accomplished much. It faces many challenges in the future. Nonetheless, labor recognizes the importance of remaining vigilant. As one labor leader warned, "The rights labor has fought to win, labor must fight to retain."

Stop working. . . it's LABOR DAY !

Do you know that many countries have special holidays in honor of working people? In the United States, Labor Day is a legal holiday in every state, the District of Columbia, and the territories.

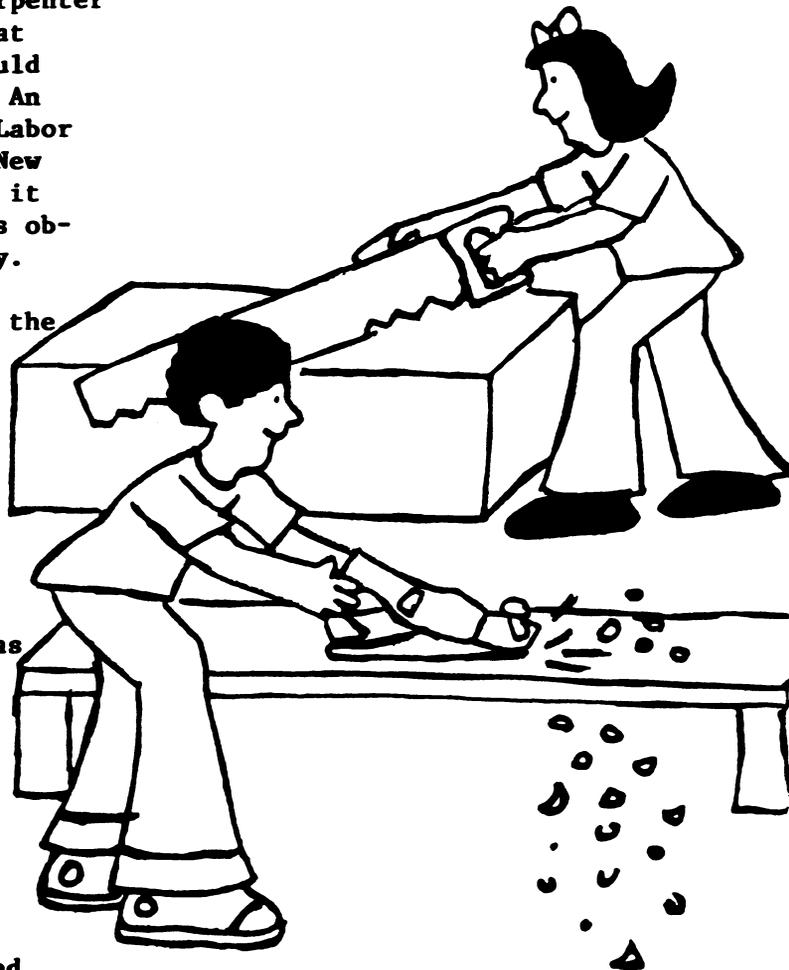
Labor Day was the idea of a carpenter named Peter Maguire who believed that people who worked hard all year should be given some special recognition. An organization called the Knights of Labor held the first Labor Day parade in New York City on September 5, 1882, but it was some time before the holiday was observed in other parts of the country.

In 1884 the United State chose the month of September for Labor Day because it comes halfway between July 4 and Thanksgiving. We always think of Labor Day as the end of summer vacation and the beginning of a new school year.

In many other parts of the world, May 1 is the holiday of the working people. This day is known as International Labor Day. In Latin American countries there are parades and fiestas. In the Soviet Union, May Day is a favorite day for parties and weddings. A military parade is held in Red Square, the main square of Moscow, the country's capital.

In Australia Labor Day is called "Eight-Hour Day". Nearby neighbor, New Zealand, celebrates Labor Day in October.

But wherever Labor Day is celebrated working people like to use their special day as a time for taking it easy.

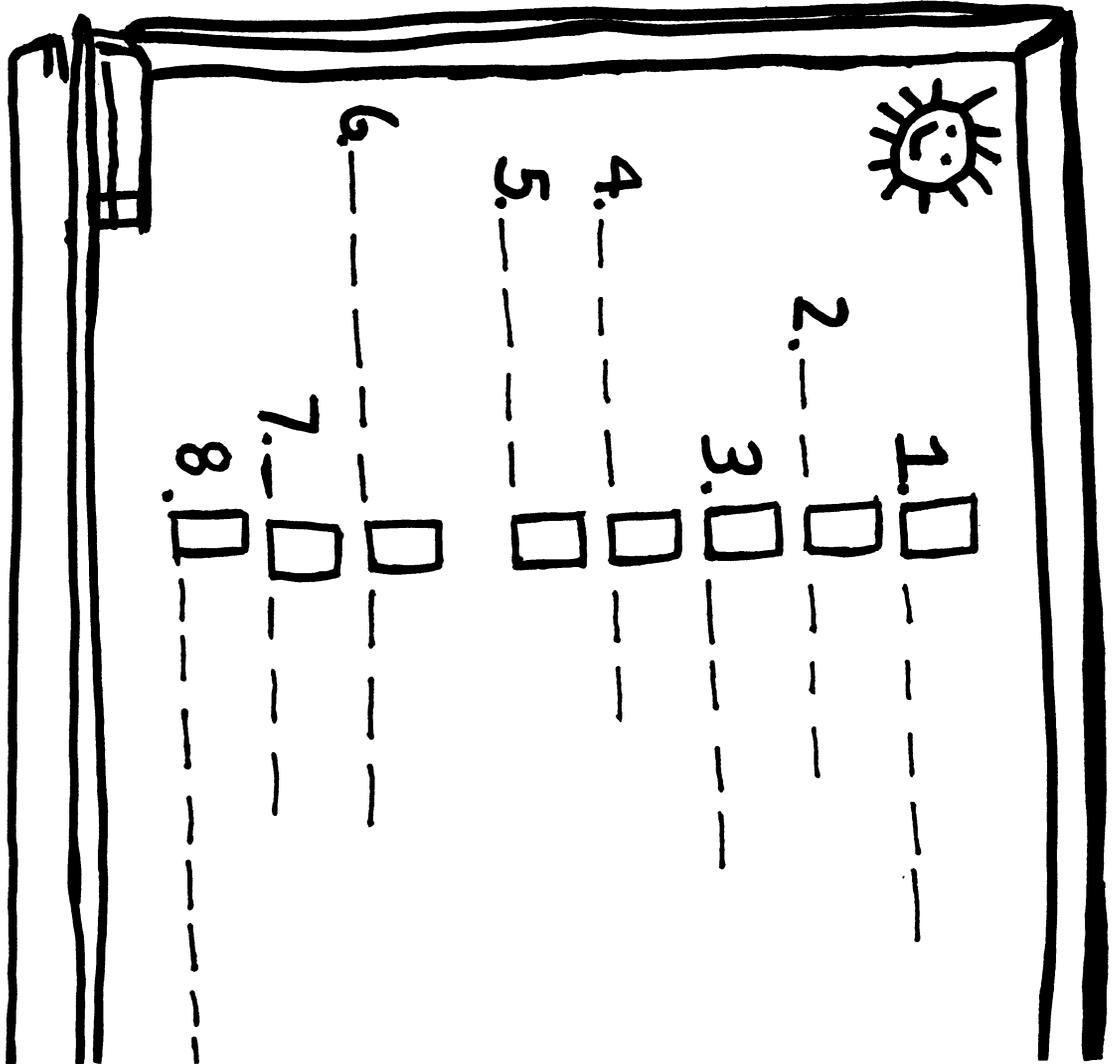


WHO DOES IT?

1. Electricians install wiring to make _____ possible.
2. Furniture factory workers manufacture _____ on which to sit.
3. Authors, printing press operators, and bookbinders are some of the workers who produce _____.
4. Glaziers put glass in the _____.
5. Lumberjacks, pulp factory workers, and truckers are some of the people involved in supplying _____ on which to write.
6. An artist, publishing company workers, and sales persons are some who make _____ available to tell the date and month.
7. _____ is put on the wall by painters.
8. Foresters, lumber mill workers, and shipping clerks are some workers involved in making _____ with which we measure.

ANSWERS:

- | | |
|---------|-------------|
| PAINT | CHAIRS |
| BOOKS | LIGHTS |
| WINDOWS | YARD STICKS |
| PAPER | CALENDARS |



We honor workers on

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

WHO DOES IT?

1. Electricians install wiring to make LIGHTS possible.

2. Furniture factory workers manufacture CHAIRS on which to sit.

3. Authors, printing press operators, and bookbinders are some of the workers who produce BOOKS.

4. Glaziers put glass in the WINDOWS.

5. Lumberjacks, pulp factory workers, and truckers are some of the people involved in supplying PAPER on which to write.

6. An artist, publishing company workers, and sales persons are some who make CALENDARS available to tell the date and month.

7. PAINT is put on the wall by painters.

8. Foresters, lumber mill workers, and shipping clerks are some workers involved in making YARDSTICKS with which we measure.

ANSWERS:

PAINT CHAIRS

BOOKS LIGHTS

WINDOWS YARD STICKS

PAPER CALENDARS



1. LIGHTS

2. CHAIRS

3. BOOKS

4. WINDOWS

5. PAPER

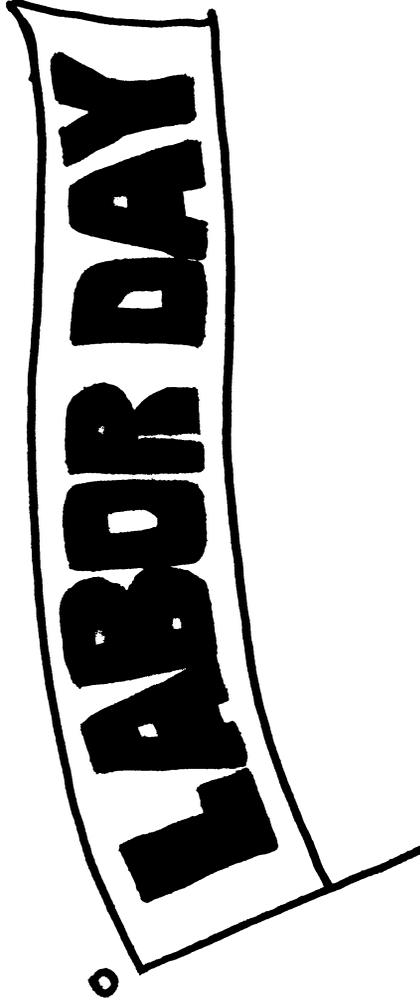
6. CALENDARS

7. PAINT

8. YARDSTICK.

We honor workers on

$\frac{L}{1}$ $\frac{A}{2}$ $\frac{B}{3}$ $\frac{O}{4}$ $\frac{R}{5}$ $\frac{D}{6}$ $\frac{A}{7}$ $\frac{Y}{8}$



* * * * *

* * * * *

* * * * *

TRANSPORTATION JOBS

JOBS WORKING WITH ANIMALS

JOBS HELPING OTHERS

"OUTDOORS-ONLY" JOBS

SALES JOBS

ARTS AND CRAFTS JOBS

JOBS WORKING WITH FOOD

JOBS WORKING WITH CHILDREN

MEDICAL AND HEALTH JOBS

OFFICE JOBS

ENTERTAINMENT JOBS

JOBS WORKING WITH MACHINES

In most states the first Monday in September is a legal holiday called Labor Day. This day honors the working people of our United States. See how many different types of jobs you can think of and write them under one (or more) of the headings printed above. If you run out of room, use the back of this paper. Do you know anyone who works at any of these jobs? Perhaps you can invite them to speak to your class.

OBJECTIVE B:

The student will develop an awareness of different kinds of labor.

- EXAMPLES:**
- a. Transportation jobs
 - b. Jobs helping others
 - c. Sales jobs
 - d. Jobs working with foods
 - e. Medical Health jobs
 - f. Entertainment jobs
 - g. Jobs working with animals
 - h. Outdoor jobs
 - i. Arts and crafts jobs
 - j. Office jobs
 - k. Jobs working with machines

ACTIVITIES:

1. The teacher will display various pictures of people involved in different kinds of labor to initiate classroom discussion.

Materials: Pictures

2. Read and discuss Mike Mulligan and the Steam Shovel.
3. Pantomime and/or role play situations depicting various types of labor.

Materials: Clothing, tools and/or objects needed on the job. Pictures of various jobs. The student selects or draws from a box a picture. He/she then acts out the role of that occupation. The class may guess what occupation the student is portraying.

4. Create a collage of people performing tasks of labor. It may be classified as tasks involving goods and services.

Materials: Bulletin board, bulletin board paper, magazines, newspapers, scissors, crayons, markers and paste. Students may draw or find pictures of different people performing tasks of labor and paste them on bulletin board paper.

5. Create a learning center that relates specific tools to a specific job. Children will select a job, find 3-5 tools that are associated with their job, trace around the tools and discuss.

Discussion Questions:

- What are the names of the tools?
- Do you know someone who uses these tools?
- Why are tools important?
- Can some tools be used for more than one job?

Materials: Paper, magazine pictures of workers doing their jobs, crayons, markers, and tools:

Teacher: books, pencils, chalk, etc.

Plumber: wrench, pipes, hammer

Carpenter: nails, pliers, ruler, drill, hammer

Office worker: paper, pencils, pens, paper clips, telephone, computer

Food Service: dishes, silverware, trays, napkins, etc.

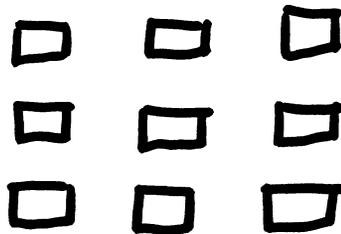
6. Practice making and serving sandwiches. Set up an area with materials, demonstrate how to make and serve a sandwich.

Materials: Bread, jelly, peanut butter, knives, paper plates and napkins.

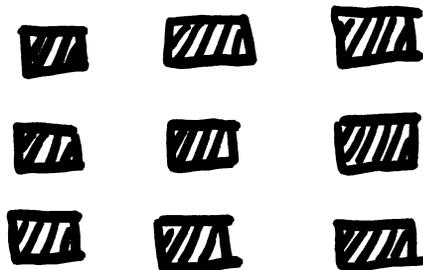
7. Concentration card game: Children place cards picture side down and try to match the occupation card to the goods or services card.

Materials: Poster board (2 colors) cut into 2 by 4 cards, paste pictures of occupations, goods, and services. Select one color of poster board for pictures of occupations and another for pictures of goods and services. Paste the pictures on the cards and laminate.

Directions: The student lays the occupation cards in 1-3 rows and the goods and services cards in the same manner. Select an occupation card, turn it over and try to match it to a goods/services card. If a match is made, the student keeps the pair. If a match is not made, the student turns the cards back over. The student who matched the most occupations wins the game.



OCCUPATIONS



GOODS AND SERVICES

8. Read and discuss/role play "The King and the Fire" (See Attachment 6).
9. Complete Word Find #1 (See Attachments 7 and 8.)
10. Complete Alphabet Careers Sheet (See Attachment 9).



THE KING AND

THE FIRE

Once upon a time in a far away land there lived a king. One day his palace caught on fire. "Firefighter, firefighter come quick!" yelled the king.

In no time at all the fire engines arrived at the palace. "Here we are, your majesty," said the firefighters, "ready to squirt our trusty hoses and put out the fire." Soon the fire was out.

The king was grateful. In fact he was so grateful that he issued a proclamation.

"I hereby proclaim that from now on everyone in my kingdom will quit his job and become a firefighter!" So all the people in the kingdom quit their jobs and became firefighters.

But the king had not realized what problems this would cause. One day he cut his finger. "Call the doctor!" cried the king. "I've cut my royal finger!"

The doctor appeared but was wearing a firefighter's hat and carrying a hose. "Doctor, please put a bandage on my finger," said the king.

"I can't" said the doctor. "I was a doctor but now I am a firefighter. There are no doctors anymore."

"Woe is me," cried the king and fell into a fit of tears because his finger hurt.

As if that weren't bad enough, the king's mail was not delivered. He was furious. "I'm expecting a royal letter!" Royal mailcarrier where are you?" The familiar face of the mailcarrier appeared, but the king was dismayed to discover that the mailcarrier was now a firefighter.

"I was a mailcarrier," he said, "but you ordered everyone to be a firefighter, so I'm a firefighter."

It wasn't long before the unhappy king discovered that there was no royal cook, no royal TV repairperson, no royal carpenter and no royal storekeeper. There was no one to take care of anything, unless of course there were a fire in the kingdom.

The king realized that he had made a mistake so he made a new proclamation. "I proclaim that everyone go back to his/her old job. From now on only firefighters will be firefighters." The kingdom returned to normal. The king had learned a lesson. It takes all kinds of people to make a world. If everyone had the same job, it would be hard to get things done--- and silly too.



Word Find #1

Words to Find

farmer	p	l	u	m	b	e	r	t	c	w
driver	r	d	r	i	v	e	r	e	p	a
teacher	i	f	a	c	f	g	r	a	x	i
doctor	n	a	n	c	o	o	k	c	m	t
waitress	c	r	o	b	j	z	a	h	o	r
plumber	i	m	l	w	m	p	s	e	r	e
principal	p	e	t	b	t	y	q	r	s	s
cook	a	r	d	o	c	t	o	r	l	s
librarian	l	i	b	r	a	r	i	a	n	o
janitor	x	i	p	j	a	n	i	t	o	r



Word Find Key #1

p	l	u	m	b	e	r	t	c	w
r	d	r	i	v	e	r	e	p	a
i	f	a	c	f	g	r	a	x	i
n	a	n	c	o	o	k	c	m	t
c	r	o	b	j	z	a	h	o	r
i	m	l	w	m	p	s	e	r	e
p	e	t	b	t	y	q	r	s	s
a	r	d	o	c	t	o	r	l	s
l	i	b	r	a	r	i	a	n	o
x	i	p	J	a	n	i	t	o	r

CAREERS

WRITE ONE OCCUPATION FOR EACH LETTER OF THE ALPHABET ON THE LINES BELOW

A is for _____	N is for _____
B is for _____	O is for _____
C is for _____	P is for _____
D is for _____	Q is for _____
E is for _____	R is for _____
F is for _____	S is for _____
G is for _____	T is for _____
H is for _____	U is for _____
I is for _____	V is for _____
J is for _____	W is for _____
K is for _____	X is for _____
L is for _____	Y is for _____
M is for _____	Z is for _____



OBJECTIVE C:

The student will identify the kinds of labor his/her parent/parents perform.

ACTIVITIES:

1. Building upon the previous objectives, ask the students to research their parent/parents' occupations and be prepared to share this with their classmates the following day. This assignment could include a note to the students' parent/parents explaining the project and asking for their assistance.
2. Create an area map showing where the parents' workplaces are in relation to school. This should primarily identify the various places of work rather than be overly accurate in relation to distances.
3. Make index cards depicting the various jobs the parents perform in the community. These can be the actual words and/or picture illustrations. In turn, ask the students to choose a card and then pantomime/role play the work to see if their classmates can identify them. Like charades, this should be done silently.
4. Have a dress-up period where the students can wear something that would identify them as representing their parent/parents' job. This could also be done with tools or equipment unique to the various jobs.
5. Make puppets depicting the dress of various occupations.
6. Invite the parent/parents of your students to join their children at school.

OBJECTIVE D:

The student will compare present-day labor conditions with those of the past.

ACTIVITIES:

1. Discuss how children worked long ago.
 - a. Read Sweatshop description (See Attachment 10)
 1. How much did they earn?
 2. Where did they work?
 3. How long did they work?
 4. What was the workplace like?
 - b. Use pictures of children working long ago.

2. Discuss how unions have helped improve working conditions.
 - a. Brainstorm with the students on what should be changed to improve working conditions.
 - b. Role play past and present working conditions.
3. Distribute Labor Survey (See Attachment 11) for students to take home to gather data about working conditions of today.
4. Distribute maze (See Attachments 12 and 13). Point out that some of the benefits unions have achieved are found on the maze. Use as a group or individual project.
5. Teach labor songs dealing with working conditions.

Record Joe Glazer Sings Labor Songs
 Collectors Records
 1604 Arbor View Rd.
 Silver Spring, MD 20902

6. Invite senior citizens to talk about changes they have seen in the workplace. Check to see if a retired Teamster is in your community.

OBJECTIVE E:

ACTIVITIES:

1. Write on the chalkboard LABOR UNION. Explain that "LABOR" means workers and "UNION" means having one worker talk to the boss for all workers. Below the words LABOR UNION write MANAGEMENT (Teacher) and LABOR (students). List the following classroom jobs: erasing and cleaning the chalkboards, bus line leader, homework collector, cafeteria line leader, attendance keeper, paper passer and collector, and others. Pass out 3 by 5 index cards. Instruct students to nominate one child as their union leader by writing his/her name on a card. This can be done orally with younger children. Tell the students they cannot elect themselves. Collect the cards and count the votes for the union leader. Explain that he/she will then discuss the assignments with the teacher (management) and negotiate who will receive the different jobs. When all the assignments are made, the students will vote on the union-negotiated agreement. A majority of the class votes is needed for this. Students should do their assigned jobs during the normal school day. Any complaints or grievances should be brought to the teacher's attention through the union leader. In turn, the union leader will bring management's answers to the workers. This should be an ongoing project over a period of time with time provided for class discussion.

2. Arrange the class in a circle and explain the game about to be played called "Whispers". Go up to the first student and whisper, "The farmer grows the wheat, the factory worker makes it into cereal, the shopkeeper sells it to the farmer so he/she can have breakfast." Play this in the style of "telephone" with each student whispering the secret to the next student until it is passed around the room and back to you. Have the last student who heard it say it out loud to the class. Ask the first student who heard it to do this also. Discuss why the story changed and how one representative voice is often more accurate in relaying or retelling a situation. Relate it also to the way we depend on each other's work in our community.
3. Read the book Swimmy by Leo Leonni to the students and discuss the lesson learned by the fish in the story and how this might compare to union organization.
4. Invite a local Teamster representative to come into your classroom to discuss his/her union involvement with the students. Ask that he/she do this from the standpoint of the trade union's contribution to the community.
5. Complete Word Find #2 (See Attachments 14 and 15).
6. Complete "I am thinking of" sheet (See Attachment 16).

SWEATSHOP DESCRIPTION

Nowhere in the world at any time were people worked as they were in the sweatshops--the lowest paid, most degrading of American employment, as they existed some 80 years ago. The sweatshop employer ground all the work he/she could from every man, woman and child under him.

Sweatshops had grown up like mushrooms in the slum areas of the major cities, anywhere and everywhere--in damp basements, dark hallways, overcrowded bedrooms. On sweltering summer days when work indoors was unbearable, the families took their work out on the fire escapes or up to the roofs.

People worked a fifteen or sixteen hour day, from five in the morning until nine at night. In the busy season people would work all night, and Sundays as well.

If you were a really ambitious person, eager to earn a few extra pennies, you would be at your workbench at 4:00 AM, as hundreds of others were. If the boss provided gas lights, you might have come an hour earlier at 3:00 AM. Some workers even spent the night at the shop, sleeping on the hard floor with a bundle of unfinished garments for a pillow.

Going to work was like entering a prison at that time. Doors to shops were barred at a certain hour in the morning so that no one could enter or leave. Someone wanting to go to the washroom had to get permission, and was followed to make sure he or she didn't stay too long. Bosses would even forbid workers to talk or sing on the job. One company fined employees 50 cents if they looked out the window and 25 cents if they laughed.

Workers were searched when they left the shops to make sure they weren't stealing bits of cloth or thread. They had to pay for everything--for broken needles, for the thread they used, for the electricity that ran their machines, for the chairs they sat on, even the hooks they hung their hats on. All this was taken from their wages that never got above \$5 per week. It was out of this climate that workers found a purpose for uniting and the need for a union.

TAKEN FROM: Labor Studies in the Elementary School, PS 150
Borough of Queens, NY, NY.

LABOR SURVEY

Are you an employee, employer
or self employed? _____



Besides wages, what benefits and what
working conditions are important to you?

LABOR SURVEY

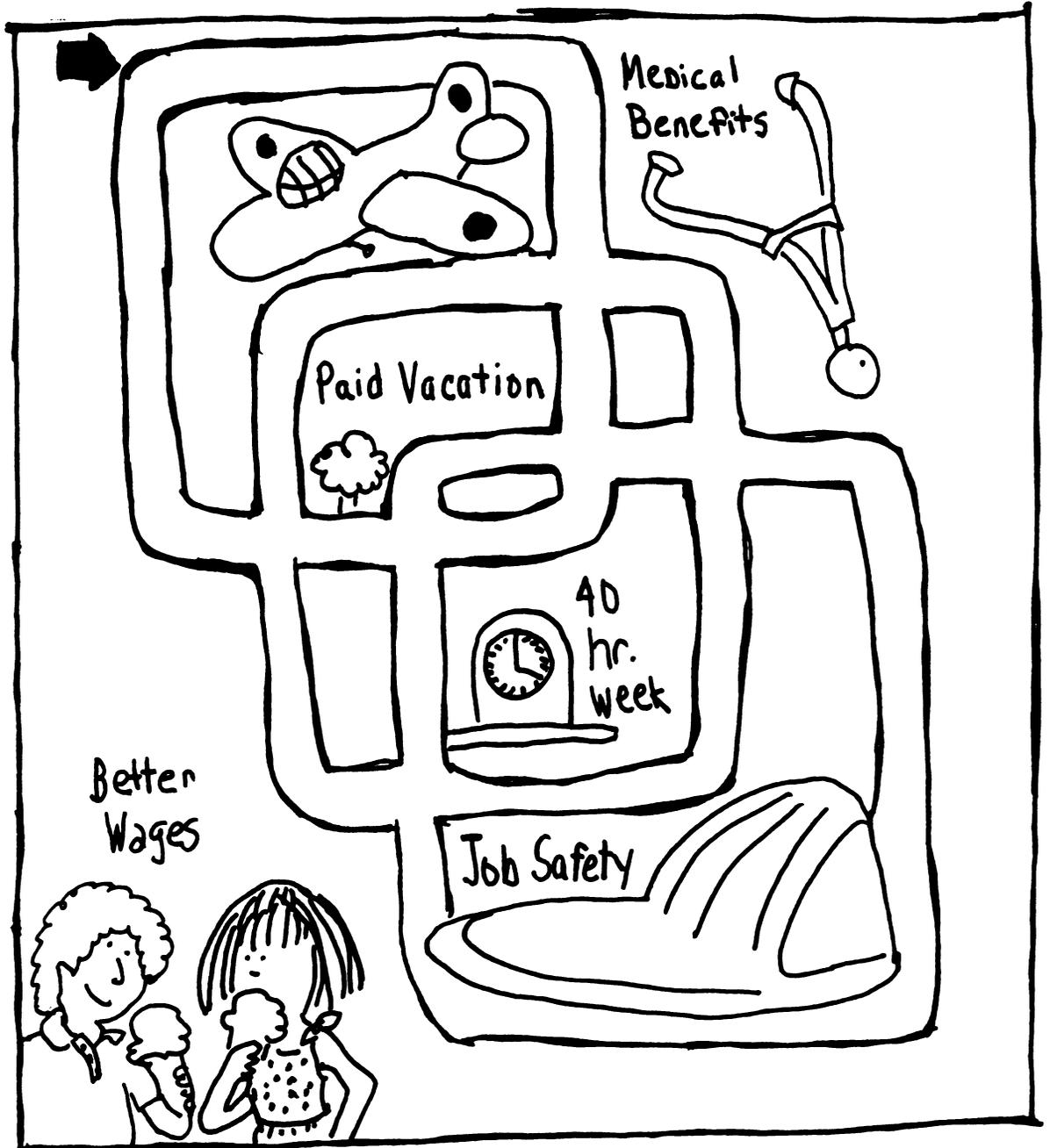
Are you an employee, employer
or self employed? _____



Besides wages, what benefits and what
working conditions are important to you?

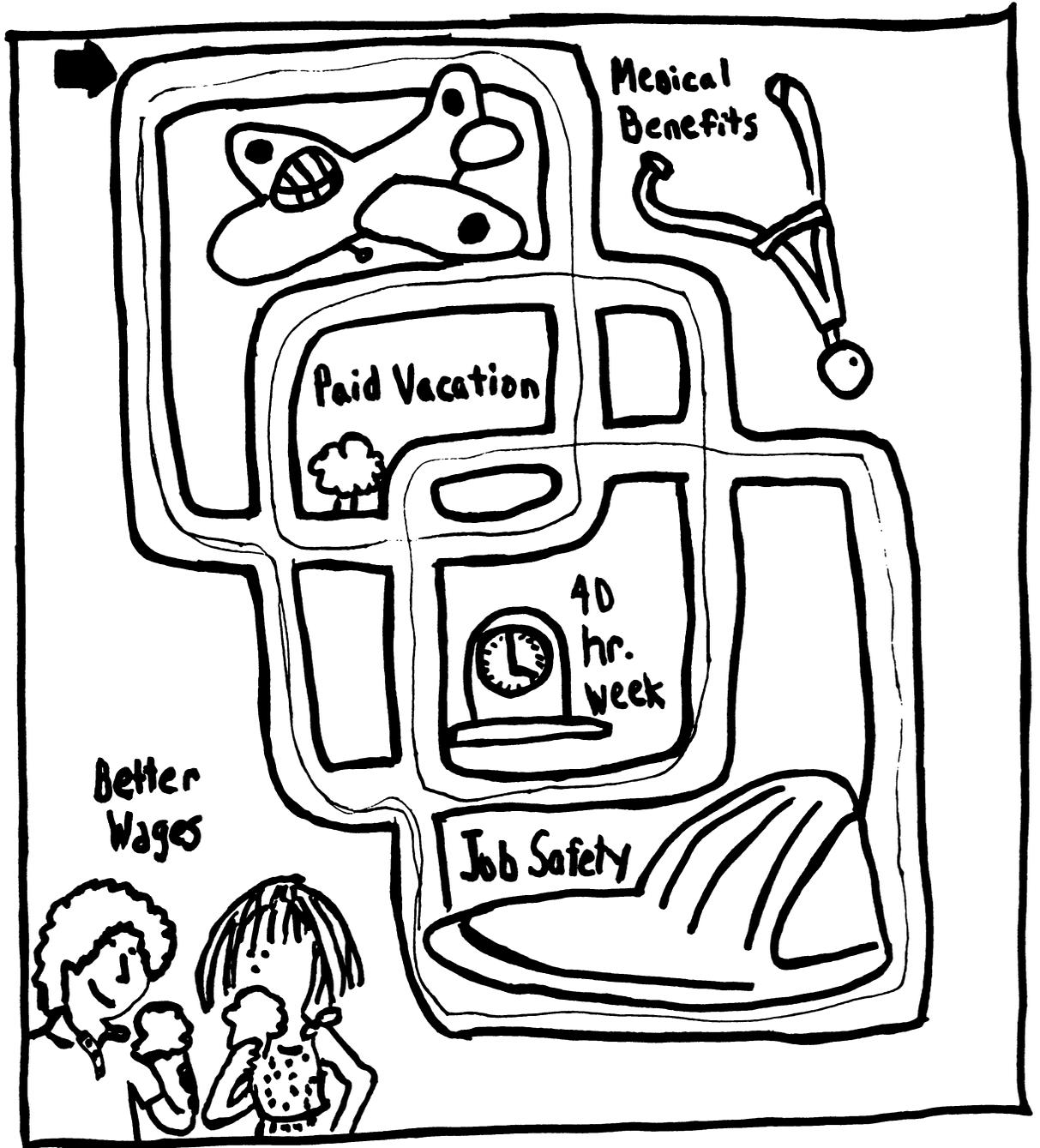
AMAZING PROGRESS

ATTACHMENT 12



Trace the complete path without retracing any part!

AMAZING PROGRESS



Trace the Complete
path without retracing
any part!

Word Find #2

<u>Words to Find:</u>		1	2	3	4	5	6	7	8	9	10
1. UNION	1	W	B	P	N	L	S	A	I	U	V
2. MANAGEMENT	2	M	A	N	A	G	E	M	E	N	T
3. JOBS	3	Z	R	C	D	F	T	O	O	L	S
4. WORKERS	4	H	G	U	J	V	K	F	G	L	Q
5. LABOR DAY	5	L	A	B	O	R	V	N	V	D	A
6. TOOLS	6	P	I	O	B	C	H	R	O	T	L
7. SAFETY	7	S	N	O	S	A	F	E	T	Y	O
8. VOTE	8	B	T	O	D	W	A	G	E	S	C
9. BARGAIN	9	A	R	U	N	I	O	N	T	L	W
10. WAGES	10	T	W	O	R	K	E	R	S	X	Y

Word Find Key #2

	1	2	3	4	5	6	7	8	9	10
1	W	B	P	N	L	S	A	I	U	V
2	M	A	N	A	G	E	M	E	N	T
3	Z	R	C	D	F	T	O	O	L	S
4	H	G	U	J	V	K	F	G	L	Q
5	L	A	B	O	R	V	N	V	D	A
6	P	I	O	B	C	H	R	O	T	L
7	S	N	Q	S	A	F	E	T	Y	O
8	B	T	O	D	W	A	G	E	S	C
9	A	R	U	N	I	O	N	T	L	W
10	T	W	O	R	K	E	R	S	X	Y

I'm thinking of a person who helps sick animals _____.

I'm thinking of a person who writes books _____.

I'm thinking of a person who draws pictures in books _____.

I'm thinking of a person who runs a train _____.

I'm thinking of a person who flies a plane _____.

I'm thinking of a person who flies a space craft _____.

I'm thinking of a person who works with wood _____.

I'm thinking of a person who, etc., etc.

SELECTED RESOURCES

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GOAL II

The student will be exposed to a realization of the intrinsic value of labor through activities which the teacher can adapt by subject area and learning level.

OBJECTIVE A:

The student will learn and understand the differences between labor which produces a product and labor which provides a service.

ACTIVITIES:

1. Have students bring in a toy and discuss how it relates to a job (truck-transportation, blocks-construction).
2. Using sources appropriate for the grade level (pictures, vocabulary, parents/community leaders/senior citizens), have students differentiate between service jobs and production jobs.
3. Discuss and/or design a town (mobile, diarama, bulletin board, floor model). Visit actual workplaces. Have workers as speakers or interviewees.

N.B. This activity easily ties in with Objectives B, C, and D.

OBJECTIVE B:

The student will learn and understand the value of labor involved in: a) producing a product, and b) providing a service.

ACTIVITIES:

1. a. Have students make a product (labor) and sell it (service). Possible products: snow-cones, bookmarks, craft items, food.
b. Have students provide a service and receive a reward. (e.g., errands - gold star, clean table - extra recess, home chores - allowance/TV time/toy.)

N.B. This activity flows from Objective A.

2. Create a display of union-made products. Create a book/mural/bulletin board of the American worker.
3. Write a play in which each student portrays a worker, explains his/her job, what knowledge and/or skill is necessary to do the job, why he/she is happy and safe, what good comes to the community from the job.

N.B. By integrating this activity with objectives A and D, you may find this to be a good culminating activity for the unit.

OBJECTIVE C:

The student will learn and understand that there is pride and dignity in a) producing a product, and b) providing a service.

ACTIVITIES:

1. Have students bring in toys. Discuss how toys reflect the jobs of people. Parents who take pride in their work may donate these toys to express the value they place on labor.
2. Play a recording of "The 40 Hour Week" by Alabama. Discuss in terms of labor, poetry, music, vocabulary, etc.
3. Create a display of items with union labels and/or copies of union labels. Discuss pride involved in "signing" your work. You may want to compare this to an artist signing a painting.
4. Create a story of what kind of worker the student wants to be (career and quality). Illustrate. Have students dress appropriately on a special day.

OBJECTIVE D:

The student will be introduced to the rewards (both tangible and intangible) of: a) producing a product, and b) providing a service.

ACTIVITIES:

1. Introduce the concept of intangible by using feelings.

a march vs. a lullaby
reward vs. punishment
new kitten vs. broken toy
2. Describe or draw something you have done for someone else with no tangible (toy, money) reward (only a smile or hug).
3. Have students describe family vacations or recreations. Discuss how wages pay for these. Compare with using an allowance for a new toy.
4. Describe or draw (book/drama) to show how you feel when you do a job well. (Sell all your products, get a good grade, win a prize.)

RESOURCES:

We visualize the use of numerous community resources as well as hands-on materials which are readily available to every teacher. Our hope is that the teacher will reach out to encompass a broad spectrum of community leadership. Among the possible resources to consider are labor organizations, small businesses, family members, trades people, as well as public service organizations and personnel.

This collection of activities is meant to help you begin to incorporate labor into your curriculum. Feel free to adapt these ideas, integrate subject areas into them and be as creative as your class allows.

GOAL III:

The student will develop a positive attitude toward work by understanding that cooperation among groups is necessary to obtain common goals.

OBJECTIVE A:

The student will define the concept of group.

ACTIVITIES:

1. "GROUPING OBJECTS" (See Attachment 17)
2. "FOUND OBJECTS" (See Attachment 18)
3. "WE BELONG TO MANY GROUPS" (See Attachment 19)

OBJECTIVE B:

The student will cite reasons for the formation of groups.

ACTIVITIES:

1. "HOW MANY DOES IT TAKE?" (See Attachment 20)
2. "GROUP COLLAGE" (See Attachment 21)
3. Bring in school personnel. Have them share their job responsibilities at school (e.g. nurse, librarian, secretary, etc.).

OBJECTIVE C:

The student will identify groups they, their family and friends belong to.

ACTIVITIES:

1. "MY CLASS IS A GROUP" (See Attachment 22)
2. "MY GROUP" (See Attachment 23)
3. "I AM A MEMBER OF MANY GROUPS." (See Attachment 24)

OBJECTIVE D:

The student will list and give examples of contributions of workers to the community.

ACTIVITIES:

1. Call in community workers to explain their contribution. Also "Community Helpers" worksheet. (See Attachment 25)
2. "Your Workworld" (See Attachments 26 and 27)
3. Choose a career that made a contribution to the community. (See Attachment 28)

4. Make a puppet. Write an original poem. Share with others.

OBJECTIVE E:

The learner will give examples of groups cooperating to accomplish common goals.

ACTIVITIES:

1. "A GROUP STORY" (See Attachment 29)
2. CAR BUILDING ACTIVITY: ACTIVITY FOR PRIMARY STUDENTS (See Attachment 30)
3. "COOPERATION AND COMMUNICATION IN GROUPS" (See Attachment 31)

GROUPING OBJECTS

- OBJECTIVE: The child will be able to define the concept of group, give examples of groups to which he/she belongs, and cite reasons for these groups' existence.
- LEARNING: A group can be assembled based on common characteristics among its members.
- MATERIALS: Objects from students desk.
- TEACHER INFORMATION: Each object, person, event, or phenomenon has a multitude of characteristics or attributes. Grouping items involves finding common characteristics among things which may differ in other ways. In grouping activities, encourage children to put things together for as many reasons as they can. This will help the child see the many-faceted nature of things.
- PROCEDURE: Seat children in a circle so that everyone can see a display of objects in the center of the circle. Ask each child to bring something of his/her choice (from her/his desk) to the area. Place the objects in the center of the circle. Ask, "Who can put some of these together because they are alike in some ways?"
- EVALUATION: After a number of groups has been made, lead the children to conclude that they have been grouping: that is, putting things together because they are alike in some way. Point out that they found many ways to group these objectives. Also point out that many of the objects were used several times in different groups.
- EXTENDED ACTIVITY: For additional experiences to develop the group concept use: articles of clothing; containers; candles; lids; art materials; natural objects such as leaves, rocks, shells.

FOUND OBJECTS

LEARNING: "Group" is a very general term which can be used in many diverse ways. All members of a group have something in common.

MATERIALS: A collection of found objects such as objects in a gadget box for printmaking:
manila paper
crayons
watercolors
water containers
brushes

PROCEDURE: Say to the children, "We have here a group of objects. Why do we call this a group? How could we divide this group into smaller groups?" Children should make suggestions such as putting some objects together at random, by size, by shape, by color, by use, by the letter of the alphabet they start with, etc. "In what way are the objects within each group related to each other?" In the random group the relationship would be that they are all inanimate objects.

Have the children draw a group of objects to fill the paper. Using the crayons heavily, add interesting textures and patterns to the objects. Add a contrasting (only one color) watercolor wash over the whole picture to unify the group. Set aside to dry.

EVALUATION: Have each child show her/his picture to the class and tell in what way or ways the members of the group are related.

WE BELONG TO MANY GROUPS

PROCEDURE:

Select 10 children to sit in the center of a circle around which the rest of the class is seated. Ask the class to think of a way we would put some of these children together because they are alike in some way. As each group is made, be sure to get reasons for the grouping. ("Why did you put these children together in a group?") Try to get a wide variety of groupings, for example, height, sex, color of hair, color of eyes, clothing, teeth missing. After several groups have been made, extend beyond physical attributes to inside attributes.

NOTE TO THE TEACHER: Make a group yourself using some attribute that is not visible, e.g., "All these children have big brothers." Then say, "Thinking about what you know about these children, how could you put some of them together (special interests, special abilities, what they do, what they enjoy, etc)? "Thinking of things they like to do, things they can do, things they do at school, etc." Conclude that some children fit into several different groups because of different attributes they have.

HOW MANY DOES IT TAKE?

LEARNING: People sometimes work and play in groups.

PROCEDURE: Have children brainstorm things they can or would like to do. List these on the board. Get wide participation and as varied responses as possible. Go through the list and use a single stick figure  , for those things you can do alone, two stick figures,  , for those things you can do with one other person, and several stick figures,  , for those things you do with a group of people.

 RIDE MY BIKE  SKATE
 TEETER-TOTTER  PLAY FOUR SQUARE

EVALUATION: Help children conclude that we are involved in many activities, some of which we can do alone; for others we must have at least one other person, and others require several people. We sometimes need to work or play in groups.

GROUP COLLAGE

LEARNING: People everywhere work and play in groups.

MATERIALS: Magazines
large tags

PROCEDURE: Have children go through magazines and cut out pictures of people in groups doing something. Classify them as either working or playing. Compile the class pictures into two large collages: WORK GROUP, PLAY GROUP.

Discuss reasons why people work and play in groups. What are advantages of working with others? What are some kinds of work that a person could not do alone? What are some reasons that people play in groups? What are some games that could not be played by one person? What games do you like to play in groups?

MY CLASS IS A GROUP

PROCEDURE:

Say to children that you have put all of them together for a reason. Ask, "Why do you think I group all of you together?" After several activities on grouping, they should be able to tell you the attribute they all have for being a group. It might be "we are all part of the human family" or "we are all people" or "we are all children".

Pursue other attributes of the group. Ask for "other reasons" for grouping you all together.

Try to have students arrive at the conclusion they are all members of the same class. Conclude that this is one group to which they belong: they are all members of the group that is in the room.

BRIDGING
ACTIVITIES:

To what other groups do you belong (family, play, church, Brownies, Cub Scouts, Bluebirds, Little League?)

MY GROUP

LEARNING

I belong to several different groups.

MATERIALS

ditto sheets for groups

PROCEDURE

Prepare a sheet for each child that will allow him/her to list members of groups to which he/she belongs.

FAMILY GROUP	SCHOOL GROUP	PLAY GROUP
Dad Mom Cynthia Phyllis Me	Mrs. Williams Miss Busch Fred Scott Me	Joel David Lyle Me

EXTENDED
ACTIVITY

Have children choose one of the groups from this activity and make a list that will show what each person in the group does for that group:

NAME	WHAT THEY DO
DAD	Goes to Work Cuts the Grass Goes Fishing
MOM	Goes to Work Makes Spaghetti Cleans House
CYNTHIA	Bakes Cookies
PHYLLIS	Puts Away Clean Clothes
DARREL	Takes Out The Trash
ME	Feeds The Rabbit

I AM A MEMBER OF MANY GROUPS

LEARNING

Each person is a member of many groups.

MATERIALS

manila papers (18 by 24 or larger)
crayons

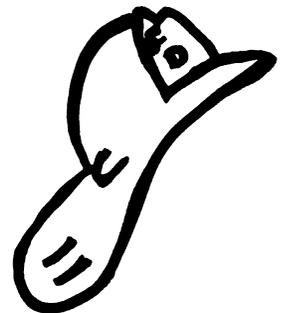
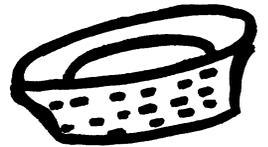
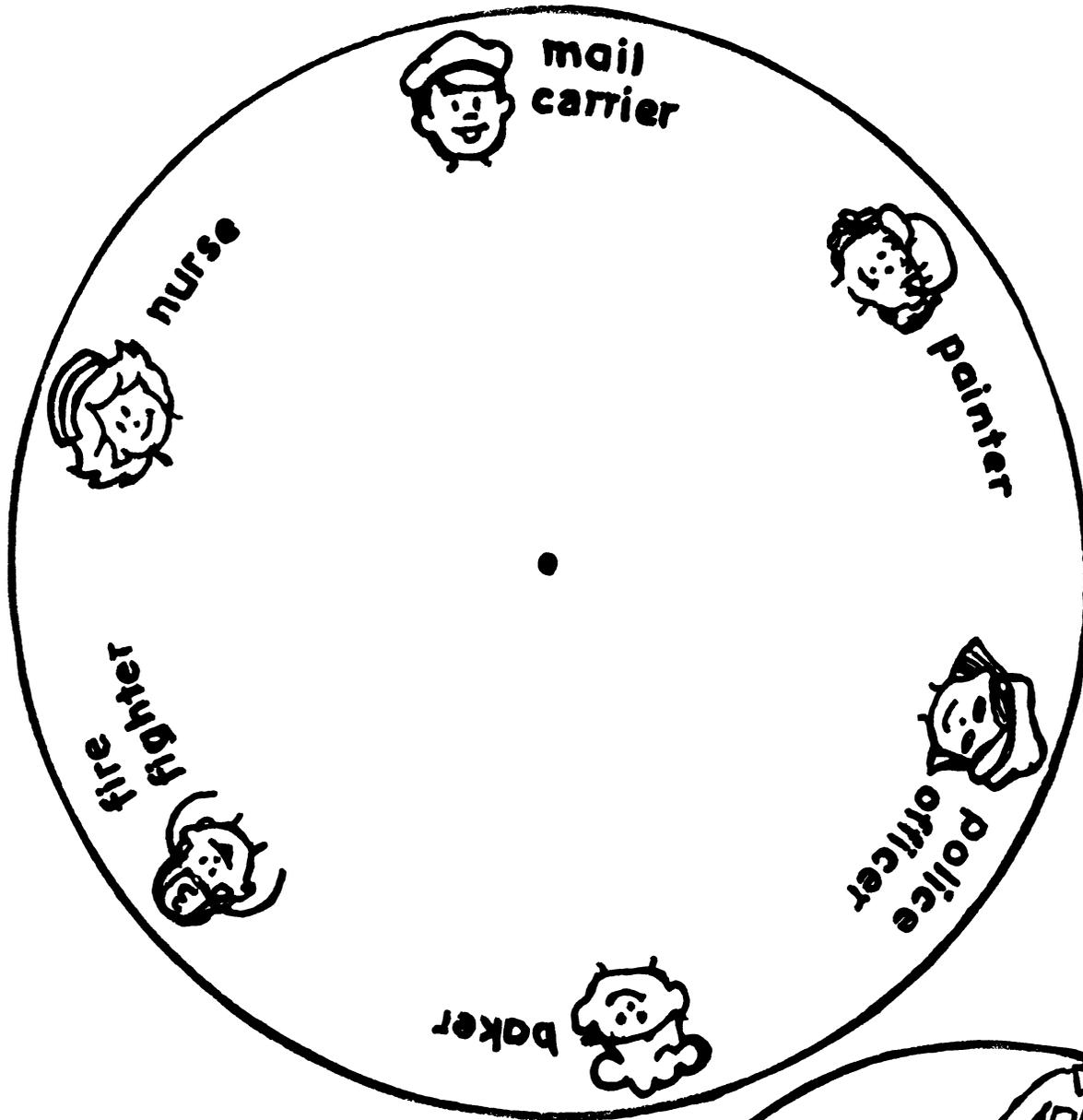
PROCEDURE

Discuss with the children the many varied groups to which they belong. List each group on the board. Discuss symbols that might be used to represent each group (the Brownie emblem to represent Brownies, a baseball and bat to represent Little League, etc.).

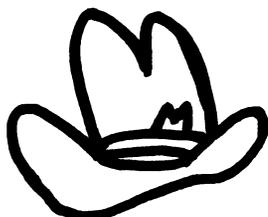
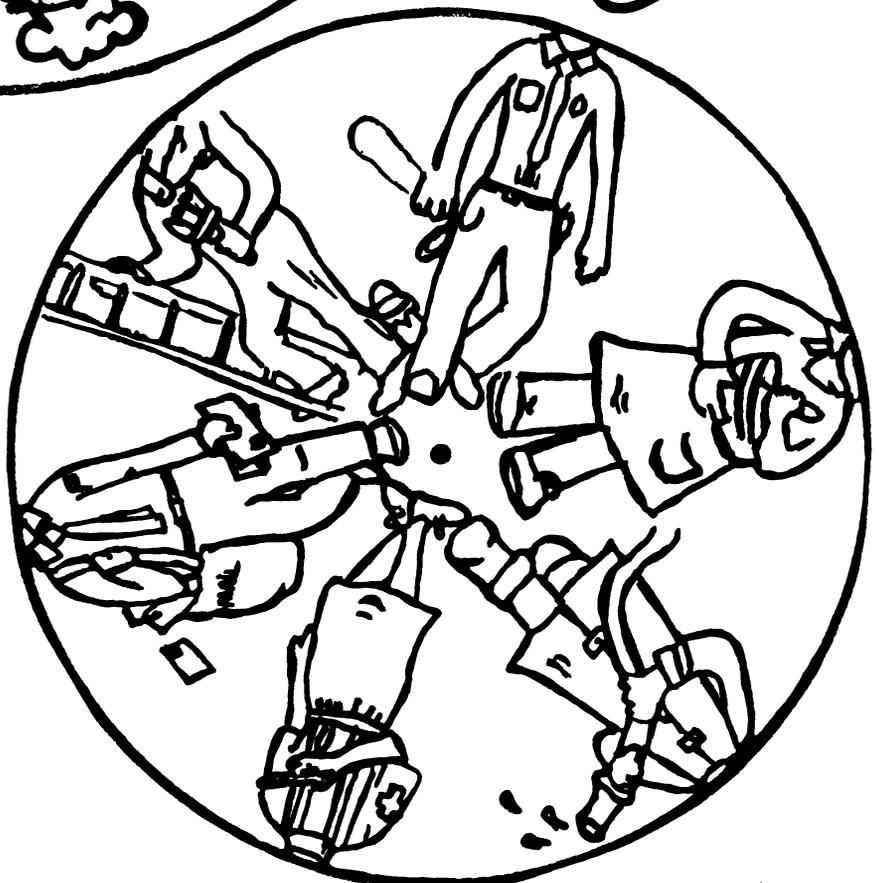
Have each child make a poster showing some of the groups to which he/she belongs. Look at the poster and see how it can be improved artistically (balance, color, lines, etc.).

Share the posters with the class. Have each child point out some groups that he/she feels are unique to her/him.

Community Helpers



CUT OUT THE TWO CIRCLES.
PLACE THE SMALL CIRCLE ON
TOP OF THE LARGE CIRCLE.
POKE A FASTENER INTO
THE CENTER
SPIN THE CIRCLES TO
MATCH THE HELPERS
WITH THEIR HATS.
TELL A STORY ABOUT THE
HELPERS YOU SEE.



YOUR WORKWORLD

(relationship between school and job)

LABOR CONCEPTS

-Skills learned and attitudes developed at school help prepare students for the world of work.

LEARNER OUTCOMES

-Students will identify knowledge, skills, and attitudes they learn in school.

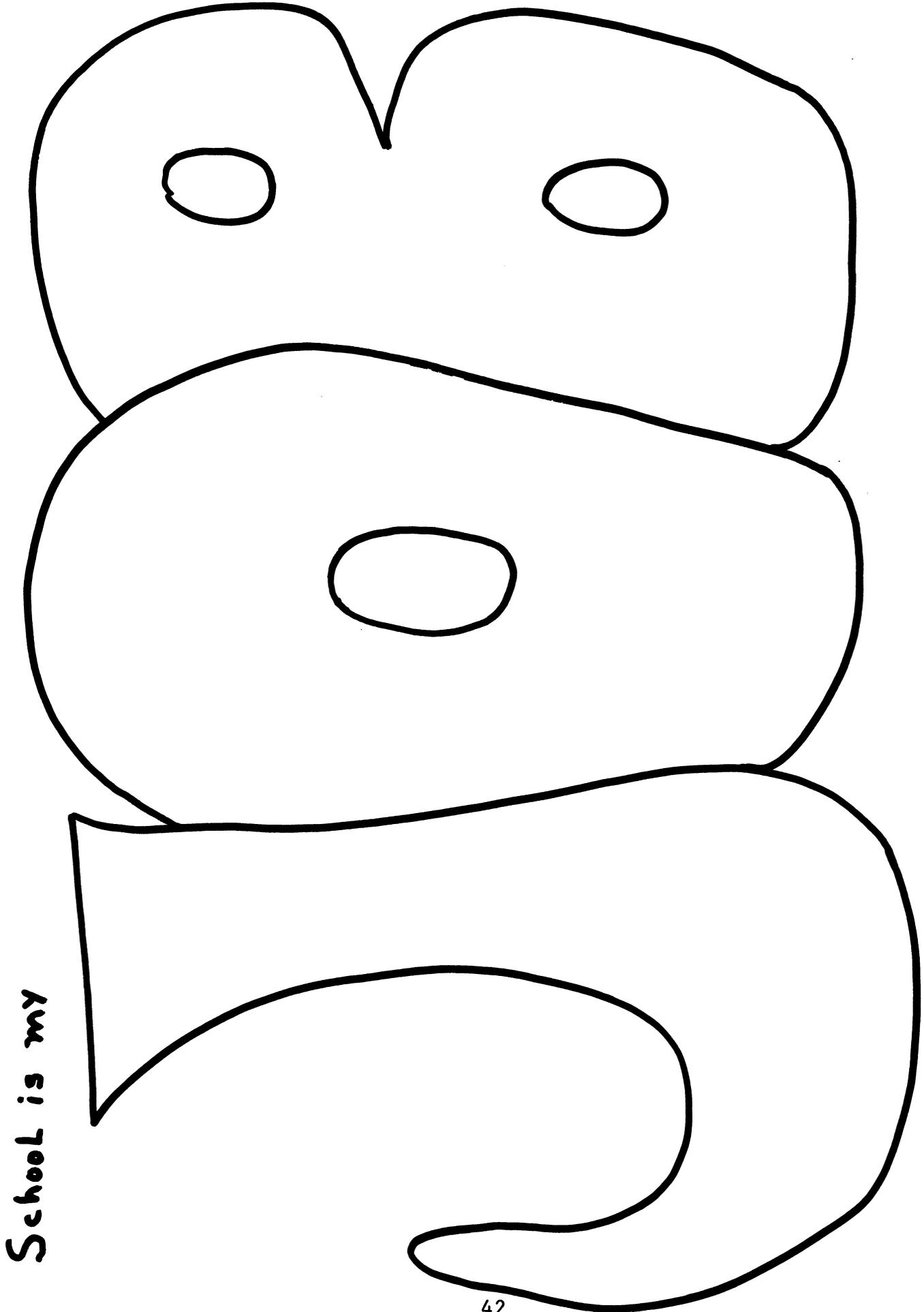
-Students will recognize their role at school as a worker.

PROCEDURE

1. (Raise your hand if you know someone who goes to work everyday. Raise your hand if you go to work everyday. Is School work? Let's look at a little girl and her father who are discussing this question.)
2. Show filmstrip, Working At School.
3. (Did Aletha's father decide that school was work? Let's list some things you are learning at school as a worker.) List on chalkboard. Make sure list includes such things as time, doing one's best, following directions, getting along with others, cooperation, neatness, good use of time in addition to learning to read, write, compute, etc. (How will learning these things at school help you to be successful on a job in the future?)
4. (On this paper write down things you are learning at school so your parents can see what important work you do everyday.) Distribute "School is My Job" (See Attachment 27) sheet and have students copy ideas from chalkboard onto worksheet.

RESOURCES

Working At School - filmstrip - 7 minutes
"School Is My Job"



School is my

NAME _____

Write two more questions to complete the career interview. Then ask these questions of an adult you know. Record the answers.



Career Interview

Name of person interviewed:

1. What is the title of your job?

2. How did you get your job?

3. What are the qualifications for your job?

4. What kind of equipment do you use in your job?

5. What training did you need to get your job?

6. What kind of special clothes do you wear on your job?

7. How do you feel about your job?

8. Would you choose this job again?

9.

10.

Brainwork! Read the want ads in the newspaper. Underline the qualifications for one job. Write a want ad for an underwater architect.

A GROUP STORY

LEARNING

Cooperation is essential for a group product.

PROCEDURE

To provide motivation for a class story the teacher might wish to read a portion of a story to the children. Then tell the class that they can work as a group and write their own story. To help the children begin, the teacher may wish to begin the story with something similar to the following: "Once upon a time there was a lazy turtle....." Each child in turn is asked to provide a sentence or phrase to what was given previously.

Teacher: Once upon a time there was a lazy turtle...
1st Child: ...who always slept until noon every day.
2nd Child He never had enough to eat because he was
 too lazy to work.

The story builds until each child has been given an opportunity to contribute. As each child responds, the teacher should write his/her contribution on the board. After every four or five sentences or phrases are given, the teacher should reread the story from the beginning to help children remember what the story is about. Very young children may need more help with supplying phrases and/or sentences.

After the story is completed, the children may wish to read it together. The story should be rewritten on chart paper (with an appropriate title) and displayed for the class to read many times.

CAR BUILDING ACTIVITY: ACTIVITY FOR PRIMARY STUDENTS

PURPOSE: This activity engages students in a simulation of car building. This activity will demonstrate the strengths and weaknesses of cooperative efforts.

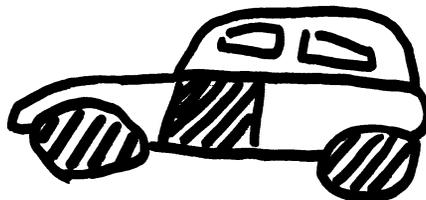
INSTRUCTIONS: The teacher will duplicate a supply of car bodies--usually 2 to a sheet. The car bodies are roughly the shape of a VW bug with wheel wells. White heavy stock works best. The teacher divides the class into several groups. At least one group should be six students. At least three students will work individually. Students will be instructed to build cars--that is, cars of high quality.

The cars are to be constructed in the following manner:

- 1) Cut out the car body, including wheel wells.
- 2) From black paper cut out tires and glue them over the wheel wells. Students will use compass to make sure they cut out round tires.
- 3) From yellow paper they are to cut out rectangular doors--one for each car and glue it in place.

(NOTE: Teacher should display one correctly assembled car.)

- 4) Students will be given dimensions for the doors and ruler to ensure correct size.
- 5) A black crayon is used to outline the wheels. Assembled car looks like this.



Students are told that they can pick up only one sheet of paper at a time. This rule applies to the car bodies, door material, wheel materials.

The teacher hands out scissors, compasses, rulers, black crayons, pencils, glue. Teacher should hand out the means of

production and material in an uneven manner. That is, some groups should have one of each of the items above, other groups should have less than they will need.

When all groups are in their locations, the teacher should set up a table with the materials on it--as far from the groups as the room will allow. The teacher then tells the students that for the next 15 minutes they are to build high quality cars, only high quality cars will be accepted for "sale". Teacher reminds the group that they can pick up only one sheet at a time. They can ask for additional tools of production.

The teacher then says: START.

At the half-way point, the teacher says "half your time is gone."

When five minutes remain, the teacher will give the number of minutes remaining from the five minute mark to the end of the activity.

DEBRIEFING: At the conclusion of the activity the teacher will ask each group to count the number of high quality cars they have produced. Teacher will draw a bar graph to show what each group did. Usually the groups will vary in productivity because some groups will organize and cooperate. Other groups will not organize and their production will be below that of organized groups. Some groups will use a division of labor and specialize; other groups will not. In some cases the individuals may produce more than the groups. If this occurs, it is a good opportunity to talk with the students about the advantages of organization. Often group conflicts develop and production is too low. Such situations provide an opportunity to talk about cooperation. The teacher will find many opportunities to talk about organization and cooperation. The teacher may rerun the activity after allowing the students an opportunity to organize.

COOPERATION AND COMMUNICATION IN GROUPS

LEARNING

People in groups work together and help each other through various kinds of communication.

MATERIALS

paper circles of different sizes and colors

PROCEDURE

Seat 2 children (volunteers) on opposite sides of a table, facing each other with a screen about shoulder high between them. Spread a set of paper circles of different sizes and colors on the table in front of each child. (Have remainder of class watch quietly.)

ROUND 1: Designate one child as the speaker; the other does not speak but follows directions. Child 1 creates a pattern using the shapes and describes the pattern to Child 2. Child 2 is to duplicate the pattern without looking across the screen. Child 1 might say "Put the large red circle on the left side of your table. Put the small red circle next to it. Put the large yellow circle on the right side of your table...." Time the round (five minutes).

Debrief the round by asking Child 1 how he/she felt giving directions without knowing if the other person was understanding.

ROUND 2: Repeat the process with another pair of children, with the exception that Child 2 is allowed to ask questions this time. Again, time the round (five minutes).

Debrief the round by asking Child 1 how he/she felt about being given directions. Ask how he/she felt about being able to ask questions when a direction was not clear. Afterward, ask Child 2 how he/she felt about being asked questions regarding his/her directions.

ROUND 3: Repeat the process with two or more children. This time both children may talk freely. Child 2 is not limited in asking questions only he/she may discuss with Child 1.

Debrief the round by asking Child 2 how he/she felt being able to talk freely with his/her partner. Ask if he/she felt it helped in completing the task and how. Afterward, ask Child 1 how he/she felt about the freedom to discuss

directions. Ask if he/she felt it helped the process.

Debrief the activity. Allow the children to participate in this debriefing.

- 1) What are some reasons the first round was so difficult?
- 2) What helped the second round? Why do you think that is true?
- 3) What helped in round 1? Why do you think that is true?
- 4) What can you say about the importance of communication in working together with others?
- 5) How does two-way communication aid in cooperation?
- 6) What are some examples of how two-way communication is used in work or play?

ADDITIONAL RESOURCE LIST

US: A CULTURAL MOSAIC prepared by Jimmie Martinez and Arlene Watters, San Diego Public Schools, San Diego, California, distributed by the Anti-Defamation League of B'nai B'rith, 832 United Nations Plaza, New York NY 10017.

What Do You Want To Be When You Grow Up? coloring/cut-out book, Price/Stern/Sloan Publishers, Inc., 410 North La Ciengo Blvd., Los Angeles, CA 90048.

Open Minds to Equity A source book of Learning Activities to promote race, sex, class, and age equity by Nancy Schniedwind and Ellen Davidson, Prentice-Hall, Inc., Englewood Cliffs, NM 07632.

INDIVIDUAL DIFFERENCES prepared by Marlene A. Cummings, et. al., Madison Public Schools, Madison, WI, distributed by the Anti-Defamation League of B'nai B'rith, 832 United Nations Plaza, New York, NY 10017.

"School Days", September/October, 1985, Vol. 5, No. 1, section on careers, Frank Schaffer Publications, Inc., 19771 Magellan Drive, Torrance, CA 90502.

LIFE GAMES by Saul Z. Barr, Addison-Wesley Publishing Company.

Amazing Progress Labor's Story, Grade 2, St. Paul Public Schools, St. Paul, MN.

The Day the Fairies Went on Strike by Linda Briskin and Maureen FitzGerald, Press Gang Publishers, Vancouver, British Columbia, 1982.

CHILD LABOR
GRADES 4-6 UNIT

PREPARED BY:

Addie Johnson
Dorothea Durr-Moone
Arthur Etienne
Jerry Simpson
Della Barbosa Arispe
Arlene Thomas
Judy Hamaliuk
Karen McKenna
Abbe Nosoff
Jimmie Jones

REVISED BY:

Dr. Saul E. Bronder
Project Director
IBT

INTRODUCTION

For decades the academic pursuit of labor studies has been recognized as a valid and compelling area of study on the undergraduate and graduate education levels. Unfortunately, it has remained terra incognita in our primary and secondary educational systems. The majority of our primary and secondary school pupils, however, will never attend a college or university. Most of them will become part of the labor force at large. Does it not stand to reason, therefore, that labor education should become a major part of the educational process?

The authors of this lesson plan and their sponsors, the International Brotherhood of Teamsters, believe that a responsible and enlightened education of our children in labor studies will reveal the dignity and worth of the working men and women of America whose lives deserve the understanding, appreciation, and respect of the present generation.

The following material represents an effort to develop a lesson plan that introduces students to the history of child labor and organized labor's effort to seek reform legislation. We hope this material will in some small way fill in a gap in United States labor history. Besides providing cognitive formation for a labor studies program, we trust that it will also raise the students' affective appreciation of the labor movement. We hope, too, that this effort will act as an impetus for educators to create their own programs for teaching labor studies in our primary and secondary schools.

GOAL: Students will understand one aspect of United States labor history by examining the story of child labor and labor's fight for free public education in the United States.

CONCEPT: Labor unions were instrumental in the reform of child labor and helped lead the fight for public education for every child.

OBJECTIVES:

1. Students will be able to define child labor and contrast their daily activities with those of children 80 years ago.
2. Students will describe undesirable working conditions to which children are subjected.
3. Students will empathize with children working in dangerous, deplorable conditions.
4. Students will read and discuss how organized labor opposed child labor and promoted free public education.
5. Students will describe how unions lobbied to achieve child labor reform legislation.

SUGGESTED ACTIVITIES

1. Have students choose examples of child labor from a list of things children do. (See Attachment 1)
2. Review with students a pictorial history of child labor in the United States and have them prepare a list of work activities from children depicted in the photographs. (See Attachment 2)
3. Read and discuss with students the "Diary of an Eleven Year Old in 1877" (See Attachment 3). Sing or read with them "Workingkids Blues" and do exercises for "Workingkids Blues" (See Attachments 4 and 5). Have students list their own daily activities and compare these with the activities of children 80 years ago. For example:
 - Have students draw/illustrate pictures depicting the life of a child in the world of work yesterday and today. Have students write word captions to go with the picture.
 - Have students write and share a paragraph about what it was like to be a child laborer in a factory.
 - Have students write a poem about life as a mill hand, never seeing the sun from working in the mill, with no time for school or play, and never learning to read or write.
 - Have students write a skit depicting the life of a child laborer.
4. Read and discuss the statement of Samuel Gompers , "What Does Labor Want?" Do exercises with students. (See Attachments 6 and 7).
5. Have students design three posters that might have been used in agitating against child labor.

EXAMPLE: MILL WORK IS UNSAFE
 FOR YOUNG CHILDREN

STOP CHILD LABOR!

Children in the SCHOOLHOUSE,
Not the WORKHOUSE

6. Using "How A Lobby Works," the teacher will explain the lobbying process. Students orally explain, using the map. (See Attachments 8 and 9).

7. Students complete the exercise.

Pretend that you are a labor leader in the early 1900's and are preparing a report for the Senate Committee on Education and Labor. You are giving reasons for the need for free public education for children. Use the following questions to guide you in writing your presentation:

- 1) Why should children be in school rather than working in factories?
- 2) Why should free textbooks be provided?
- 3) Why should it become a law that children must go to school?
- 4) How would going to school help a child when he or she becomes an adult?
- 5) Why would shorter hours of work for children be important?

8. Students read and discuss "Child Labor Laws - A Summary," review new vocabulary words, and complete exercises. (See Attachment 10).

9. Have students write their own child labor laws.

10. Have students interview a retired worker to ask the following questions:

- 1) What kind of work did you do? (Describe it.)
- 2) Describe your working conditions.
- 3) How old were you when you started to work?

Students may include other pertinent questions. Teachers and students may formulate other questions in the classroom.

11. Attachment 11 is an article on the contemporary dilemma posed by child labor and is intended as background material for teachers.

WHAT IS CHILD LABOR?

Child labor began very early in the United States. Children worked a variety of jobs. Today, children also work. However, children of today have laws that prohibit abuse. Child labor can be defined as the labor of any person under the age of eighteen who performs a service for wages or compensation.

IDENTIFY WHICH ACTIVITIES ARE EXAMPLES OF CHILD LABOR:

- | | |
|---------------------------------|------------------------------|
| a. going to the movies | h. dancing in your basement |
| b. washing cars | i. pumping gas |
| c. riding a bike | j. helping bag groceries |
| d. swimming | k. sweeping out a store/shop |
| e. selling newspapers | l. walking your dog |
| f. acting in a TV show | m. watching TV |
| g. shoveling snow from the door | |

DEFINE THESE TERMS:

- 1) Child Labor -

- 2) Wages -

- 3) Compensation -

- 4) Sweatshop -

THE DISGRACE OF CHILD LABOR

Exploited without regard to their tender years, countless youngsters were working under conditions constantly fraught with danger to life and limb. Accidents occurred among them about three times as often as among adult workers. Many of those lucky enough to escape mortal injury sustained crippling disabilities and telltale scars for the rest of their lives.

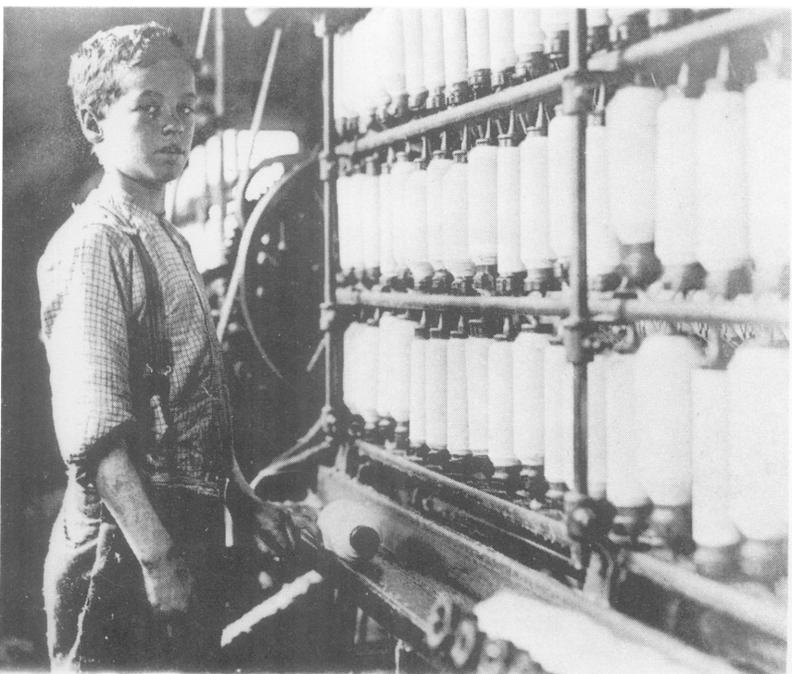
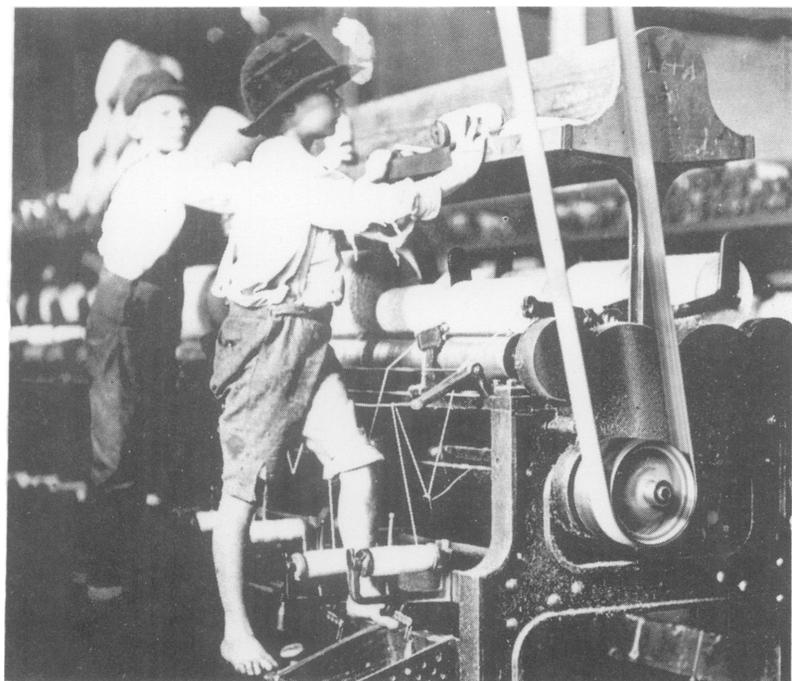
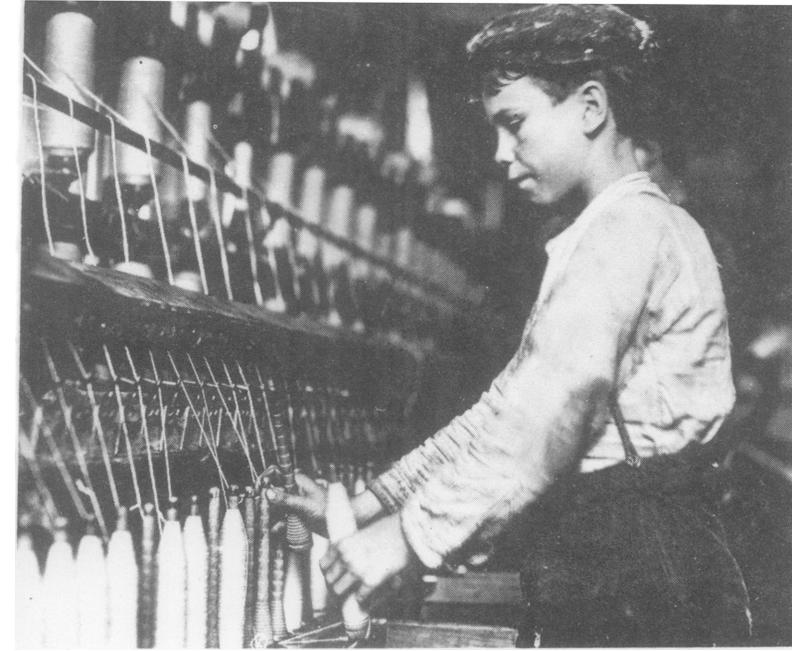
The blight of child labor was widely prevalent—in dust-laden textile mills and pitch-black coal mines, in sweltering glass factories and fetid sweat-shop lofts, in filthy canneries and blazing hot tobacco fields. No industry, no region was without its “tiny hostages to rapacious capitalism.”

Child labor had persisted throughout the nation's industrial growth but the public at large remained only dimly aware of its extent and its cruelties until the National Child Labor Committee began to publicize the unsavory facts that awakened the conscience of the country. The accompanying photographs by Lewis Hine, an ex-teacher, were taken for the committee between 1904 and 1910.

“The worst conditions,” according to Harold Faulkner, “prevailed in manufacturing in which about 16% of the child workers were engaged. The picture of children kept awake during the long night in a Southern mill by having cold water dashed on their faces, of little girls in canning factories ‘snipping’ sixteen or more hours a day or capping forty cans a minute in an effort to keep pace with a never exhausted machine, of little ten-year-old breaker boys crouched for ten hours a day over a dusty coal chute to pick sharp slate out of the fast-moving coal, of boys imported from orphan asylums and reformatories to wreck their bodies in the slavery of a glass factory, or of a four-year-old baby toiling until midnight over artificial flowers in a New York tenement—these were conditions which might well shame a civilized people into action.”

For years labor leaders had inveighed against the use of child workers, emphasizing that such exploitation was largely due to the unwillingness of employers to pay adults adequate wages. Humanitarian arguments were stressed, but trade unionists could not help but be alarmed by the growing displacement of adults by youngsters and the lowering of wage scales in the industries employing them.

So far as employers were concerned, child labor was a blessing in disguise. Instilling the work ethic in youngsters was good for their character and kept them out of mischief. Besides, as Charles Harding, president of the Merchants Woolen Company, told a Congressional committee: “There is a certain class of labor in the mills where there is not as much muscular exercise required as a child would put forth in play, and a child can do it about as well as a grown person . . . There



is such a thing as too much education for working people sometimes. I have seen cases where young people are spoiled for labor by . . . too much refinement."

One textile employer wrote lyrically about the pleasures of child labor: "They seem to be always cheerful and alert, taking pleasure in the light play of their muscles; enjoying the mobility natural to their age. It was delightful to observe the nimbleness with which they pieced the broken ends as the mule-carriage began to recede from the fixed roller beam, and to see them at leisure after a few seconds' exercise of their tiny fingers, to amuse themselves in any attitude they chose till the stretching and winding-on were once more completed. The work of these lively elves seemed to resemble a sport in which habit gave them a pleasing dexterity."

As a direct result of the crusade launched by the National Child Labor Committee with the help of social welfare agencies and trade unions some states enacted restrictive legislation but the 1910 census showed that nearly two million children between the ages of 10 and 15 were employed on farms, in mines, and in factories. In principle the state laws sought to protect children from exploitation; in actual practice they did little to translate rights into realities. Few included effective enforcement provisions. Generally their wording was so ambiguous that employers could easily avoid compliance. Typical were laws stating that no child could be required to work more than ten hours a day—but which allowed employers to claim that extra work was voluntary.

In some states the only punishable abuses were those committed "knowingly." And in most states children could legally work at a younger age or for longer hours than provided by statute if they had their parent's consent, if they were orphans, or if they were supporting parents unable to work. Thus the laws failed to protect those youngsters most in need of protection.

In 1916 Congress passed a law prohibiting the shipment in interstate commerce of goods produced in factories employing children under 14, but this measure was declared unconstitutional by the Supreme Court two years later. In an effort to get around the court's ruling, Congress in 1919 attempted to use its taxing power to ban child labor by placing a 10% tax on the net profits of factories employing children under 14, but this action was also held unconstitutional.

Finally, in 1924, Congress approved and submitted to the states a proposed amendment to the Constitution prohibiting child labor. Although the amendment failed to secure ratification, its purposes were largely accomplished by New Deal measures enacted during the 1930's — notably by the Walsh-Healey Public Contract Act of 1936 prohibiting employment of boys under 16 and girls under 18 on practically all work connected with federal government contracts. Two years later the Fair Labor Standards Act of 1938 placed restrictions on employment of children in interstate commerce generally.





DRUDGERY THEIR LOT

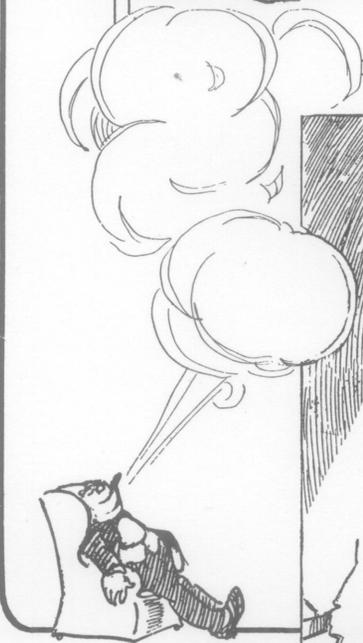
Their normal development stunted, youngsters who worked in the textile mills grew up under conditions social reformers considered "debasating and shameful to society."

Aside from the fact that children were paid paltry wages at best, mill owners preferred them to adults not only because their speed and agility were greater but also because they adjusted to drudgery and discipline with little resentment. Some actually considered it a privilege to work alongside adults.





RICHARDS IN PHILADELPHIA NORTH AMERICAN

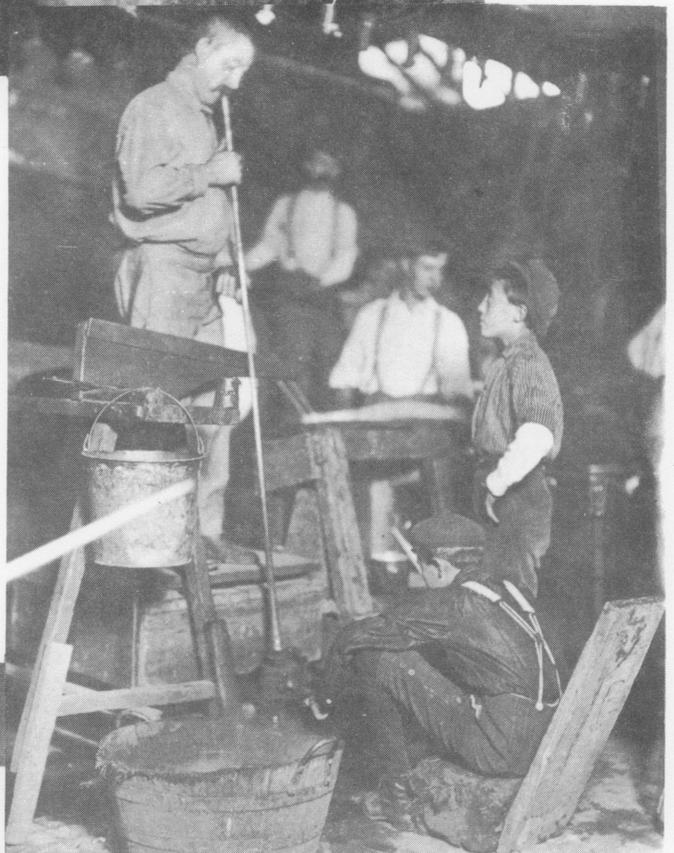


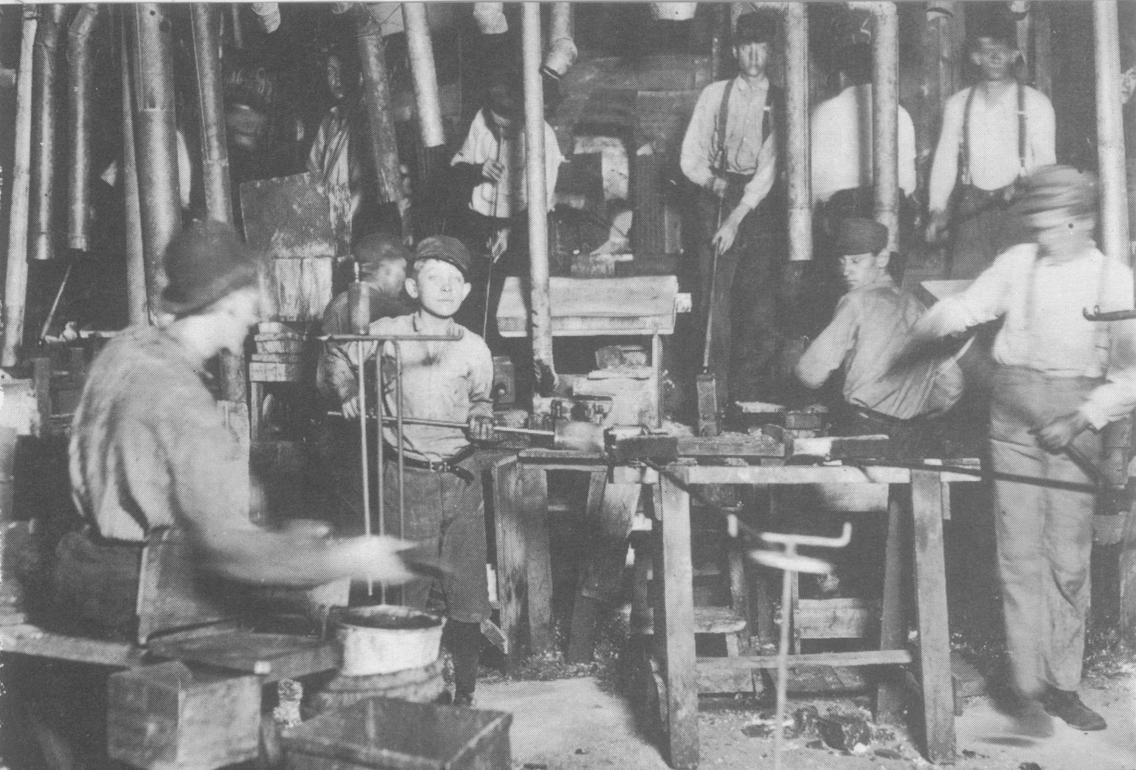
MAY IN DETROIT TIMES



Cheated of childhood, youngsters who worked in "infernally hot glass factories became physical wrecks within a few years." Since most were personally employed by blowers, an arrangement required by employers under union contracts, they were in effect "victims alike of the manufacturers and the skilled workers."

The "mold boys" either had to squat in a cramped position for hours at a time or, if they stood, had to stoop in their work in order to get close to the molds kept near the furnace. The "carrying-in boys" had to remain on their feet most of the time while "snapping-up boys" had to perform their chores near the fires which kept the glass molten.





YOUNGSTERS WHO TOILED IN THE GLASS FACTORIES

Sarcastically nicknamed "glory holes" because of their intense heat, glass factories observed few safety precautions. Many youngsters sustained injuries attributed to "personal carelessness" and "inattentiveness." Some night-shift operations were carried out merely by the light shed by open hearth furnaces.

Of one youngster a foreman said: "He's a good boy. Works all day and never complains."

These photos were taken by Lewis Hine in Grafton, West Virginia, in October, 1908.





SCENES IN CANNERIES

Reminiscent of cruel exploitation of children in England described by Charles Dickens in the 1840's, these haunting photographs by Lewis Hine show the realities of life in American canneries during the early 1900's.

An educator by profession, Hine had used his camera as an aid to teaching but he abandoned his occupation when he became convinced that pictures were more powerful than words and went to work as a photographer for the National Child Labor Committee.





While a foreman checks up on backsliders, women and children toil away busily at a Delaware food processing plant. Below is a photograph taken outside the factory at the end of the day; note that the boys at the left are displaying the knives they used in their work.





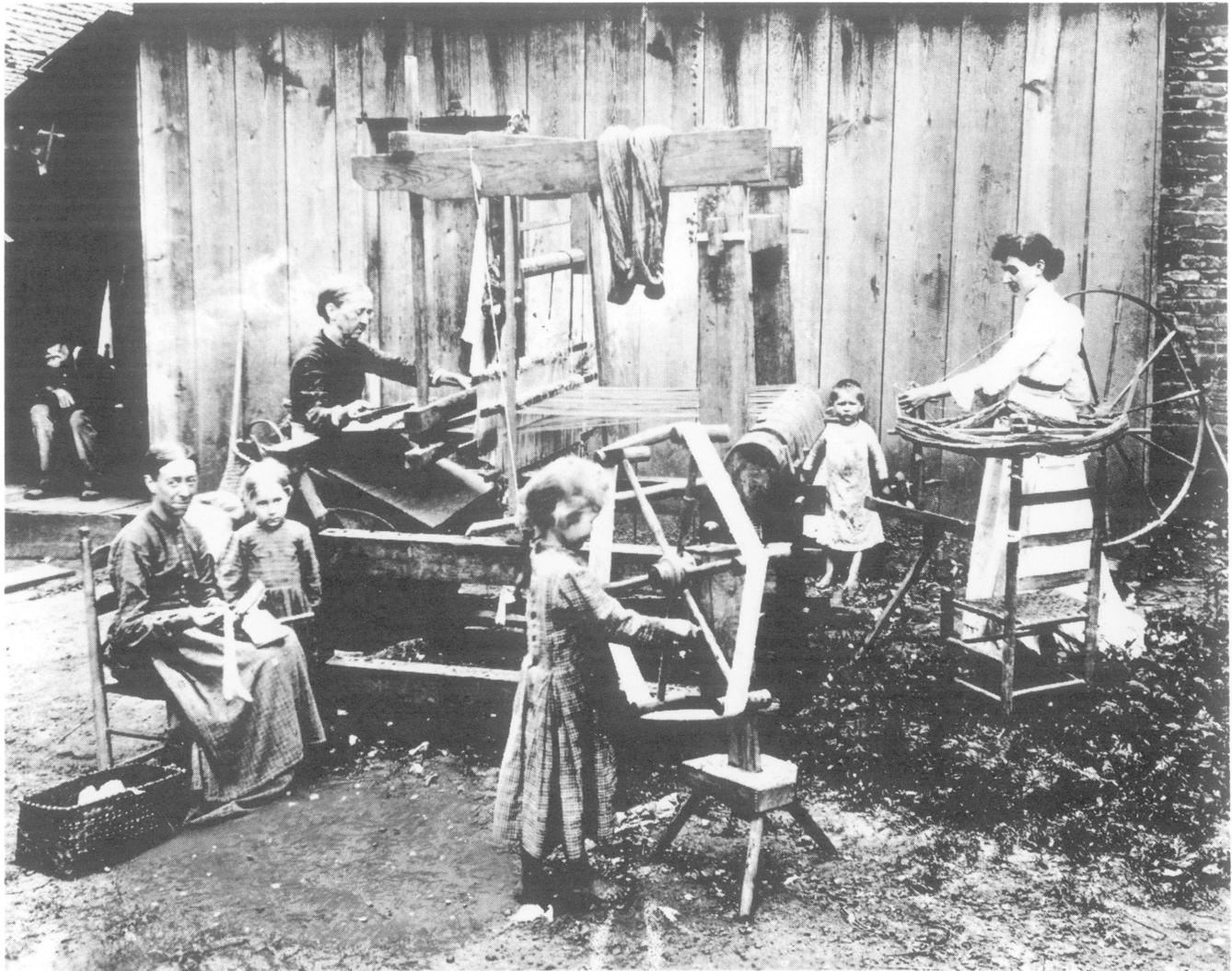
CHILDREN OF THE SOIL

Commercial farmers preferred to hire children because, as an Agriculture Department report explained, they “are short of stature and can pick tobacco leaves, cotton and cranberries without being fatigued . . . They’re indefatigable.”

Children under ten provided much of the manpower in Southern tobacco and cotton fields. Hours were long and the work tedious, but their employers saw to it that they wore hats as protection from the sun and were generously provided with cool drinking water.

More children were employed in agriculture than in all other occupations.





Hard put to sustain themselves on crops with poor yields, many Southern rural families turned to “back yard work” for supplementary income. Even children barely out of infancy were given chores. Below is a

photograph of workers at a Massachusetts textile mill; note that children outnumber the adults. In later years textile unions insisted that employment of minors be limited to a greater degree than state laws stipulated.





SWEATSHOP EXPLOITATION

Drawn to the big cities by rags-to-riches stories, youngsters were ready and willing to work for the meager wages offered by sweatshop employers in the garment industry. In the leading clothing centers—New York, Chicago, Philadelphia, and Boston—manufacturers depended heavily on contractors and subcontractors who were uninhibited about exploiting immigrants and their children in dank and dreary lofts. Many depended upon home work in which the entire family was employed. Fly-by-night entrepreneurs frequently skipped town just before payday.



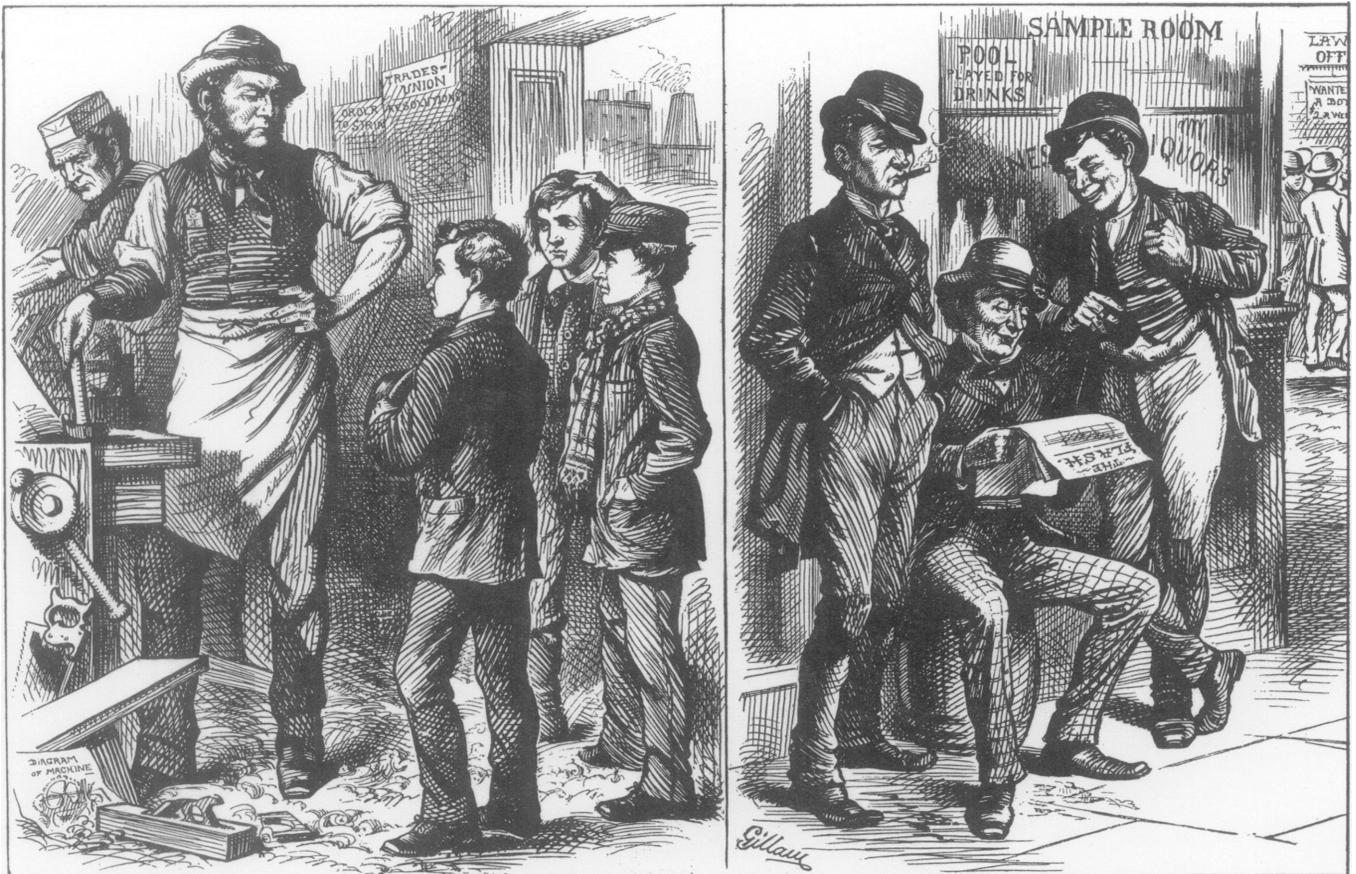


“Capital has neither morals nor ideals,” cried a critic of child labor slavery. The same, he added, could be said of the judicial system which continued to hold that federal restrictions in this area were unconstitutional restraints of states’ rights and personal freedom. Despite vigorous opposition from employers, President Wilson in 1916 signed the first federal law placing controls over child labor but the Supreme Court killed the measure before it became generally effective.





Expansion of vocational instruction in public schools accompanied gradual diminution of child labor in factories and growing controversy over union restrictions on apprentices. Employers complained they were handicapped by the reluctance of unions to cooperate in the training of young workers but labor leaders insisted that arrangements they proposed were disregarded or sabotaged by foremen. Below is a nineteenth century cartoon suggesting that shiftlessness was due to union indifference toward youngsters eager to learn useful trades.



Youngsters attending night schools could hardly bring to their classes the attentiveness their studies required.

Theoretically children were free to work only after school or during vacations but enforcement of compulsory education was exceedingly lax, especially in rural areas. In states like New York and Massachusetts night schools afforded opportunities for continuing the education of youngsters who legally entered the labor market when they were twelve years old, but a report about such schools charged that "their usefulness was minimal because children who have worked all day are too weary to benefit by instruction."



UPWARD BOUND AGAINST ODDS

School facilities in many working class communities were "crude, depressing, and totally inadequate" in the opinion of a writer on the subject. Like other phases of American civilization, the educational system had not kept pace with the challenges posed by the industrialization and urbanization of the nation. Belatedly it was being recognized that the living conditions of the crowded slums made it imperative to institute curricula innovations capable of coping with such problems as health, hygiene, and recreation.



Attachment 3

DIARY OF AN 11 YEAR OLD IN 1877

based upon the Molly Maguires, by Anthony Bima

Today I woke up at 5:00 AM. I was too tired last night to bring in wood for the fire so I had to bring in 6 loads right away. It was so cold this morning that I had to chip the ice in the wash basin to get water to wash my face. After that I ate breakfast.

My Ma put out an extra scarf and an old pair of mittens so my hands wouldn't freeze at work. I hurried out so I wouldn't miss the coal mine's train car. Even though I have to pay \$1.40 a week for my ride it's better than walking several miles to get to the mine by 7:00 AM. Maybe next year my wages will go up to \$2.50 a week. Some of the little kids only make \$1.00 a week-no wonder they don't take the coal mine train.

I spent all day in the cold, black mine shed where I picked and picked at heaps of black coal and sorted it from the slate. It came down the slide so quickly today...the dust in the air made it hard to breath. My back really hurt from sitting on that hard, low bench and bending over all day. Sorting that coal is a dirty job. I could hardly look up-but no one talks, smiles or laughs all day anyway. Even though my back aches and is bent I guess I'm lucky to be alive. I keep thinking about my three friends who died last month. They were only a few years older than I am.

When it was too dark to see any longer, we finally quit working for the day. I was covered with black dust as I got on the crowded train car for the ride home. It was hard to stay awake. When I got home I was too tired to play. I wonder if I'll ever learn to read or write.

WORKINGKIDS BLUES

(TUNE OF "BAD TO THE BONE" - G. Thorogood)

You talk about work da-do do-do
 The kids do their share da-do do-do
 In cold or in rain da-do do-do
 Ain't nobody care da-do do-do

When folks gonna see "
 Them kids need some fun "
 To play and to laugh "
 And run in the sun "

(Refrain)

Talkin' 'bout child labor L-A-B-O-R You've seen who they are
 Talkin' 'bout hard work W-O-R-K They don't want it that way

Out on the corners "
 With papers in hand "
 'Til way past supper "
 And still they stand "

Selling flowers 'til midnight "
 Who knows who they'll meet "
 It's tough when your're standin' "
 Ten hours on your feet "

(Refrain)

Bent over in dirtfields "
 Grabbin' fruit off the vine "
 Won't see no schoolroom "
 When it's harvest time "

Tote that shine box "
 As best as you can "
 An' don't come home "
 Without change in your hand "

(Refrain)

When daddy says come "
 Whether they're sleepy or not "
 Young boys learn fast "
 Drinkin' coffee from the pot "

When folks gonna see "
 Them kids need some fun "
 To play and to learn "
 Get some ed-u-cation "

Ain't nobody ca-are
 'Bout them workin' kids----them little ones?

Attachment 5

EXERCISES FOR "WORKINGKIDS BLUES"

- 1) What are some jobs that you have seen children do that are hard work?

- 2) Look at the lines in the song that say:

Bent over in dirtfields
Grabbin' fruit off the vine
Won't see no schoolroom
When it's harvest time

Why do you think that children would rather be in school instead of out in the fields? What is it like to do this kind of work? What would they do at school with their friends?

- 3) Why do you think that "Young boys learn fast" when their father takes them to work with him? What things will they learn like an adult?
- 4) Sometimes when people have hard work to do, they sing. It is a way to forget about the work, and to have some kind of fun. Can you think of a song or a poem to sing for a job or work that you don't like? (Example: I like eating, I like cartoons; But not the time to clean our rooms.)

What Does Labor Want?

*“We want more school houses
and less jails;
more books and less arsenals;
more learning and less vice;
more constant work
and less crime;
more leisure and less greed;
more justice and less revenge;
in fact, more of
the opportunities to
cultivate our better natures. . . .”*

Chicago, Illinois, September, 1893



Samuel Gompers
Founding President
American Federation of Labor

HOW A LOBBY WORKS

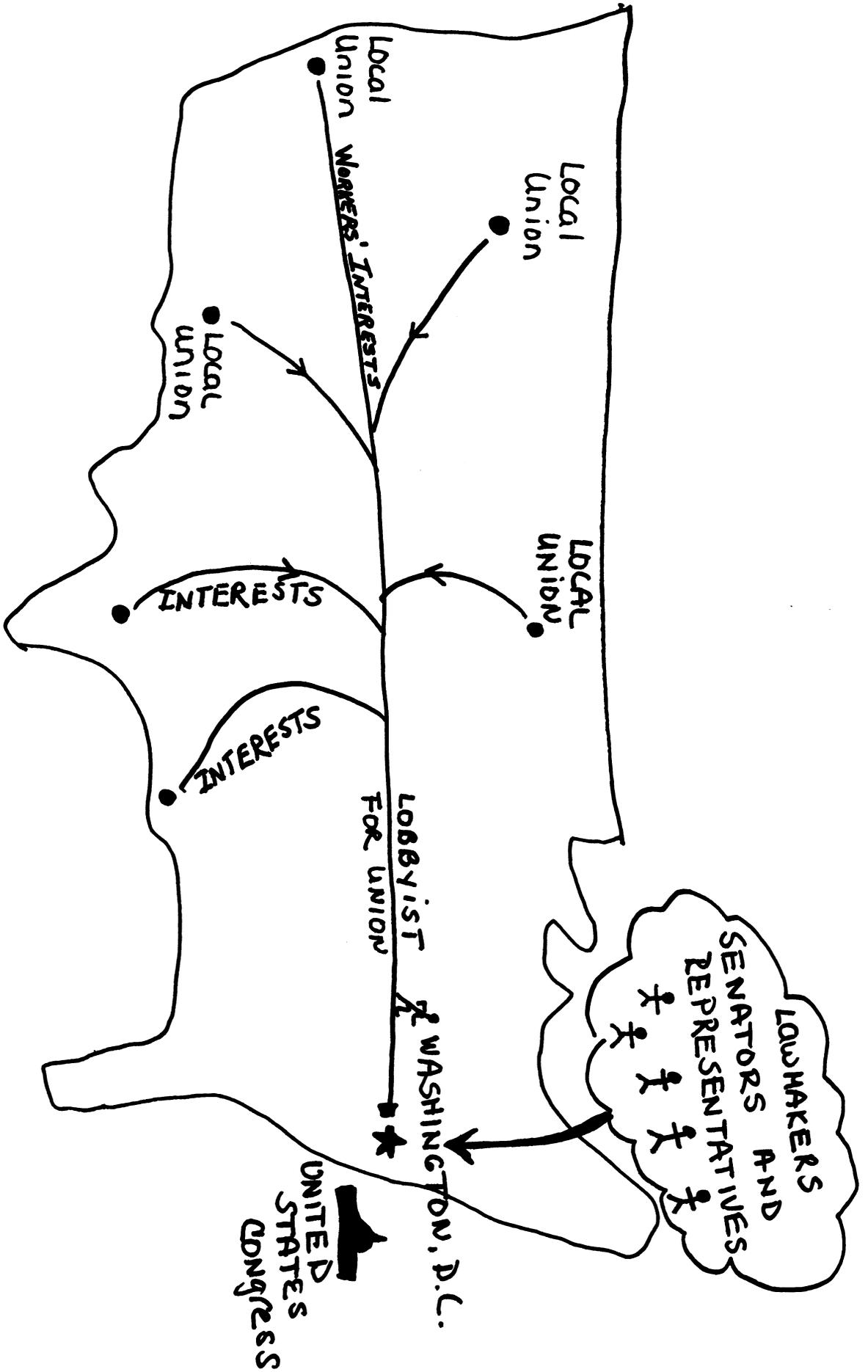
I. See the column of words on the left. Find the best answer on the right side, then write the letter of the answer in the blank.

- | | | | |
|--------|----------------------------|----|--|
| ___ 1. | Washington, DC | a. | a building where men and women make our laws |
| ___ 2. | Congress | b. | a man or woman who makes the country's laws |
| ___ 3. | Lobbyist | c. | the capital of our country |
| ___ 4. | interest | d. | a man or woman who speaks to law makers for other people |
| ___ 5. | local union | e. | the group of workers in a city |
| ___ 6. | Senator/
Representative | f. | an idea or wish that people have that is important to them |

II. Write the best word in the blank space:

_____ or _____ are the men and women who make laws in the capital of our country, _____. If workers want certain laws made, they may send a _____ to tell the lawmakers what kind of laws they want. Lawmakers in our capital want to know about the _____ or ideas of all the people in our country.

III. Make a list of some of the laws that you think we might want to have in our country, or some of the laws that you want to see changed.



How A **LOBBY** WORKS

CHILD LABOR LAWS - A SUMMARY

14 and 15 year olds:

---may not work in manufacturing, mining or hazardous jobs

---may not work more than 3 hours on a school day

---may not work more than 8 hours on a non-school day

---may not work more than 18 hours a week

---may not work before 7:00 AM or after 9:00 PM

---minimum wage for youth under 18 is \$3.02 per hour

1. Discuss the meaning of these words with your teacher:

manufacturing
mining
hazardous

non-school day
filing
complaint

minimum wage
youth

2. What are some hazardous jobs that children should not have?

3. Why should children not work too many hours at a job after school?

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SEND OUR CHILDREN TO WORK?

Despite high unemployment in the U.S., record numbers of young people are working today. According to two studies, they may not be getting as much out of it as their parents believe.

BY SHEILA COLE

During the past decade, social critics and policy advisers have argued that keeping teenagers segregated from the rest of society in schools contributes to the conflict between generations and to the alienation of the young. In 1974, for example, the Panel on Youth of the President's Science Advisory Committee, headed by sociologist James S. Coleman, suggested that work would be a good complement to school for all students. Holding a job, the panel reasoned, teaches adolescents responsibility and develops positive attitudes in them toward work, brings them into closer contact with adults from whom they can learn, and keeps them out of trouble. Accordingly, the panel recommended that steps be taken to ease the integration of young people into the workplace, including lowering the minimum wage for them, instituting more flexible school and work schedules, and setting up a larger number of work/study programs.

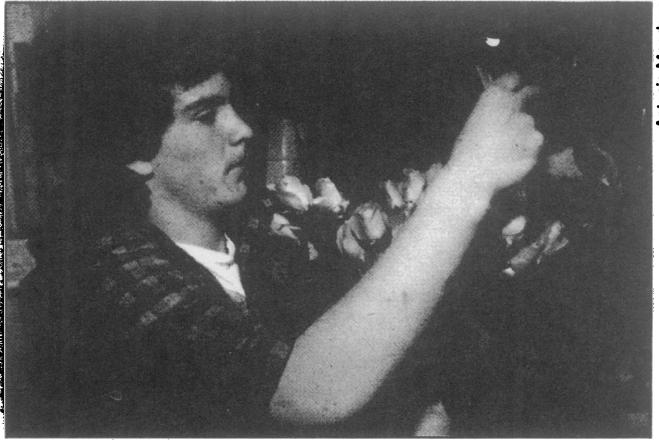
While commissions have come and gone lamenting the lack of productive, meaningful work for the young, many teenagers, oblivious to the concern, have been getting jobs. Today, proportionately more American teenagers are working while still in school than at any other time in the past quarter century. Between 1940 and 1970, the proportion of 16-year-old males attending high school and working part time increased from 4 percent to 27 percent. For females the same age, the increase was from 1 percent in 1940 to 16 percent in 1970. Current estimates indicate that at



Breaker boys in a Pennsylvania Coal Breaker, South Pittston, Pennsylvania, 1911. Lewis Hine, The Bettmann Archive.



Mario Mendoza



Antonio Mendoza





Indiana Glassworks, ca. 1908. Lewis Hine. The Bettmann Archive.

some given time during the school year, about 50 percent of all high school juniors and seniors and about 30 percent of all 9th and 10th graders are employed. These percentages include teenagers paid "off the books" by employers seeking to avoid paying the minimum wage and Social Security taxes.

Not only are more adolescents working part time now, they are also working longer hours. In 1960, only 44 percent of the 16-year-old male workers who were still attending school worked more than 14 hours a week; in 1970, the figure was 56 percent. For 16-year-old females, the increase was from 34 percent to 46 percent. There has also been a dramatic increase in the past 20 years in the number of 14- and 15-year-olds working more than 14 hours a week.

These numbers may be encouraging to those who believe that work builds the moral fiber of the nation and that many young Americans are dispirited simply because they have nothing useful to do. While the Coleman Commission on Youth (and others like it—see box on page 52) touted the value of work to teenagers, we have until very recently known almost nothing about the benefits and drawbacks of such employment. Commissions tend to talk as if work were always the same experience for all young workers, no matter who they are, what the job is, and why they work. But parents, educators, and young people themselves seem to know better. They want to know

The number of teenagers who work more than 14 hours a week has dramatically increased.



Antonio Mendoza

more about what *kinds* of work can teach them something useful; how many hours a day they should devote to it; what the drawbacks are against which the advantages must be weighed; and how working affects a student's grades, educational plans, friendships, and family relations.

Little systematic research had been done on these issues until two social psychologists at the University of California at Irvine began a study in 1978 of the costs and benefits of part-time work to high school students. Ellen Greenberger and Laurence Steinberg gave a questionnaire that addressed some of the major issues raised by policymakers and educators to students in four California high

schools. The survey also tested how much working young people knew about business, the marketplace, and the working world, compared with their nonworking peers.

At about the time that I learned of the Greenberger-Steinberg study, I had finished gathering material for a book on children and work. I had traveled around the country for more than a year and interviewed 25 young people ranging in age from 9 to 15. In many cases, I also interviewed parents and employers.

Even though I had approached the subject in a different way from Greenberger and Steinberg, I discovered that we had reached complementary conclusions. In some respects, our findings were contrary to widely held notions. Most people assume, for instance, that one of the benefits of working is that youngsters get on-the-job training of a technically useful kind. In fact, they get very little. It is also thought they will improve rapport with adults, a logical enough assumption—except that young people rarely feel close to the adults they work with.

The findings do confirm that for young people, working is a way to acquire practical knowledge that may help them later on: how the business world functions; how to find and hold a job; how to manage money. Working enabled many of those in the studies to learn to budget their time, to assess their goals, to take pride in accomplishment, to manage their emotions and behavior so as to get along effec-



©1980, Archie Comic Publications, Inc.

More than 27 percent of one sample of working teenagers reported a decline in grades after they began working.

tively with people. Some of the most striking findings concern the odd, and to some people alarming, reversal of roles that occurs when children earn more money than their parents do. Other unexpected conclusions: holding a job and using alcohol or marijuana sometimes seem to go together. And a surprising number of young jobholders admit to cheating employers.

What Kinds of Work? The Questionnaires

Greenberger and Steinberg had given their questionnaires to 531 students selected from a pool of all the 10th and 11th graders present at four Orange County high schools on a day when a survey of work histories was taken. The responses of 212 students holding their first jobs were then compared with those of 319 students from similar backgrounds who had never worked.

In addition, the two psychologists conducted a series of interviews with 100 of the students that were designed to find out how they perceived their work experiences. The interviews were standardized so that responses could be quantified.

Reasoning that the effects of working would differ from job to job,



Selling flowers, early 1900s.

Greenberger and Steinberg compared the six most frequent job categories in their sample of working teenagers: food service, retail sales and cashiering, manual labor, clerical work, operative and skilled labor, and cleaning. They studied the nature of the work performed; the time the worker spent in activities unrelated to the job; how often the youngsters cooperated with others or took the initiative at work; how often they were given instruction

on the job; how often they used skills taught at school; and the amount of contact they had with adults, supervisors, and peers while working.

Surprisingly, the psychologists found that there was relatively little formal instruction in job-related skills. They speculate that this was because the jobs most young people hold require little training or call for skills adolescent workers have learned in other settings.

Some work, like retail-sales and food-service jobs, gave young employees more opportunities for social interaction with adults and with workers their own age than did other work, like cleaning. While there were few opportunities for taking initiative in any of the jobs the researchers studied, retail-sales and food-service jobs allowed young workers to begin things themselves more often than did clerical or cleaning jobs. Predictably, clerical and skilled-labor jobs required more reading, writing, and arithmetic than did other jobs. Food-service jobs imposed the greatest time pressure.

To see whether young people acquired useful information on the job, the Greenberger-Steinberg survey included a 41-item multiple-choice test with questions like, "When the owner of a record store talks about the store's market, she is referring to (a) the place where she buys her records; (b) the people who are likely to buy records from her store; (c) the newspaper in which the store advertises record prices; (d) the place in which the records are actually displayed and sold."

Students who had worked scored significantly higher than students who had never done so. Moreover, the students who had most difficulty learning in school learned most from working. The researchers wanted to be sure that the higher scores were really due to work experience. Theoretically, at least, students who work may know a lot about the business world even before they find jobs. Greenberger and Steinberg therefore paid special attention to the scores of youngsters who had never worked, comparing the scores of those who reported they were looking for work with those who were unemployed but not seeking work. They found no difference in business information between the two groups, which led them to believe that work does help adolescents to acquire practical knowledge.

CHILD LABOR: LOOKING BACKWARD

In 1656, the Massachusetts Bay Colony solemnly decreed that "All Hands Not Necessarily Employed On Other Occasions, As Woemen, Girles, And Boys, Shall And Hereby Are Enjoyed To Spin According To Their Skill And Abilitee." To our Puritan predecessors, "The devil finds work for idle hands" was more than the theme for a Sunday sermon—and children were hardly exempt from the admonition.

The stony ground of New England was a strict disciplinarian; without the labor of children as well as of adults, the colonists could not have survived. Thus, driven by necessity as much as by ideology, boys and girls worked to the limit of their capacities. When they were not out watching the cows or hauling water, they were supposed to be at home spinning or weaving.

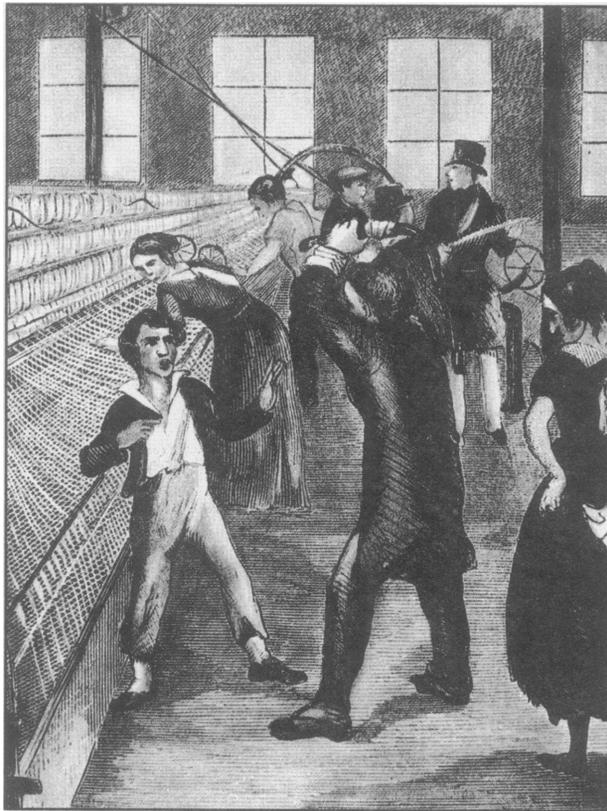
In the early days of the New World, children were not the only small laborers. Colonists wrote home to England about the need for workers, and the British government sent hundreds of orphans, as well as boys and girls from poor families, to work in America. And until Parliament put a stop to the practice in 1845, a few unscrupulous Londoners even made a business of kidnapping children from the streets and shipping them off to America to augment the labor supply.

Children continued to work in America even when the nation ceased to be a purely agrarian society. A shortage of adult men for factory work made the traditional reliance on child labor exceedingly convenient for early manufacturers. One of the first petitions to open a cotton factory argued that "it will afford employment to a great number of women and children, many of whom will otherwise be useless, if not burdensome to society." The year was 1789, but the contemporary ring of this promise suggests that morality and profit have remained closely linked together during the whole of the intervening two centuries.

The number of working children did not begin to decline in the United States until after World War I. Despite wide publicity about the abuses of industrialized child labor, laws regulating the work of children were passed in this country only over the strongest objections. The shortage of adult labor that lasted through most of the 19th century was an important factor in keeping children on the job. Opposition also came from people who believed that work was a necessary part of practical and moral education. The first federal child labor laws, passed in 1916 and in 1919, were found unconstitutional by the Supreme Court. It took the Great Depression and President Roosevelt's Supreme Court to get a national law—the Fair Labor Standards Act of 1938—that effectively regulated most nonagricultural child labor.

The passage of the 1938 law and the enactment of minimum-wage standards barred most children from fulltime employment. They did not stop working however, but turned increasingly to part-time jobs. In recent years, some states, including California, New York, Pennsylvania, and Michigan, have passed laws permitting employers to pay minors, student learners, and apprentices at a rate slightly under minimum wage.

Delayed entry of children into the labor force meant that they were essentially confined to the classroom. School thus took the place of work as the most important institution, after the family, in the "socialization" of the young, that is, in the process by which children are turned into adults. But it soon became apparent that adolescents often left school without having acquired the practical skills, capacity for self-regulation, and concern for others that are marks of maturity. Disenchantment with the schools set in; the pendulum has begun to swing once more, as educators rediscover the merits of work as a socializing experience. —S.C.



English Cotton Factory, ca. 1830, The Bettmann Archive.

Other data from the questionnaire showed that work experience led young people to develop what Greenberger and Steinberg termed "work orientation." That is, a young person who works tends to have a general set of skills that is useful across a range of jobs, takes pleasure in work, and has developed his or her own standards for performing tasks competently.

Conversations with Teenagers

I came to my involvement with working young people by a different route from that of Greenberger and Steinberg. In 1975, I spent six months in West Africa. In the village I visited, almost all the children over the age of 8 did some kind of work.

The fact that these West African youngsters worked or helped their parents did not surprise me. After all, children in the United States have newspaper routes, work in fast-food places, and help their parents with the dishes. But in Africa, work was explicitly treated as training for adult life. As one of my acquaintances explained, "We think if a girl is allowed to play too much, she will grow up silly. Work makes a girl a good sensible woman and a good wife." Many children in West Africa also attend school. But neither they nor their families expect school to make them into adults. It is experience in making your way in the adult world of work that confers that status.

When I returned to the United States, my curiosity led me into conversations with teenagers about work. Before long I found myself gathering material for a book. I went to city agencies with special hiring programs, to schools that cater to professional children, and to regular schools in search of working kids. I interviewed young people of all social and economic classes.

Some teenagers work to help their parents, I discovered, but usually the motive is to earn spending money. As one 14-year-old girl from a wealthy Rowayton, Connecticut, home who was working at a tennis club explained, "I'm not saving for anything. I just want to have the money. I don't like to bother my parents about it. They need it just as much as I do, and they work for it."

Like Greenberger and Steinberg, I found that young people working at



Cigar-makers stripping tobacco, 1880. The Bettmann Archive.

Young people who worked were more likely to smoke pot and drink alcohol than their nonworking classmates.



Antonio Mendoza

even the simplest jobs had gained a striking amount of practical knowledge. To begin with, the process of finding a job seemed to teach them a good deal about how society works and what is necessary for success. Some youngsters used both ingenuity and persistence to get the jobs they wanted. Janey Mathews, one of the teenagers I spoke to, landed a job at a fast-food place even though she was below the age at which they normally hire: "I was looking through the local paper for a babysitting job and I saw all these 'Help Wanted' ads. One was for Del Taco, and I decided to try. The manager didn't ask how old I was or anything. He just said, 'Come back later.' I went back four times. Every time he said to come back, I thought,

now is my chance. I'm going to get the job now. And he would say, 'Okay, come back, and I'll tell you for sure if you have this job or not.' The fourth time I went down there at nine o'clock in the morning. And he said, 'You're here already!' And I said, 'But I really want the job.' And I got it."

Greg McAllister, who is 15, also wanted to work. His ambition was to become a veterinarian. He knew about the competition for admission to veterinary school, so he volunteered to help at a veterinary clinic. After a few months of volunteer work, he was hired.

Many youngsters push hard to keep working. A 9-year-old fashion model with several bookings a week did free test sessions with photographers so they could try out ideas and poses. She knew that when the photographers got paid assignments, they were likely to hire her, both because they were used to working with her and because they were indebted to her.

Once youngsters land a job, they have to have work permits and Social Security numbers, and they have to fill out forms for withholding taxes. Meeting these requirements brings young people into contact with the government agencies that regulate work.

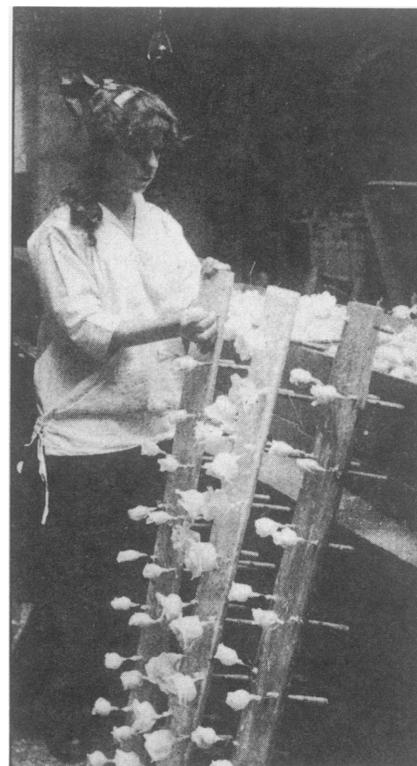
Jobs are an important arena in which to test oneself and one's dreams, and many of the adolescents I talked to had taken the opportunity to do just this. A 15-year-old dock hand in South Carolina who planned to join the Navy told me, "I don't know if I want to go on a boat in the Navy, spend half my career on the water. . . . I don't want to be a seasick sailor, that's why I'm trying to work it out on a shrimp boat right now."

My interviewing showed how work forces young people to deal with competing demands on their time. They have to be at work when they are expected, put in their time and energy, and still try to keep up with their obligations at school and at home, often giving up sports, outings with friends or family, and sleep. For many, this reorganization of priorities and schedules is one of the hardest—and most important—parts of holding a job. Robert Williams, a delivery boy, put it this way: "But one thing, when you be working, you got to get up in the morning, even when you be sleepy. I got up one morning, said, 'No, I'm not

Among students Greenberger and Steinberg studied, those who worked long hours had lower educational goals.



Antonio Mendoza



Making flowers, early 1900s, Lewis Hine, Culver Pictures, Inc.

going down there.' Then I said, 'I'd better get up.' I got ready and I went. If I'm not coming, I got to call in, say I'm sick."

"There's a lot of things I wish I could do, but I can't," said Janey Mathews, the fast-food worker. "Sometimes I would like to just come home and watch television and go play tennis. But I have to come home from school at two o'clock and wash my uniform and get my chores done before I go to work."

In the course of doing their jobs, young people often have to cope with the unpleasant and the unexpected. Restaurants run out of food, coworkers are absent, crowds materialize just when it's time for a break, essential machinery and equipment break down, you get sick or hurt. Everyone talked about these emergencies and about how upset they were the first time something like that happened. But, because they were forced to cope with them, they quickly learned to take such situations in stride.

What Kids Who Work Learn About Others

In their questionnaire, Greenberger and Steinberg asked their sample of working students to indicate the degree of closeness they felt and their willingness to discuss personal prob-

lems with friends, people at school, and people at work. The responses indicated that the young people were less intimate with their work supervisors than with anyone else except the person they characterized as their "favorite teacher at school." They also reported feeling less close to their coworkers than to their mothers, favorite siblings, or best friends.

Still, my interviews showed that work settings expose young people to a whole new realm of situations in which they learn to deal with other people—or at least find out how difficult it is to do so. The 9-year-old fashion model I interviewed told of being asked to pose nude from the waist up holding a human skull, simply as a means of catching the viewer's eye. "I didn't want to hold it, but he said, 'Here,' and shoved it into my hand. So I did it," she recalled. When asked why she hadn't refused, she told me she was afraid that if she made a fuss, word would get around that she was hard to work with. "And I like to work. I like the people, only sometimes they push me too far," she explained.

The young workers I met not only had to do things they found distasteful but also had to refrain from doing things that seemed natural. The delivery boy was warned that he would be fired if he ever swore in front of a cus-

tommer. He was also told that he was expected to be polite even when customers were rude. "I deliver to them, they take the meat and they don't give me no tip. I say forget it. I don't care. I just go," he said.

Youngsters who work also have to know when to take the initiative. A 15-year-old file clerk told me, "If I don't have anything to do, I ask them to give me work, and they give me things to do. No place likes it when you just sit around and don't work."

Many of my subjects found that to survive in a job, they had to learn to stand up for themselves. Both of the babysitters I interviewed told of being asked to do housework for people whose children they were watching and then not being paid for it. One girl said nothing, but she refused to work for the family again. The other thought it was an oversight the first time it occurred. But when the woman asked her to do housework again, the girl replied firmly but politely: "You hired me as a babysitter, not as a housekeeper." Having made the terms of her work clear, she continued to babysit for that woman's children with no further misunderstandings about what she was expected to do.

It was clear to me that once job skills had been learned, youngsters developed the self-confidence and pride that come from a sense of accomplish-



Cynicism and apathy are inevitable byproducts of jobs that exploit young workers.

ment. Janey Mathews, the fast-food worker, spoke for a number of working teenagers when she said, "I like the people, and I like the way it feels to work. I have some authority over some of the people that work there now because they've just come in, and I feel I'm helping them. I used to feel I wasn't doing anything and my life was really boring."

Even when the youngsters I talked to disliked their jobs, they enjoyed the sense of independence and power they got from earning their own money. Attaining that power and independence is part of what it means to achieve adulthood in our society, and working made them feel they were on their way.

Working takes time and energy that could be spent in activities that might be more profitable. In their sur-

vey, Greenberger and Steinberg asked about school attendance, enjoyment of school, the number of hours a week spent studying, and time spent in extracurricular activities. They also asked students to report their grade-point average. Analysis of the data showed that the youngsters who worked felt less involved in school than did their nonworking classmates, were absent more, and did not enjoy school as much. In fact, dissatisfaction with school seemed to increase the more a youngster worked.

The Costs of Working

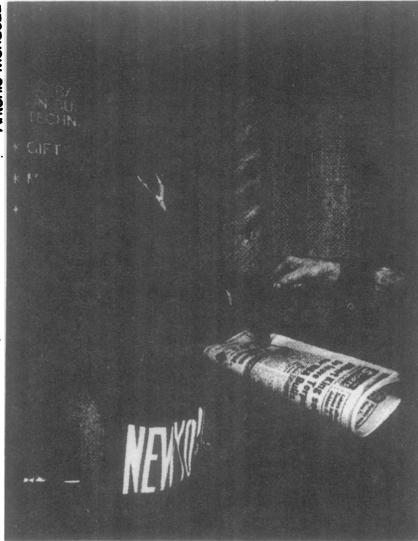
That finding brought up the possibility that the students who chose to work long hours might have done so simply because they disliked school. But the data suggest that this was not the

case. A sizable subgroup of adolescents who worked from 25 to 40 hours a week turned out to be among those who enjoyed school the most. In addition, those who were not employed but were seeking work indicated that they enjoyed school as much as unemployed students not looking for work. Thus it appears that a distaste for school developed, if at all, only after a young person had begun to work. Greenberger and Steinberg speculate that holding a job gives youngsters a chance to compare school with other environments. The researchers found at least one clue to why school sometimes comes off poorly in the comparison: working adolescents often reported that school did not permit them to do the things they felt they did best. Another finding was that workers reported lower grade-point averages than did nonworkers. More than 27 percent of the sample reported a decline in grades after they began working, while only 16 percent reported an improvement. Weaker students seemed to be especially vulnerable to this effect.

According to Greenberger and Steinberg, it wasn't the mere fact of working that affected a youngster's



Carrying clay in English brickyard, 1871



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grades, but the number of hours worked. The researchers found that for 10th graders, a drop in grades appeared if a student worked, on the average, more than 14 hours a week; 11th graders could generally work up to 20 hours a week before their grades were affected. Not surprisingly, teenagers who worked many hours spent less time studying than their peers. This was particularly true for those working 25 to 40 hours a week.

Greenberger and Steinberg also worried that part-time work might cause students to lower their educational goals. They eventually concluded that work itself had not had that effect. But they did find that students who worked a lot had lower educational goals.

One of the most startling findings was that the high school students who worked part time said they had bought, sold, and used marijuana and alcohol more often than had their nonworking classmates. Of those with jobs, 12 percent said they had worked while stoned or drunk. The reason, the investigators speculated, may simply have been that the working youngsters had more spending money than their peers.

A considerable number of working students admitted cheating their employers. The most common offense was to give goods and services to friends and family either free or at a discount. More than 18 percent of the workers said they had taken goods from their employers, and 5 percent acknowledged taking money. Those who worked in unpleasant conditions and were poorly paid were more likely

The benefits of some jobs can be acquired in about 10 hours of work. After that, negative factors begin to outweigh positive ones.



Nine-year old boy selling newspapers, 1909, The Bettmann Archive.

to do these things than were those who held better jobs.

Like Greenberger and Steinberg, I, too, found that grades had been adversely affected by the number of hours worked. However, the young people I interviewed who were working just to earn spending money either stopped working altogether or cut back on work hours when their grades began to suffer seriously. As one newspaper carrier put it, "I quit because I didn't want to blow my grades. I could have gotten straight A's last year if it hadn't been for my route. I got B's because I couldn't stay up and do my homework." I also encountered some cases in which parents intervened to make children work less, because their grades were slipping.

The tradeoffs between work and school were quite another matter for the farm workers and for the model and actor I spoke to. The farm families had to have the extra income the children brought in if they were to survive; the professional children's families were also counting on the earnings of their offspring. The children often had to miss school, and there was little question that work took priority in their lives. They readily admitted that absences from school affected their grades and the extent to which they felt they were a part of school life.

Talking of his job in a Broadway show, the young actor said: "It was a problem, matinees especially. I would have to leave school as soon as I finished lunch on Wednesdays. And for the last part of June, when my school would go on a lot of trips, I couldn't go. In junior high school, I would miss three periods after lunch. It was hard to keep up, because what you missed you couldn't get. They wouldn't tell you."

The farm kids did not always want to work, but often they had no choice. As one 13-year-old farm worker described it, "I tell my mother I don't want to go because I don't feel so good. Sometimes she doesn't make me go. Most times, she says, 'Go.'"

Influence on Family Life

Jobs not only take time that might otherwise be spent doing schoolwork or participating in other activities but also bring about changes in family life. Greenberger and Steinberg found that



Youngsters who worked for their families were often less dependable than were children employed by strangers.

money they earned. Some parents required children to hand over their paychecks, but most used indirect controls. Sometimes they stopped giving their children allowances. In other cases, they insisted that their children take responsibility for things the parents had previously paid for, like clothing, entertainment, or fuel for the family car. Many parents required children to set aside a portion of their earnings for some agreed-upon future use.

The most significant changes in family relationships, I found, came when youngsters earned more than their parents. Such youngsters were usually the children of single parents who had stopped working themselves to manage a child's career. In those cases, it was obvious to me that the child had become something like the head of the family, while the parent had taken on a supportive role. By the accounts of children in this situation, it was not an easy arrangement. First of all, there was the economic pressure of knowing that they were responsible for the family's welfare. "I'd love to do a television series, a weekly thing," an unemployed young actor said wistfully. "Television is best. Movies are okay, too. But television lasts longer. When I work, I like to work a long time."

"It's a dry spell," his mother explained. "It's been very slow this year. He's hardly worked at all. But what he makes we try to manage on. It's hard."

"If I didn't work, we wouldn't get any money, because I make the money in our family," the 9-year-old model told me. "My mother would have to get a 9-to-5 job, be on a schedule, have lunch at a certain time, be a secretary or something. I don't like to think of those things. I would like to make more money than I do. Then I

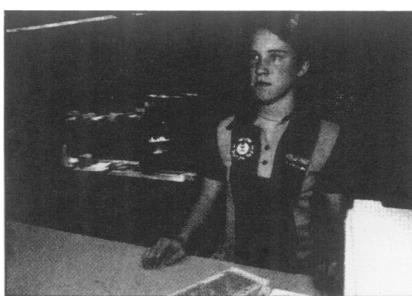
working reduced the amount of time adolescents spent with their families, although not the time they spent with friends. My study showed that working led to new kinds of family interactions. One factor that seemed important to me was the extent and nature of the parents' involvement in their children's first jobs.

It was often the parents who suggested that it was time for teenage children to get a part-time job. Many helped their children to think of the kinds of jobs that were available, to evaluate these jobs, and to estimate their chances of getting them. Some parents arranged their children's first work experience.

Even if the parents had not participated in the children's decision to work or had not helped them find a job, their consent and cooperation were essential.

Many youngsters needed their parents to transport them to and from work. Janey Mathews was not home for dinner on the nights she worked, so her mother had to set food aside for her to eat when she came home and had to do without Janey's help in preparing meals and cleaning up afterward. The newspaper carriers depended on their parents to deliver their newspapers when they were ill or if

Antonio Mendoza



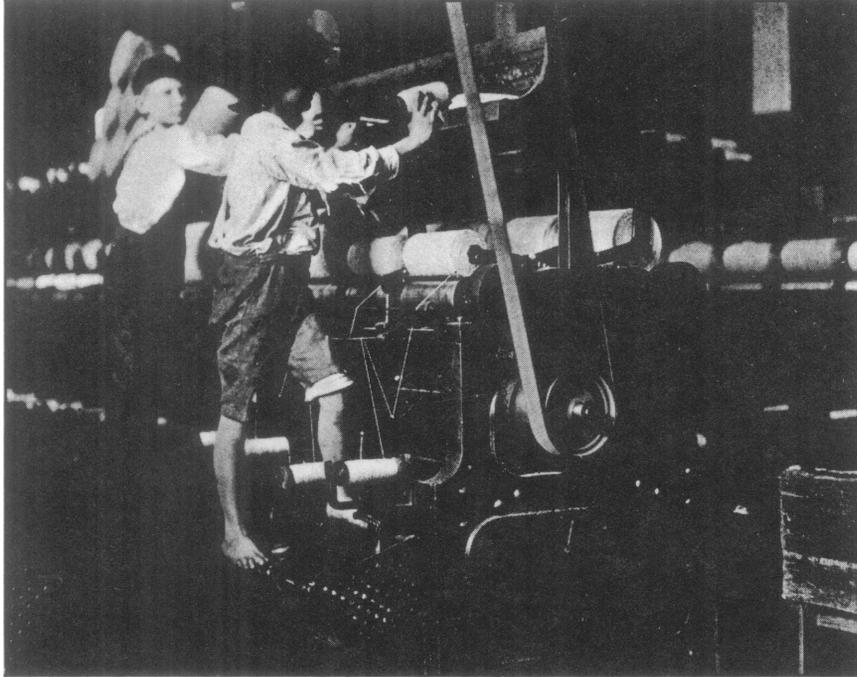
the weather was particularly bad. The babysitters' parents made judgments about the strangers who asked their daughters to work, went to an employer's home when there were crises, and allowed their daughters to be absent from meals and family outings. The parents of a boy who sold eggs let him keep more than two dozen chickens in the backyard of their suburban home, with all the inconvenience that that entailed. They also drove him to buy chicken feed every few weeks.

Few parents gave their working children total freedom to do as they wished with their earnings, especially when substantial amounts of money were involved. While there was some tendency on the part of working youngsters to say, "I earned it, so I can do what I want with it," most admitted that they still had to negotiate with their parents over the use of the

Few parents gave their working children total freedom to do as they wished with their earnings.



Antonio Mendoza



Spindle boys in a Georgia Cotton Mill, early 1900s. Lewis Hine, The Bettmann Archive

wouldn't have to worry about it so much."

These kids also knew that their families had made accommodations for them to pursue their careers, which added to the pressure to succeed. For instance, the mothers of both the actor and the model had moved to New York so that their children could work.

Such pressures had combined to make it almost impossible for the young people to change their minds about what they wanted to do. They couldn't back out or stop. They couldn't become regular children without admitting failure and causing terrible dislocation and disappointment in their families. Their parents were not comfortable with the arrangement, either. "I wouldn't want to spend a penny of my son's money if I could do without it," the actor's mother said. "I don't like that part of it." The mother of the model justified living on her daughter's earnings by saying, "I was working long hours acting every evening and doing matinees and rehearsals during the day, and all I

was earning was Equity minimum. She was earning \$60 an hour. It seemed ridiculous. So I quit acting and became involved in her career. Little girls like to dress up, play pretend, put on makeup. Why not let her do it when she wants to? It's not forever. But for now, she's happy doing it."

Even though these parents insisted that they wanted their children to "enjoy their childhood," they usually did not indulge them in the luxury of being irresponsible. They became frightened when their children lost control, cried on the job, forgot to be at an audition, or turned down jobs because they didn't like them. A teacher at the Professional Children's School in New York, where many young performers are enrolled, told me about a stage mother who turned abusive toward her 8-year-old daughter when the child forgot a scheduled audition and attended her Brownie troop meeting instead.

Children who work in a family enterprise form a special group, I discovered. In some instances, the labor costs their help saved made the differ-

ence between profit and loss in the family business. On the negative side, many youngsters who worked with their families reported feeling as if they did not have real jobs.

One boy described working in his parents' nursery as "... more like half a job than a real job. It seems to be more lenient working for my parents. I don't have to work, work, work. I can take breaks. My friends come in a lot to visit when I'm working and sometimes I'll stop and talk. My mom doesn't get mad unless something important is going on. If there's a basketball game, she'll let me go. And when I have homework, she doesn't really bug me about working because she thinks that school comes before everything else. But she gets mad when she thinks I should help instead of going somewhere."

Because they were not always asked to behave as responsibly as they might have had they been working for strangers, these youngsters were often less dependable. "Usually I end up goofing around," one boy admitted, describing his work for his father. Moreover, children working in family businesses often talked about their work as if it were boring.

Summing Up

Not long ago, a Hartford, Connecticut, high school teacher named David L. Manning surveyed 148 juniors and seniors in six high schools and found that 114 of them held jobs. The students averaged 20 hours of work a week, and a majority admitted that their schoolwork suffered as a result. Only one student contributed to the family budget, and only 28 of them were saving for college or other future needs.

"What is most troubling about this analysis," Manning said, "is what it reveals about the needs and the values of high school students. The primary motive for part-time work appears to be indulgent self-interest. There is little evidence of a developing sense of responsibility for their own future needs, for the substantial financial sacrifices of parents, or for the instructional efforts of teachers."

The formal research conducted by Greenberger and Steinberg and my own informal discussions suggest additional broad perspectives on the question of whether or not school-age



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children should be allowed to work.

Working is a part of growing up. Like other aspects of growing up, it brings young people independence and freedom. And, like growing up, it introduces teenagers to the limitations of their own lives.

Adolescents do not like to have to ask for money each time they want to go somewhere or buy something. Having their own money makes them free to act and brings a wonderful, powerful feeling that, at least initially, outweighs all but the most serious annoyances of work.

It is natural for young people to grow impatient with the sheltered circle of family, school, and friends and to want to test themselves in the wider world. Work gives adolescents an opportunity to do just that. It also requires them to get along with others and to adjust their behavior so that a job gets done. And it gives them a chance to learn about money and the general aspects of working that they will need to know as adults.

Families also benefit, at least financially, when a teenager works. Many families can no longer afford to give their children enough pocket money to go out with their friends, to learn skills such as playing the guitar or skiing, to buy the materials for hobbies and projects, or to run a car—the only means of access to social life in some parts of the country. Few would argue that activities of this sort are unnecessary. But having to pay for them is a strain that may cause resentment. Adolescents who take some of the burden on themselves earn parental respect and often reduce household tensions.

The benefits to society also seem apparent. Working teenagers participate in society and contribute to it by being productive. High schoolers working part time do not take jobs away from adults; students work in the service and retail sectors of the economy at jobs that adults cannot generally afford to take because the

Working may leave little time for the exploration of self and others so essential in adolescence.



pay is too low and fringe benefits and job protection are lacking. Many companies that employ teenagers would not survive without a ready supply of part-time labor willing to work under such conditions. Adolescent workers also contribute to the economy as consumers. On the average, working high school students in the Greenberger-Steinberg study earned more than \$200 a month.

But there are negative aspects of work that make me a cautious advocate—especially for those who have a choice. While working helps a high school student pay for social activities, it also takes time away from these activities. Teenage jobholders often complain about how little time they have left just to daydream and fool around. Yet daydreaming and fooling around without responsibility to anyone or anything are essential to exploring oneself and one's interests

and relations to others. Adolescence is one of the few times in our lives when we have the freedom to make these explorations. Do we really want a society of teenagers who only work and go to school and go to school and work, who are closed in by organized activity and commitments?

Most of the work that young people are paid to do is not very interesting, enriching, or worthwhile in a broad social sense. Adolescent workers learn that sorry fact early, so money becomes the motivating force in their work. This is natural enough, but is it desirable? Do we want money to assume that kind of importance so early?

Cynicism and apathy are some of the inevitable byproducts of jobs that exploit and abuse. Such attitudes cloak feelings of powerlessness and helplessness, but do not assuage them. Do we want our kids to be "broken in" to these attitudes at an early age?

All these are questions of values. In some families, teenage work is a necessity. But for many families, there is a choice. Few American households are so affluent that a little extra income would not be welcome, or so poor that full-time adolescent labor is necessary. For such families there is no formula that will yield a "correct" decision in all cases.

Perhaps the most useful contribution of recent research is the estimate it gives us of how many hours a young person can profitably work. It is helpful to know that, on the average, the benefits of work can be acquired in about 14 hours of work a week, and that after 20 hours negative consequences begin to outweigh the positive ones. Those ball-park figures, plus common sense, represent our best resources for making decisions about kids and work. □

Sheila Cole is a journalist who lives in California. Her book, *Working Kids on Working*, will be published this fall by Lothrop, Lee and Shepard.

LABOR STUDIES FOR THE

JUNIOR HIGH SCHOOLS

PREPARED BY:

Jimmy Boyd, Washington, DC
James Cirillo, Wallington, NJ
Thomas Farrell, Cheyenne, WY
Dale Fountain, Tacoma, WA
Sharyn Heller, Greensboro, NC
Margaret Jordan, Brookly, NY
Lyle McBee, Davis, CA
James O'Leary, Detroit, MI
Sally Pillows, Dade City, FL

REVISED BY:

Dr. Saul E. Bronder
Project Director
IBT

INTRODUCTION

The purpose of this unit is to provide junior high school teachers with some practical suggestions for introducing or incorporating various aspects of the history and operation of the labor movement into their existing curriculum. While much of this material can easily be infused into the social studies, teachers will find that many of these activities overlap into other disciplines such as language, arts, music, mathematics and possibly science.

GOAL #1

Students will understand why labor unions exist in American society.

OBJECTIVES:

Students will be able to:

- A. TRACE the early steps of American workers to form unions.
- B. IDENTIFY and STATE the contributions of key people in the history of the labor movement.
- C. DESCRIBE how industrialism led to the need for labor unions.
- D. IDENTIFY the legislation that has affected the labor movement.

GOAL #2

Students will understand the structure and function of a labor union.

OBJECTIVES:

Students will be able to:

- A. DEFINE the key terms related to the labor movement.
- B. STATE important services that unions typically provide for their members.
- C. DESCRIBE the basic steps in labor union negotiations.
- D. DEMONSTRATE an awareness of contemporary labor issues.

GOAL #1: Students will understand why labor unions exist in American society.

OBJECTIVE A: Students will be able to trace the early steps of American workers to form unions.

ACTIVITIES:

1. Make task cards with specific conflicts in labor history without the outcomes. Have a student take a task card and read it to the class. Have the class discuss the conflict and decide on an outcome. Discuss reasons for deciding on their outcome. Discuss the real outcome of the conflict. Compare and contrast the real outcome with the resolution the class decided. This can be done several times using a different conflict each time.
2. Have students graph the fluctuation in total union membership from the colonial period until today. Have students compare their results to the rise and fall of economic prosperity over the same period of time.
3. Have students design a bulletin board or a time-line depicting the major events in labor history.
4. Have students develop and videotape a portrayal of a major event in school labor history. Show the videotape to other classes in the school.
5. Have students make a chart that shows the wages, job description, and working conditions of a specific job (such as a carpenter) in 1900 in relationship to the same job today.
6. Have the class sing labor songs. Have each student research a labor song and report on the background of that song to the class.
7. Have each student choose a conflict in labor history and draw an editorial cartoon concerning that conflict, either from a labor standpoint, a business point of view, or a consumer vantage point.
8. Have students view the movie "If You Can't Come In On Sunday, Don't Come In On Monday."
9. Have students research any general topic of labor history individually or by groups.

GOAL #1: Students will understand why labor unions exist in American society.

OBJECTIVE B: Students will be able to identify and state the contributions of key people in the history of the labor movement.

ACTIVITIES:

1. Have each student research a famous person in the labor movement. The student would report to the class as that person. The student might also write a diary entry revealing how that person may have felt.
2. Have students list key people in labor history and state the contributions of each.
3. Design a word search with attached list of people who have influenced the labor movement (See Attachment 1).
4. Have each student write a theme on the person who affected the labor movement most and why they think so.
5. Have students read a short biography on the life of Samuel Gompers and answer questions to determine their comprehension.
6. Design a matching worksheet: famous person/contribution.
7. Have students play "Who Am I?" with famous leaders in the labor movement.

AMERICA LABOR LEADERS

David Beck	John L. Lewis
John Brophy	George Meany
Cesar Chavez	Joyce Miller
Eugene Debs	John Mitchell
David Dubinsky	Phillip Murray
Elizabeth Gurley Flynn	Agnes Nestor
Harold Gibbons	Pauline Newman
Samuel Gompers	Frances Perkins
William Green	Terrance Powderly
Margaret Haley	A. Philip Randolph
William Haywood	Walter Reuther
Sidney Hillman	Margaret Dreier Robins
James Hoffa	Rose Schneiderman
Mary Harris Jones	Fanny Sellins
Florence Kelly	Daniel Tobin
Crystal Lee	Mary Heath Vorse
	Addie Wyatt

GOAL #1: Students will understand why labor unions exist in American society.

OBJECTIVE C: Students will be able to describe how industrialism led to the need for labor unions.

ACTIVITIES:

1. Have students list and explain the changes in the history of a particular industry due to industrialization. Examples include team drivers, shoemakers and garment makers.
2. Have students write a song showing how industrialism affected a certain industry.
3. Have the students view the movie "Child Labor".
4. Have students design posters on selected topics such as child labor and working conditions in factories during the era of industrialism.

GOAL #1: Students will understand why labor unions exist in American society.

OBJECTIVE D: Students will be able to identify the legislation that has affected the labor movement.

ACTIVITIES:

1. Have the students develop a timeline reflecting chronological sequence in legislation.
2. Have students debate one of the labor laws.
3. Have students design posters for or against a particular law.
4. Have each student make a chart showing on one side anti-labor legislation, and on the other pro-labor legislation.
5. Have each student illustrate what the effects of a specific piece of labor legislation were.
6. Have students match the specific legislation with the year in which it was passed.

GOAL #2: Students will understand the structure and function of a labor union.

OBJECTIVE A: Students will be able to define the key terms related to the labor movement.

ACTIVITIES:

1. Have students understand key terms (See Attachment 2).
2. Have students develop word puzzles using key terms related to the labor movement (See Attachment 3).
3. Have students play Labor Lingo Bingo.
4. Design a bulletin board illustrating key terms.
5. Design a logo for a new union using key words and illustrations.
6. Have a spelling bee using key terms.

UNDERSTANDING KEY TERMS

Use the words at the bottom of the page to solve the puzzle.

1. Money people earn by working are called _____.
2. Extra hours beyond scheduled work time is called _____.
3. "Extras" other than wages that people earn are _____.
4. The kind of insurance that pays on medical and doctor bills is called _____.
5. The money paid on a temporary basis to workers who are laid off is called _____.
6. A short rest from work is called a _____.
7. As part of a benefit package, workers are given time off with pay. This is called _____.

TERMS

WAGES
HEALTH
OVERTIME
UNEMPLOYMENT COMPENSATION
BENEFITS
PAID VACATION
BREAK

Attachment 3

UNSCRAMBLE EACH OF THE FOLLOWING WORDS OR PHASES:

1. PTTENIOLXIOA (EXPLOITATION)
2. DHILC BLARO WLSA (CHILD LABOR LAWS)
3. GNIWKRO TNSOIDGNOI (WORKING CONDITIONS)
4. SFEATORCI (FACTORIES)
5. IESMN (MINES)
6. OBRLA CORFE (LABOR FORCE)
7. EVCANEGRI (GRIEVANCE)
8. TOVMIERE (OVERTIME)
9. THEHAL DAN FEASTY (HEALTH AND SAFETY)
10. YOMMENUTPELN (UNEMPLOYMENT)
11. BISTROCO (ROBOTICS)
12. NOIUN (UNION)
13. TAMTOAINOU (AUTOMATION)
14. EEEOYLMP (EMPLOYEE)
15. BJO RUCTIYSE (JOB SECURITY)

GOAL #2: Students will understand the structure and function of a labor union.

OBJECTIVE B: Students will be able to state important services that unions typically provide for their members.

ACTIVITIES:

1. Have students collectively write a simple computer program in BASIC that will compute gross and net pay at various rates of hourly wage. Students can include instructions for deducting taxes and social security payments within the program. These should all be figured with pencil and paper prior to writing the program.
2. Bring in a guest speaker from the Teamsters Union to discuss the impact of unions on workers, including gains in quality of life that unions have achieved.
3. Have students interview a family member who belongs to a union and report on how that person has benefited from belonging to the union.
4. Have students make a list of all benefits that workers enjoy as members of a labor union.
5. Have students role play a collective bargaining simulation.

GOAL #2: Students will understand the structure and function of a labor union.

OBJECTIVE C: Students will be able to describe the basic steps in labor union negotiations.

OBJECTIVES:

1. Have a demonstration/simulation of a contract negotiation for the classroom. The teacher may act as employer and students act as the workers, one acting as the union Business Agent. Someone may also be used as an arbitrator if necessary.
2. Have the students decide on an unfair labor practice in the classroom and follow the steps of the grievance procedure to try to change the unfair practice.
3. Have the students develop a workable grievance procedure for the classroom.
4. Have students create a chart showing the organization of a local union including the responsibilities of each office.
5. Have students develop a contract for a fictitious company.

GOAL #2: Students will understand the structure and function of a labor union.

OBJECTIVE D: Students will demonstrate an awareness of contemporary labor issues.

ACTIVITIES:

1. Have the class explore and discuss employee health problems due to hazardous conditions in the work place.
2. Make a class scrapbook on current issues of labor in America. Use newspapers, magazines and union publications.
3. Have a brainstorming session on the ways labor unions can improve the quality of life for workers in the future. Compile a list of feasible projects for the future goals of labor unions.
4. Draw a chart comparing and contrasting U.S. labor unions with labor unions in the U.S.S.R.
5. Research and compare the present role of the U.S. government in labor relations compared to the roles of European governments in labor.
6. Research and report on union positions on current issues such as disposal of hazardous waste products, disposal of nuclear wastes, foreign competition, use of migrant farm workers from other countries, movement of industries to foreign soil for cheap labor, industrial genetic engineering, etc.
7. Sing the song "Look For The Union Label".

SELECTED BIBLIOGRAPHY OF LABOR HISTORY BOOKS

JUNIOR HIGH SCHOOL

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(Outlines the life and times of labor organizer Mary Harris Jones, affectionately called "Mother Jones" by the laborers to whom she dedicated her life. One of history's first women activists.)

Archer, Jules. Famous Young Rebels. Messner, 1973.

(Biographies of twelve people who in their youth were idealistic radicals seeking a better world. Labor leaders included are Elizabeth Gurly Flynn and Samuel Gompers.)

Beard, Annie E.S. Our Foreign-Born Citizens. Crowell, 1968.

(Short biographies include Samuel Gompers, Philip Murray and David Dubinsky and other Americans who persevered through hard work.)

Biddle, Marcia. Contributions of Women: Labor. Dillon Press, 1979.

(Short biographical sketches of five American women committed to obtaining justice for workers.)

Brin, Ruth F. Contributions of Women: Social Reform. Dillon Press, 1977.

(Biographies of six American women whose activism on social issues made an impact on society. Labor leader Florence Kelley is one of six.)

Cahn, Rhoda and Cahn, William. A Pictorial History of American Labor. Crown Publishers, 1972.

(The contribution of working men and women to America's growth from colonial times to the present. 750 illustrations.)

Cole, Sheila Working Kids on Working. Lathrop, 1980.

(Twenty-five young people discuss their work experience. Includes brief history of child labor laws and legal information pertinent to working minors.)

Connyngham, Michael, and Melissa Bakula. Chronology of Labor History and a Glossary of Labor Terms. International Brotherhood of Teamsters, 1986.
(A useful reference for important dates and terms in labor history.)

Eiseman, Alberta. From Many Lands. Atheneum, 1970.
(Describes experiences of immigrants over a period of two hundred years and how they helped America.)

Filippelli, Ronald. Labor in the U.S.A.: A History. Knopf, 1984.
(A good survey of U.S. labor history, appropriate for advanced students.)

Eighty Years Young and Still Growing. International Brotherhood of Teamsters, October, 1983.
(A brief history of the IBT, useful for classroom reading and discussion.)

Goldhurst, Richard. America Is Also Jewish. Putnam, 1972.
(Traces Jewish immigration to the United States and discusses their land.)

Goldstone, Robert. The Great Depression, the United States In The Thirties. Fawcett, 1978,
(A hard, long look at the grim years that followed the crash of 1929.)

Halsey, D.S., Jr. Survival in the World of Work. Scribner's, 1975.
(Easy to read discussion of the meaning and necessity of work in today's world of work. Many illustrations.)

Hansberry, Lorraine. The Movement.
(Documents many aspects of the social revolution to humanize our country as blacks struggled for dignity, citizenship and a decent life.)

Harris, Janet. Thursday's Daughters: The Story of Women Working in America, Harper, 1972.
(Profiles the working woman through 300 years of history and concludes with analysis of current problems facing working women.)

- Harter, Walter. Coal: The Rock That Burns. Elsenier/Nelson Books, 1979.
(Broad examination of coal and its importance; includes information on many mining techniques and union history.)
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(Describes key organizational efforts by Gompers, Debs and other labor leaders. Deals with the role of Blacks in American labor organizations.)
- Haskins, Jim. The New Americans: Vietnamese Boat People. Enslow Publications, 1980.
(Although directed mainly to Vietnamese, the book also mentions other groups of refugees in various areas. Useful for class discussions.)
- Heaps, Willard A. Wandering Workers: The Story of Migrant Farm Workers and their Problems. Crown, 1968.
(Transcripts of interviews taped in migrant labor camps.)
- Holland, Ruth. Forgotten Minority: America's Tenant Farmers and Migrant Workers. Macmillan, 1970.
(The field workers' struggle for justice.)
- Holland, Ruth. Mill Child: The Story of Child Labor In America. Macmillan, 1970.
(An impassioned chronicle of child labor in America; traces the long, hard fight to gain protective legislation for child laborers.)
- IBT Focus on Negotiations. International Brotherhood of Teamsters.
(Pamphlet discusses the collective bargaining process: What is Collective Bargaining; Preparing for Negotiations; Actual Negotiations; Collective Bargaining Disputes; and Strikes.)
- IBT Focus on Stewards. International Brotherhood of Teamsters.
(Pamphlet discusses the role of a steward in relation to the Union, the membership, and the grievance process.)
- IBT Focus on Union Administration. International Brotherhood of Teamsters
(Pamphlet discusses the duties and responsibilities of a Local Union officer, the administration of a local union, and election and reporting requirements.)

IBT Focus on Members. International Brotherhood of Teamsters.
(Pamphlet discusses the IBT's history, structure, membership,
contracts, and future.)

Katz, William L. An Album of the Great Depression. Watts,
1978.

(Photographs survey the Depression years; the darker issues of
prejudice and poverty are openly dealt with.)

Lawson, Don. Frances Perkins - First Lady of the Cabinet.
Avelard-Schuman, 1966.

(Traces Perkins' early attempts to improve working conditions for
women and children, her chairmanship of New York Labor Department
and career as US Secretary of Labor during the New Deal.)

Lens, Sidney. Unions and What They Do. Putnam, 1968.

(A simply written explanation of the organization and activities
of unions.)

Lens, Sidney. Working Men: The Story of Labor. Putnam, 1960.

(Interesting, readable summary of working people, the first
unions, the Gilded Age, the Golden Twenties, Depression, and the
New Deal to the new era and the unfinished tasks.)

Levy, Elizabeth. Struggle and Lose, Struggle and Win: The
United Mine Workers. Four Winds, 1977.

(Traces the history of the United Mine Workers, the first major
industry-wide union, and deals with the autocratic rule of John
L. Lewis.)

Meltzer, Milton. All Times, All Peoples: A World History of
Slavery. Harper, 1980.

(Considers the enormous variety of unskilled and highly
sophisticated work performed by slaves through the centuries.)

Meltzer, Milton. Bread and Roses: The Struggle of American
Labor, 1865-1915. Knopf, 1967.

(Shows how hard and long American workers have struggled to
achieve the power some of their unions have now. Contains short
dictionary of labor terms.)

Meltzer, Milton. Brother, Can You Spare A Dime? The Great Depression, 1929-1933. Knopf.

(Reports on the effect of the Depression on factory workers, children, Black Americans, the middle class, miners, farmers and farm laborers. Uses eyewitness reports and documentation.)

Meltzer, Milton. Taking Root: Jewish Immigrants in America. Strauss, 1976.

(Detailed picture of the daily life of the newcomers, including the horrors of child labor, sweat shops and tenement life.)

Meltzer, Milton. Eye of Conscience: Photographers and Social Change. Follet Publishing Company, 1974.

(Social issues seen by ten photographers depicting events from 1864 to the present. Suggests guidelines for making your own photographic statement.)

Mitchell, Joyce Slayton. I Can Be Anything: Careers and Colleges for Young Women. College Entrance Examination Board, 1978.

(Sketches approximately 100 occupations. A good introductory source for occupational information.)

Noble, Iris. Labor's Advocate: Eugene V. Debs. Messner, 1966.

(Portrait of a labor leader who championed social and economic issues during the early 1900's.)

Olesky, Walter. It's Women's Work, Too. Messner, 1980.

(Twenty-two women employed in traditional male occupations comment on their work situations.)

Paradis, Adrian. Labor In Action: The Story of the American Labor Movement. Messner, 1974.

(An introduction to the American Labor Movement including major organizing efforts, strikes, and federal legislation affecting unions.)

Paradis, Adrian. The Hungry Years: The Story of the Great American Depression. Childton Book Company, 1967.

(The depression is made alive and understandable for those too young to have known about it.)

Pelling, Henry. American Labor. University of Chicago Press, 1960.

(Authoritative narrative history that traces the evolution of the labor movement against the background of American social and economic development as a whole. Frequently used as a text for labor studies in junior or senior high school classes.)

Sandler, Martin. The Way We Lived: A Photographic Record of Work in a Vanished America. Little, 1977.

(One hundred photographs depict what it was like to work for a living between 1865 and 1918.)

Selvin, David F. Eugene Debs: Rebel, Labor Leader, Prophet: A Biography. 92 Debs, WLN.

(Readable account of one of America's most controversial figures in social and political history.)

Selvin, D.F. The Thundering Voice of John L. Lewis. Lathrop, 1969.

(Biography of John L. Lewis)

Selvin, D.F. Sam Gompers: Labor's Pioneer. Abelard, 1964.

(The rise of a cigarmaker's son to the founding of the American Federation of Labor.)

Selvin, D.F. Champions of Labor. Abelard, 1967.

(Short sketches of the lives and work of important leaders of American labor.)

Shippen, Katherine. This Union Cause-The Growth of Organized Labor in America. Harper Brothers, 1958.

(A detailed history of the growth of American labor organizations, written in an easy to read style.)

Steinberg, Rafael. Man and the Organization. Time-Life Books, 1975.

(Traces in pictures and words the development of man's instinct and need to be heard together in some type of organized structure. Also covers aspects of the dehumanizing of today's work place.)

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(A collection of historical photographs which captures the sweep of the IBT's history.)

Werstein, Irving. Labor's Defiant Lady: The Story of Mother Jones. Crowell, 1969.

(An exciting and unusual life story of one of the great women crusaders for adult and child workers.)

Werstein, Irving. Pie in the Sky, An American Struggle: The Wobblies and their Times. Delacourt, 1969.

(Re-evaluates a seriously maligned and misunderstood era in America's past. The "Wobblies" formed an integral part of the labor annals, folklore and literature of the nation.)

Werstein, Irving. Strangled Voices: The Story of the Haymarket Affair. Macmillan, 1970.

(Fast-reading, provocative explanation of the causes and effects of the "Haymarket Massacre" in Chicago in May, 1886.)

Information on the following films and video cassettes is available through the International Brotherhood of Teamsters, Department of Human Services, 25 Louisiana Ave., N.W., Washington, D.C., 20001, (202)624-8773.

All Things Considered: The Case of the Militant Shop Steward

Subject: Grievance Handling/Industrial
Length: 26 minutes

An American Valley

Subject: What happens to workers who lose their jobs because of the flood of imports coming into the U.S.? Film talks about the Trade Adjustment and Assistance Program that provides financial benefits for workers whose jobs have been destroyed and how they qualify for benefits under the Trade Act of 1974.
Length: 12 minutes

Arbitration: The Truth of the Matter

Subject: Arbitration and grievance handling
Length: 48 minutes

Button, Button

Subject: Grievance Handling
Length: 32 minutes

Can't Take No More

Subject: Historical overview of the long fight for protection against hazardous working conditions. Pressure for change was often effective only after a major tragedy like the Triangle Fire or exposure like Upton Sinclair's book, The Jungle.
Length: 25 minutes

Dignity and Strength: Teamsters, the Union for Public Employees

Subject: Teamster members in 20 different public sector job classifications, ranging from blue collar to white collar and professional, describe how the Teamsters have effectively represented them.
Length: 20 minutes

Don't Call Me Baby

Subject: Produced by the Canadian Union for Public Employees. Information tool for organizing women.
Length: 3 minutes

Do Not Fold, Staple, Spindle or Mutilate

Subject: Film on building a union.
Length: 51 minutes

Good Monday Morning

Subject: Documentary produced in Canada exploring the problems working women face on the job and how joining a union can help to solve these problems.
Length: 30 minutes

High Tech: Dream or Nightmare?

Subject: High technology's effect on the American economy.
Length: 49 minutes

If You Don't Come In On Sunday, Don't Come In On Monday

Subject: Chronological history of the American labor movement covers a four century span using original photographs, documentary film footage and cartoons. Excellent pictures and newsreel footage.
Length: 59 minutes

Ill Winds On A Sunny Day

Subject: Produced by the U.S. Committee on Public Works. Air pollution knows no state boundaries. Film calls for citizen action.
Length: 28 minutes

Inside Look At Collective Bargaining

Subject: Negotiations, grievances and arbitration.
Length: 45 minutes

Labor's Turning Point

Subject: The impact of the Great Depression on Minnesota's unemployed workers is vividly portrayed in this film about the 1934 Teamsters strike in Minneapolis.

Length: 44 minutes

Maria

Subject: Maria becomes a leader of the drive to organize a union in a Canadian clothing plant. In addition to all the usual union busting tactics, she also has to cope with a family and a fiancée who does not understand her new role as a union organizer.

Length: 40 minutes

Memorial Day Massacre of 1937

Subject: Using new media footage which had been suppressed by the police but was released to a U.S. Senate Investigating Committee, the film depicts the events of the "Little Steel" strike and the violence committed against steelworkers by the Chicago police.

Length: 16 minutes

Motivation: The Classic Concepts

Subject: Discusses worker motivation and methods of communication.

Length: 20 minutes

Organizing: The Road to Dignity

Subject: Organizing in the Industrial, Retail and Food industries.

Length: 40 minutes

OSHA

Subject: One-third of all cancers are work-related. Film tells how OSHA was set up to stem the tide of disease, injury and death, and what workers' rights are under the law. Workers talk about specific hazards in their industries and how plants were forced to comply with the law.

Length: 25 minutes

Proud To Be A Teamster

Subject: A portrait of today's Teamsters Union.
Length: 30 minutes

Rise of Labor

Subject: A history of the U.S. labor movement.
Length: 30 minutes

Scenes From A Workplace

Subject: Grievance handling in the public sector.
Length: 29 minutes

Sexual Harassment: No Place In The Workplace

Subject: Tape features Gloria Steinem and Lynn Farley as they discuss issues working women face. It offers insights and solutions to the problems women face in the workplace.
Length: 30 minutes

Terminal: VDT's and Women's Health

Subject: The potential hazards of VDT's are examined. Unions, among others, give their input on how to lesson the impact of these hazards on their employees.
Length: 15 minutes

The Awesome Servant

Subject: Impact of automation on workers and their community.
Length: 55 minutes

The Case of Barbara Parsons

Subject: Grievance handing in the industrial sector of the economy.
Length: 52 minutes

The Faces of a Union

Subject: What does a union do? How does it function? This film about the Steelworkers is designed to answer these questions and provide students and the public with a better understanding of how a democratic union functions. Some early film footage provides a look at the union's early history.
Length: 28 minutes

The Inheritance

Subject: A two-fisted film centering on the needle trades and the bitter struggle of workers against economic exploitation.
Length: 55 minutes

The Life and Times of Rosie the Riveter

Subject: Five women talk about their experiences during World War II building tanks, ships and bombers when women were recruited for industrial jobs and what happened when the men came back to claim their jobs. Newsreel and filmstrips of the period, magazine and poster art are used throughout the film. Provides good background for discussing problems women and minority groups face today.
Length: 60 minutes

The Owl Who Gave A Hoot

Subject: Colorful, interesting cartoon shows the need for a neighborhood consumer education program.
Length: 15 minutes

The Union Meeting: Rules of Order

Subject: Parliamentary procedure.
Length: 13 minutes

The Willmar 8

Subject: Women's issues and strikes in the banking industry.
Length: 50 minutes

The Workplace Hustle

Subject: The tape, narrated by Ed Asner, traces the legal battles women have fought in an effort to gain dignity and equality in the workplace.
Length: 30 minutes

Union Maids

Subject: Presents an adaptation of the book Rank and File about labor in the 1930's. Relates the personal experiences of three militant women who tried to organize laborers in Chicago during this period.
Length: 50 minutes.

Unions Today

Subject: Produced by the Bureau of National Affairs and designed to demonstrate some of the new tactics being used by unions today. Four different case studies are presented.

Length: 30 minutes

Waldenville I and Waldenville II

Subject: Grievance handling in the public sector.

Length: 36 minutes and 28 minutes

Where's Joe?

Subject: Joe is the title of somebody who used to have a job in a steel company but doesn't anymore. Film portrays the threat of foreign imports and the need to improve productivity to remain competitive with foreign producers and substitute materials.

Length: 44 minutes

White Collar Grievances

Subject: Follows a grievance through all the steps within a company and then into arbitration.

Length: 42 minutes

Who Wants Union?

Subject: Organizing and union busting.

Length: 27 minutes

With Babies and Banners

Subject: Rare archive footage reconstructs the story of the working women, wives, mothers, sisters and sweethearts of the strikers participating in the great General Motors sitdown strike in Flint, Michigan in 1937.

Length: 45 minutes

Words of a Friend (Hubert Humphrey)

Subject: Humphrey's speech to the Minnesota AFL-CIO Convention on respect for labor.

Length: 20 minutes

Workplace Hustle: Sexual Harassment of Working Women

Subject: A sensitive film which examines the difficulties caused by sexual harassment in the work environment. Winner of the 1980 San Francisco Film Festival and the 1980 New York Film and TV Festival.

Length: 30 minutes

LABOR AND INDUSTRIALISM
FOR SENIOR HIGH SCHOOLS

PREPARED BY:

Maureen Konwinski
Edna Robison Brooks
Mike Colle
Michael Landry
James Lee Eales
Allen Rouse
Peggy Danhof
Glenville Ansine

REVISED BY:

Dr. Saul E. Bronder
Project Director
IBT

INTRODUCTION

Beginning with the last quarter of the nineteenth century, the United States underwent an intense period of industrialization. This development signaled the change from a rural, agrarian society to an urban, industrial one. It led to the rise of modern culture and brought with it such concerns as crowded cities, environmental pollution, job safety, and worker satisfaction.

The response to industrialism in the United States took many forms, one of which was the development of the modern American labor movement. Typically, history courses at the secondary school level include surveys of the intellectual and artistic responses to industrialism, as well as the attempts of classical economic theorists to explain the economic forces of the times. Often, theories such as supply and demand are used to justify the laissez-faire policies which governed nineteenth century U.S. labor relations. However, alternative responses such as unionism are often absent from the textbooks.

In an attempt to provide curriculum direction for the telling of organized labor's story, we have developed three lesson plans. These lesson plans build on each other. The first sketches in broad brush stroke the origins and growth of the modern labor movement. The second deals specifically with one of the strongest unions, the International Brotherhood of Teamsters. The third offers an approach to understanding the collective bargaining process, the heart of labor-management relations. The lesson plans are intended as suggestions for treating these critically important aspects of organized labor history. We hope they will prove useful in developing your own labor studies curriculum.

LESSON PLAN #1

GOALS:

- 1) Students will recognize the role of labor unions in the making of America.
- 2) Students will identify the values that were important to organized labor as it fought for recognition of the dignity of labor.
- 3) Students will participate as better informed and active members of their community.

OBJECTIVE #1: To give students an understanding and appreciation of those notable personalities who played a role in the growth and development of the labor movement.

ACTIVITIES:

- 1) Using the telephone directory, have students list names of local union organizations and invite representatives from local unions to lecture about the history of their union's early formation.
- 2) Have students identify labor leaders (for example, Samuel Gompers, John Mitchell, Daniel Tobin, Eugene Debs, David Dubinsky, Frances Perkins, Terrance Powderly, Frances Wright, A. Philip Randolph) who were influential in shaping the union movement and compare them with labor leaders today.
- 3) Have students research and write a biographical sketch of a historical or contemporary labor leader.
- 4) After reading biographies of notable labor figures, have students role play one of these people.
- 5) Make a crossword puzzle, word search, or bingo game using the names of various labor leaders, unions, and labor terms.

OBJECTIVE #2: To enable students to appreciate the sacrifices workers endured in order to build a strong labor movement.

ACTIVITIES:

- 1) Have students write a letter to a friend describing what it was like to work in the meat packing industry in 1910. Mining, steel, lumber, or any other industry could also be

examined. Literary sources to consult for contemporary accounts include the writings of Theodore Dreiser and Stephen Crane, the photography of Jacob Riis, and biographies of contemporary reformers and labor leaders.

- 2) Have students research labor songs to see how they were composed and why. Compare these songs to those of current musicians such as Bruce Springsteen. Have students compose their own songs about one of their school-related grievances.
- 3) Have students participate in an essay contest or poster campaign to dramatize a particular hardship workers endured to strengthen unionism. Are today's workers prepared to endure similar hardships for their unions? Discuss.
- 4) Conduct oral histories with senior citizens, recording their recollections and concerns during the early union movement in their areas.

OBJECTIVE #3: To enable students to understand and appreciate what unions do to improve the standard of living and rights of workers.

ACTIVITIES:

- 1) Conduct a survey in various occupations to compare wage increases over a given period. This survey could be conducted on a local, national and/or international level.

JOB DESCRIPTION	WAGES: 1930	PRESENT WAGE
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Have students examine and analyze data. What conclusions can they draw from these increases in wages? What role have unions played in this process?

Math students could graph the results of the survey, calculating and comparing the percentage increase in various jobs. Art students could draw cartoons illustrating the social benefits unions have produced. English students could incorporate the wage survey in a business letter.

- 2) Conduct interviews in the local work force. (Try to interview people 50 years of age or older.) Ask participants for a brief history of their work experience; job

description; age at time of employment; a typical day's work; hours of employment; wages, benefits, i.e., duration of vacation, vacation pay, health plan, retirement benefits such as pension and health coverage. Compile a notebook of improvements that are a direct result of the union movement.

- 3) Assemble a collage of pictures portraying improvements in occupational safety. Shop students who have experienced first hand the benefits of the push for improved job safety should discuss how these improvements came about.
- 4) Research so called "Right to Work" laws in your state. Invite a representative of labor and management to discuss and debate this in class. Conduct a student debate on this issue.
- 5) Examine the objectivity of the news media in reporting local union and management issues. Prepare a panel discussion with students representing labor, management, and the news media. The results of the panel discussion could be submitted to the local newspaper for publication. Perhaps the local TV station could be persuaded to videotape the discussion for possible inclusion on the evening news.
- 6) Write a short paper depicting how government attitude has changed between laissez-faire and a more "hands on" policy. Give one specific example of contemporary regulation. What role have unions played in fostering regulation and why? What is the future of regulatory legislation, and how will this affect unions and working people generally?
- 7) Contact the local political parties and obtain printed material on their party platform concerning labor relations. Display in classroom and discuss.
- 8) Complete biographical sketches of recent U.S. presidents, stating the position taken during their administrations on the labor movement.

LESSON PLAN #2

GOAL: To help students gain a greater understanding of the Teamsters Union and its role in the United States and Canada.

- OBJECTIVES:
- 1) To provide students with information about the origins and development of the International Brotherhood of Teamsters.
 - 2) To inform students about the structure of the International Brotherhood of Teamsters and the services it provides for its members.
 - 3) To apprise the students of the contributions the Teamsters Union has made to the labor movement.

SUGGESTED ACTIVITIES:

- 1) Students should read the IBT pamphlet "Eighty Years Young and Still Growing" and review the IBT pictorial history, Teamsters All.
- 2) Students should view the IBT film, "Proud To Be A Teamster" (available upon request). Teacher and students should then discuss the main historical themes of the reading material and consider how the IBT has developed in light of the film's contemporary presentation of the Union.
- 3) Students should prepare a time-line chart indicating some of the major highlights in Teamster history, e.g., the Union's response to the industrialization of America, the role of the IBT during the Great Depression and World War II, the Teamsters Union today. The class should discuss how this chart fits into the larger history of organized labor.
- 4) Have students chart the organizational structure of the IBT and determine the process of being elected to Union office.
- 5) Teacher should request that an IBT representative address the class on his/her experience as a Teamster.
- 6) Students should interview a retired Teamster to learn about the role of the IBT Local Union in their community.
- 7) Have a Teamster representative explain to the class the social agencies and community activities which the Union supports.
- 8) Conduct field trips to the IBT Local Union in your community.

- 9) Conduct a class discussion about the public image of the Teamsters Union in light of the students' findings on the IBT from the above activities.

To assist the teacher and students in preparation for this unit, students are encouraged to write to the Teamster Headquarters in Washington, D.C., to obtain materials relevant to their research.

LESSON PLAN #3

LABOR CONCEPT: Collective bargaining involves a series of meetings between representatives of labor and management whose objective is to negotiate a labor contract covering wages, hours and other working conditions.

GOAL: To enable students to better understand the collective bargaining process in labor-management relations.

OBJECTIVES:

- a) To enable students to comprehend the positions of both labor and management when negotiating a collective bargaining agreement.
- b) To lead students to determine priorities and plan strategies for reaching an agreement.

PROCEDURE

1. Show students a copy of a contract - a collective bargaining agreement.
2. Explain that the class will be attempting to negotiate a contract by participating in a collective bargaining activity. (We are going to find out how workers and employers reach agreement on a contract. Half of the class will be workers - the labor force; half will be employers - management; of McDonna's, a fast food chain. Each group will select 2 to 4 representatives to be on a bargaining team. The bargaining team will meet to discuss demands and try to reach an agreement. Each team will try their best to get the demands their group wants. After an agreement has been made and a contract signed, each team will receive a sealed scorecard. Points will be scored according to how well each side does at acquiring their demands in negotiating a contract.)
4. Distribute "General Information Sheet" (HANDOUT #1) to students and read through sheet together.
5. Divide class into 2 groups - labor and management. Distribute "Information Available Only To Management" (HANDOUT #2) to management group. Distribute "Information Available Only to the Union" (HANDOUT #3) to union group. Have students

carefully read this information.

6. Meet with each group individually. Have each group select 2 to 4 people for a bargaining team to represent that group in the collective bargaining activity. At this meeting, each group discusses their priorities and develops strategies for use at the first collective bargaining session (session will begin with the next class).

HANDOUT NUMBER 1

General Information

McDonna's, a fast food chain, has been operating the present restaurant for the past four years. While it has experienced an increase in trade over recent years, a Burger Jack and Dairy Queenly have just opened up within three blocks of McDonna's.

About the Employer (Management)

McDonna's is the largest single employer of high school students and sells the most fast food.

About the Union (Labor)

The union represents 82 of McDonna's workers. The workers possess skills that would take replacements two weeks to learn. The supervisory staff is not large enough to operate the restaurant themselves.

Labor Relations

Most contracts cover only a one year period. In the past management was successful in producing a contract that is favorable to themselves. However, it is well known that the two new chains would be eager to hire experienced, trained workers if they choose to leave McDonna's.

In addition, with the increase in competition, profits may be harder to realize.

BARGAINING DEMANDS

	<u>Current Agreement</u>	<u>Union Demands</u>	<u>Management Offer</u>
Wages	\$3.45/hr	.35/hr increase	.05/hr increase
Overtime	no overtime pay	1 1/2 time after 12:00 midnight	no change
Hours	no standard	22 hrs. guaranteed	no change
Uniforms	1 furnished	2 uniforms	no change

	<u>Current Agreement</u>	<u>Union Demands</u>	<u>Management Offer</u>
Seniority	no seniority	seniority for layoffs and job assignment preference	no change
Paid Holidays	no paid holidays	2 paid holidays	no change
Employee Discount	10%	50%	15%

HANDOUT NUMBER 2

INFORMATION AVAILABLE ONLY TO MANAGEMENT

Negotiated Issues In Order Of Priority:

- 1) Seniority
- 2) Wages
- 3) Overtime
- 4) Paid Holidays
- 5) Uniforms
- 6) Hours
- 7) Employee Discount

1) SENIORITY

Management feels seniority must not be an issue in negotiations. Because there is a high turnover of employees, a "seniority policy" would cause workers to change jobs every time someone left. Retraining for each job would cost the company a great deal of money, and employees may become dissatisfied with constant job changes. NO OTHER FAST FOOD RESTAURANT HAS A SENIORITY POLICY.

2) WAGES

A \$.05 hour increase in wages is all McDonna's can afford. Advertising costs will be doubled this year to compete with the new Burger Jack and Dairy Queenly. In addition, food prices and the cost for employee insurance has increased. These increases will devastate the profits. However, to be competitive a \$.15 per hour wage increase may have to be compromised.

3) OVERTIME

Overtime wages cannot be considered because of the increased cost of running McDonna's. Those employees who are scheduled to work after 12:00 Midnight are not working in excess of 8 hours. However, those employees who work after midnight are doing the cleanup which is rigorous work. One of the strong points of McDonna's is their cleanliness, and that will never be compromised. In addition, if overtime were paid, workers would have to be laid off because of the increased costs of payroll.

4) PAID HOLIDAYS

Paid holidays are an item for compromise. Under the current contract, employees are paid only for those days they work. McDonna's has never had a policy for paid holidays.

5) UNIFORMS

Because of the large number of employees and a high turnover of workers, furnishing the employees with 2 uniforms would cost the company a great deal of money. Uniforms would be lost or unaccounted for. By providing one uniform per employee the

employee is forced to take good care of it and turn it back in when they leave. However, a compromise may be made so that when an employee has completed 6 months on the job, they will be given a second uniform.

6) HOURS

A guaranteed 22 hour work week would be difficult. The amount of business the restaurant receives is dependent upon the weather or community events. However, a possible guarantee of 20 hours per week might be considered.

7) EMPLOYEE DISCOUNTS

Employee discounts are an area for compromise. Mark up on food costs is 50%. By giving employees a 30% discount profits would not be harmed.

HANDOUT NUMBER 3

INFORMATION AVAILABLE ONLY TO THE UNION

Negotiated Issues In Order Of Priority:

- 1) Wages
- 2) Hours
- 3) Overtime (late night pay)
- 4) Seniority
- 5) Employee Discounts
- 6) Paid Holidays
- 7) Uniforms

1) WAGES

Wages are the top priority for employees. Most of the employees are high school students who are working for spending money or to save money for their future education. McDonna's realized healthy profits last year, the economy is improving, and it is projected that profits for fast food restaurants will continue to rise. Employees feel management's offer of \$.05 per hour is humiliating. Starting wages at Dairy Queenly and Burger Jack are \$.15 per hour above those currently paid at McDonna's. The Union is asking for \$.35 per hour increase, but would be satisfied with a \$.25 per hour increase.

2) HOURS

Employees want a guaranteed 22 hour work week. The present work schedule is unfair and some employees seem to get special treatment. In addition, employees may work only a few hours one week and many the next. A guaranteed work week would provide a steady pay check.

3) OVERTIME (LATE NIGHT HOURS)

Overtime pay is the third priority. Employees feel they should be paid time and a half for work after midnight. This work involves after-hours cleanup which is sometimes very difficult. Other fast food chains pay overtime.

4) SENIORITY

A seniority policy would give special rights to employees who have been with McDonna's the longest. Employees with the longest seniority would 1) get their choice of jobs, and 2) would be the last laid off. McDonna's has a high turnover of workers, so it would not take long to move up the seniority list so the benefit would be realized by many employees. The union feels it is only fair that those already employed by the company are given the first chance at a job opening before a new person is hired.

5) PAID HOLIDAYS

Two paid holidays per year would be seen as a bonus or a worker appreciation gesture. The result would be a feeling of cooperation between the workers and management which would in turn benefit McDonna's with employees that are more satisfied.

6) UNIFORMS

This issue is given the lowest priority. McDonna's requires employees to come to work neat and clean. Depending on their work schedule, this may mean employees must wash their uniforms on a daily basis. While this item would benefit the employees, wages and other demands are more important. This demand can be given up easily.

THE BARGAIN I

TEACHER INFORMATION SHEET

LABOR CONCEPT

Representatives are elected by labor and management to participate in the bargaining process. They are known as the bargaining team.

LEARNER OUTCOMES

Students will be able to:

- a) understand and recognize the skills of compromise and commitment which are necessary to the successful negotiation of a collective bargaining agreement
- b) explain the reasons for a contractual agreement between employees and the employer.

PROCEDURES

1. Have management and labor groups meet separately to review and develop their strategy. Use Contract Sheet for independent work. (HANDOUT NUMBER 4)
2. Assemble bargaining teams. Have representatives pin on identification tags. (SEE HANDOUT NUMBER 5.) Have each side present their positions. Discuss. Limit the session to 15 minutes. Students may recess at any time to discuss their position in the privacy of their own group. Have students use Negotiations Update to record progress. (HANDOUT NUMBER 6.)
3. Students summarize the positions of each side. They identify points of agreement, compromises and unresolved issues. Use "Negotiations Update" transparency to list these items and have the students record them on their worksheet.

SUPPLEMENT TO LESSON - The film, Dimensions of Bargaining, and the IBT booklet, Negotiations can be used to help students understand collective bargaining. They may be used between the bargaining sessions or after agreement has been reached.

CONTRACT

AGREEMENT

use the words at the bottom of the page to solve the puzzle;

1. The bargaining team begins by having a _____ of the issues to decide what is important to them.
2. Giving in by each side is called a _____.
3. Issues to settle are called the _____.
4. When bargaining teams are meeting we say they are in _____.
5. When labor and management select people to represent them in negotiation they are known as _____.
6. The representatives in negotiation are known as the bargaining _____.
7. The contract has to be _____.
8. A plan used in negotiation is called a _____.

IT TAKES ALL OF THE ABOVE THINGS TO COMPLETE A _____!

TERMS

- | | | | |
|------------|-----------------|-------------|------------|
| team | representatives | negotiation | acceptable |
| compromise | demands | strategy | discussion |

CONTRACT

(ANSWER SHEET)

use the words at the bottom of the page to solve the puzzle;

1. The bargaining team begins by having a DISCUSSION of the issues to decide what is important to them.
2. Giving in by each side is called a COMPROMISE.
3. Issues to settle are called the DEMANDS.
4. When bargaining teams are meeting we say they are in NEGOTIATION.
5. When labor and management select people to represent them in negotiation they are known as REPRESENTATIVES.
6. The representatives in negotiation are known as the bargaining TEAM.
7. The contract has to be ACCEPTABLE.
8. A plan used in negotiation is called a STRATEGY.

GREEN E M E N T

IT TAKES ALL OF THE ABOVE THINGS TO COMPLETE A C O N T R A C T!

TERMS

team	representatives	negotiation	acceptable
compromise	demands	strategy	discussion

Management
Negotiator

Union
Negotiator

NEGOTIATIONS UPDATE

Bargaining Session Number _____

Demands Resolved (points of agreement)

Compromises Reached

Unresolved Demands (Prioritize them)

THE BARGAIN II

TEACHER INFORMATION SHEET

LABOR CONCEPT

A "Contract" is a mutually acceptable agreement reached by the representatives of labor and management through the process of collective bargaining and requires commitment and compromise from both parties.

LEARNER OUTCOMES

Students will be able to:

- a) define and explain the concepts of collective bargaining, strategy, compromise, negotiation.
- b) identify the feelings involved in a collective bargaining situation.

PROCEDURES

1. Open the bargaining session. Bargaining teams will state positions, discuss compromises and possible agreements and attempt to reach a mutually acceptable contractual agreement.
2. When agreement is reached, pass out Contract (HANDOUT #7) and fill in the spaces. Have each team meet with their group to vote on the contract.

If agreement is not reached, decide on another bargaining session and try again until the issues are resolved.

If agreement takes place rapidly, follow the session with a debriefing. If you run out of class time, use the next class for debriefing.

DEBRIEFING SESSION:

- 1) List agreements reached and compromises that were necessary.
- 2) Identify the items hardest to settle.
- 3) Discuss the feelings the students experienced during negotiations.
- 4) Identify the values or attitudes that helped to reach agreement.
- 5) Discuss and predict which bargaining team will gain the best score when the scorecard is opened

during the next class period. Ask students to think about what might happen if they fail to reach agreement.

CONTRACT

BETWEEN
McDonna's
and
Workers' Union #1

On this date, _____, the above parties agree to the following:

Article I WAGES Wages shall be _____ per hour.

Article II OVERTIME Union members shall be paid _____ for overtime.

Article III HOURS The standard work week shall be _____ hours long.

Article IV SENIORITY The following agreement has been reached concerning seniority:

Article V PAID Union members shall receive _____ HOLIDAYS holidays.

Article VI UNIFORMS Union members shall receive _____ uniforms.

Article VII EMPLOYEE Union members shall receive _____ DISCOUNTS discount on food.

Article VIII ADDITIONAL AGREEMENTS (if any)

Signatures of
McDonna
Representatives

Signatures of
Workers' Union #1
Representatives

THE BARGAIN III

TEACHER INFORMATION

LABOR CONCEPT

If labor and management are unable to reach agreement on a contract, there are many options both parties may take.

LEARNER OUTCOMES

The students will be able to:

- a) recognize, explain and understand the concepts of mediation, arbitration, strike, lockout and layoff.
- b) assess their performance as negotiators.

PROCEDURES

- 1) Ask students what they think would happen if agreement had not been reached. Distribute information sheet "What Happens If No Agreement Is Reached" and go over it with the students. (HANDOUT NUMBER 8)
- 2) Distribute the student puzzle "Settling the Terms". (HANDOUT NUMBER 9)
NOTE: While students are working on the puzzle, cut scorecards apart.
- 3) Present each bargaining team with their scorecard. Add up the scores on each card and determine their rating from the Transparency "And The Winner Is..". (HANDOUTS NUMBER 10 AND 11)

WHAT HAPPENS IF NO AGREEMENT IS REACHED?

Union and Management together may:

1. Ask for MEDIATION. A specialist is called in to keep both sides talking in hopes of reaching agreement. A mediator can suggest solutions but has no power to settle a contract.
2. Ask for ARBITRATION. A specialist studies the demands of both sides and makes the final decisions on all issues involved in the contract.

The Union may:

Call a STRIKE if the majority of union members vote in favor of it. A strike occurs when members of the union refuse to work.

The Management may:

1. LAYOFF employees. This means union workers are told not to come to work and are not paid.
2. LOCKOUT workers. This is when management closes the workplace for the purposes of forcing employees to agree with management's offer and to stop further strike activities.
3. CLOSE the workplace. This means going out of business.

SETTLING THE TERMS -

NAME _____

Use the clues below to fill in the puzzle with the terms at the right.

1. _____ _____

2. _____ _____

3. _____ _____

4. _____ _____

5. _____ _____

6. _____ _____

- TERMS
- Strike
 - Layoff
 - Lockout
 - Mediation
 - Arbitration
 - Close (the workplace)

CLUES:

1. When management closes the workplace unless employees agree with its offer.
2. Call in a specialist to decide the contract.
3. Workers Refuse to Work.
4. When management decides to go out of business.
5. An effort by a specialist to keep management and the union working toward agreement.
6. Management tells workers not to come to work and does not pay them.

USING THE LETTERS IN THE BOXES, COMPLETE THIS STATEMENT:

A CONTRACT IS A NEGOTIATED AGREEMENT BETWEEN MANAGEMENT AND THE _____

List the words in the puzzle under the correct heading.

WHAT CAN EACH DO?

UNION	MANAGEMENT	TOGETHER
_____	_____	_____
_____	_____	_____
_____	_____	_____

SETTLING THE TERMS -

(Answer Sheet)

NAME _____

Use the clues below to fill in the puzzle with the terms at the right.

- 1. L O C K O U T
- 2. A R B I T R A T I O N
- 3. S T R I K E
- 4. C L O S E
- 5. M E D I A T I O N
- 6. L A Y O F F

- TERMS
- Strike
 - Layoff
 - Lockout
 - Mediation
 - Arbitration
 - Close(the workplace)

CLUES:

- 1. When management closes the workplace unless employees agree with its offer.
- 2. Call in a specialist to decide the contract.
- 3. Workers Refuse to Work.
- 4. When management decides to go out of business.
- 5. An effort by a specialist to keep management and the union working toward agreement.
- 6. Management tells workers not to come to work and does not pay them.



USING THE LETTERS IN THE BOXES, COMPLETE THIS STATEMENT:

A CONTRACT IS A NEGOTIATED AGREEMENT BETWEEN MANAGEMENT
AND THE U N I O N

List the words in the puzzle under the correct heading.

WHAT CAN EACH DO?

UNION

Strike

MANAGEMENT

LAYOFF

LOCKOUT

CLOSE

TOGETHER

Mediation

ARBITRATION

SCORECARD - THE UNION

<u>WAGES</u>	<u>SCORE</u>
30¢ per hr. incr. (or more)	5
11¢-29¢ per hr.	3
10¢ per hr. incr. (or less)	1

<u>OVERTIME</u>	
1 1/2 for o.t.	5
No overtime	1

<u>HOURS</u>	
Guan. 20 hr. wk. (or more)	5
Guan. 19 hr. wk. (or less)	3
No guan. hrs.	1

<u>UNIFORMS</u>	
2 furnished	5
1 furnished	1

<u>SENIORITY</u>	
Policy for layoffs AND job assignments	5
Policy for layoffs OR job assignments	3
No policy	1

<u>PAID HOLIDAYS</u>	
2 paid holidays	5
1 paid holiday	3
No paid holidays	1

<u>EMPLOYEE DISCOUNTS</u>	
50% discount (or more)	5
16%-49% discount	3
15% discount (or less)	1

SCORE _____

SCORECARD - MANAGEMENT

<u>WAGES</u>	<u>SCORE</u>
10¢ per hr. incr. (or less)	5
11¢-29¢ per hr.	3
30¢ per hr. incr. (or more)	1

<u>OVERTIME</u>	
No overtime	5
1 1/2 for o.t.	1

<u>HOURS</u>	
No guan. hrs.	5
Guan. 19 hr. wk (or less)	3
Guan. 20 hr. wl. (or more)	1

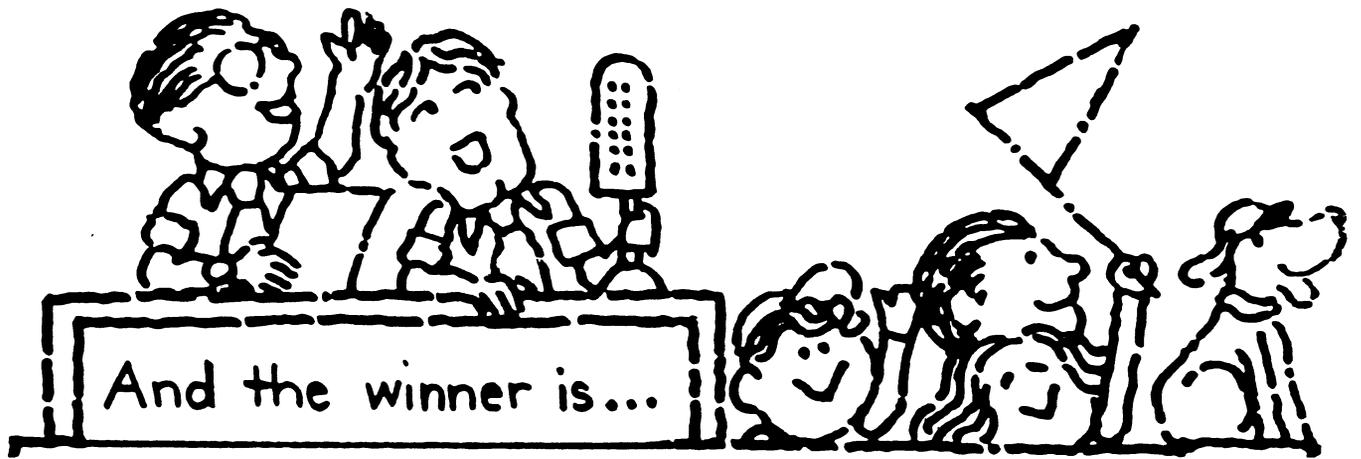
<u>UNIFORMS</u>	
1 furnished	5
2 furnished	1

<u>SENIORITY</u>	
No policy	5
Policy for layoffs OR job assignments	3
Policy for layoffs AND job assignments	1

<u>PAID HOLIDAYS</u>	
No paid holidays	5
1 paid holiday	3
1 paid holidays	1

<u>EMPLOYEE DISCOUNTS</u>	
15% discount (or less)	5
16%-49% discount	3
50% discount (or more)	1

SCORE _____



30-35 pts. - AWESOME!

What a negotiation team! You have accomplished what your group had hoped for - *Congratulations!*

22-29 pts. - SUPER JOB!

You have learned to compromise. You represented your group well.

13-21 pts. ~ GOOD TRY!

You're learning you don't get everything you want - but you hung in there!

7-12 pts. ~

Take notes from the other side!

TECHNOLOGICAL UNEMPLOYMENT
FOR THE SENIOR HIGH SCHOOLS

PREPARED BY:

Jim Huff
Ruth Gray
Linda Hudson
Tom Harder
Harry Duke

REVISED BY:

Dr. Saul E. Bronder
Project Director
IBT

LESSON PLAN TOPIC: TECHNOLOGICAL UNEMPLOYMENT

OBJECTIVES:

Students will demonstrate an understanding of:

1. The benefits and problems caused by the new technology.
2. Economic terms: technological unemployment, scarcity, factors of production, interdependence.
3. The possible negative effects of technology on the individual, on the community, and on government.
4. Organized labor terms: negotiated agreement, RIF, seniority, termination, Teamsters (IBT), yellow dog contract, featherbedding.
5. Two possible methods of determining who will be "laid off" because of technological unemployment.
6. The language of labor contracts.

LESSON PLAN TOPIC: TECHNOLOGICAL UNEMPLOYMENT

HANDOUT #1 AND TRANSPARENCY: THE PROBLEM OF TECHNOLOGICAL UNEMPLOYMENT

- A. Distribute "statement" to students (See Attachment 1).
- B. Put "statement" on overhead transparency.

HANDOUT #2 AND TRANSPARENCY: ECONOMIC TERMS

- A. Write definitions of economic terms on overhead transparency. Students copy definitions onto handout (See Attachment 2).
- B. Read and discuss with class both the "statement" and economic terms.

HANDOUT #3 AND TRANSPARENCY: THOUGHT QUESTIONS

- A. Students will write responses to the following questions (See Attachment 3):
 - 1) If a person is laid off his/her job, what will be the probable impact on that person?
 - 2) Impact on local business community?
 - 3) Impact on government?
- B. After time for students to write their opinions, the teacher and class discuss answers.
- C. Assignment collected - credit recorded.

HANDOUT #4 AND TRANSPARENCY: CASE STUDY, SCENARIO #1

- A. Statement: There are various ways to determine which job positions will be closed and who will be laid off because of a job position closing. Briefly discuss possible ways. Emphasize that there is a two-fold problem: position and person.
- B. Hand out CASE STUDY, SCENARIO #1 (See Attachment 4)
 - 1) Put transparency of CASE STUDY on overhead.
 - 2) Discuss the CASE STUDY information.
 - 3) Students write their answers to SCENARIO questions.

4) Discuss/clarify answers with students.

C. Collect assignments - credit recorded.

HANDOUT #5 AND TRANSPARENCY: LABOR TERMS

A. Write definitions of labor terms on overhead transparency. Students copy definitions onto handout (See Attachment 5).

B. Read and discuss with class the labor terms.

HANDOUT #6 AND TRANSPARENCY: CASE STUDY, SCENARIO #2

A. Statement: The practice of featherbedding is not acceptable today. Unions and their members are deeply concerned about layoffs caused by new technology. Negotiated contract language is the customary approach to the problem today. Briefly discuss with students.

B. Hand out CASE STUDY, SCENARIO #2 (See Attachment 6)

1. Put transparency of CASE STUDY on overhead.

2. Discuss the CASE STUDY information.

3. Students write answers to the SCENARIO questions.

4. Discuss/clarify answers with students.

D. Collect assignments - credit recorded.

HANDOUT #7 AND TRANSPARENCY: THOUGHT QUESTIONS

A. Students will write responses to the following questions (See Attachment 7):

1. What are the causes of technological unemployment?

2. What are the consequences of technological unemployment?

3. What can/ought to be done about it?

B. After time for students to write their opinions, the teacher and class discuss responses.

C. Assignment collected - credit recorded.

Attachment 1

HANDOUT #1 AND TRANSPARENCY: THE PROBLEM OF TECHNOLOGICAL UNEMPLOYMENT

STATEMENT

The nature of work is changing. Machines are saving us from the drudgery of physical labor. Machines are saving time, effort and energy and freeing us to use our minds. However, many workers in our society are being displaced and must learn new skills due to changes in technology and conditions beyond their control. In the free enterprise system, the question is posed: Who has the responsibility to retrain these workers? The Government? Business? The Public School System? Labor Unions? or the Individual? The problem of technological change affects every aspect of the economy and every individual.

Attachment 2

HANDOUT #2 AND TRANSPARENCY: ECONOMIC TERMS

TECHNOLOGICAL UNEMPLOYMENT -

CAPITAL -

LABOR -

SCARCITY -

INTERDEPENDENCE -

FREE ENTERPRISE -

LABOR UNIONS -

Attachment 3

HANDOUT #3 AND TRANSPARENCY: THOUGHT QUESTIONS

If a person is "laid off" their job, what could be the impact on:

- A. The person? Why?
- B. The business community where the person lives? Why?
- C. The government (state or federal)? Why?

Attachment 4

HANDOUT #4 AND TRANSPARENCY: CASE STUDY, SCENARIO #1

CASE STUDY

1. National Automobile Car Glamourizers, Inc. (NAGCI) owns a nationwide chain of car wash facilities.
2. The facilities are designed for a cashier, an auto driver, and eight (8) station employees.
3. The Employees

-----ELWOOD KLASSEN, born in Chicago, has been with the company for ten years. He has worked his way through the 8 stations and is currently the auto driver at \$6.00 an hour. The driver drives the auto through the eight work stations.

-----LEROY BROWN, born in Philadelphia, PA, has been with the company for 3 years and has performed all 8 work tasks. He earns \$4.50 an hour.

-----JUANITA LOPEZ, born Mexico City, Mexico, has a green card and has lived in the U.S. for four years. She has been with the company for two years. She has special skills in dealing with customers, keeping financial records, operating a desk computer and several types of business machines. She has never worked on any of the eight work stations. Her wage is \$5.25 an hour.

-----The REMAINING SEVEN employees all have work station experience and have been with the company ranging from 4 to 9 years. Their salaries range from \$4.50 to \$5.00 an hour.

4. THE CAUSE FOR TERMINATION OF A WORK POSITION:

- A. The company installs an automated system for moving an auto through the eight stations. The position of driver is no longer needed.
- B. The automated system will be more efficient than the human driver position and will cost less to operate.

SCENARIO #1 (QUESTIONS TO BE ANSWERED IN WRITTEN FORM)

1. Which employee will be terminated (laid off)? Why?
2. Who will decide who should be terminated? Why?
3. What will happen to the terminated employee? Why?

Attachment 5

HANDOUT #5 AND TRANSPARENCY: LABOR TERMS

LAYOFF -

NEGOTIATED -

FEATHERBEDDING -

R.I.F. -

TEAMSTER (I.B.T.) -

SENIORITY -

YELLOW DOG CONTRACT -

HANDOUT #6 AND TRANSPARENCY: CASE STUDY, SCENARIO #2

CASE STUDY

Case statements 1 through 4 are the same as for SCENARIO #1.

5. The employees of NACGI have been organized as a labor union affiliated with the IBT for 12 years.
6. A detailed negotiated agreement is in effect until August, 1987.
7. One of the contract clauses is Article XXI which explains the negotiated R.I.F. language. Article XXI reads as follows:

ARTICLE XII - REDUCTION IN FORCE

SECTION I

Should the necessity to reduce the working force of employees at NACGI develop, management shall follow the procedure listed below:

- A. A written notice will be given to all employees of the pending positions to be eliminated.
- B. Reasons will be given for the necessity of the position reduction.
- C. Individuals will be designated for layoffs in the following sequence:
 1. A request for voluntary layoff will be made prior to any layoff.
 2. An early retirement process will be discussed prior to any layoff.
 3. Those with the least seniority, as determined by original date of employment, will be the first candidates for layoff.
 4. Only special qualifications for a position may alter the seniority selection.

SECTION II

The last employees laid off will have the right of being the first to be recalled to positions for which they are qualified.

Attachment 6(cont.)

- A. Upon return to employment, the person's seniority will be the same as prior to lay-off.
- B. The NACGI agrees to provide 80% of retraining costs of the laidoff employee in a field of his/her choosing for two years.
- C. Should the NACGI determine to relocate the employee to another destination in the company, the NACGI agrees to pay all costs of moving personal belongings and family.

CONTRACT SIGNED AUGUST 16, 1984

Roger L. Thompson
Administrative President
National Auto Car
Glamourizers, Inc.

Sam V. Larson
President
Local Union 2701, IBT
Auto Beautification
Workers

SCENARIO #2 (QUESTIONS TO BE ANSWERED IN WRITTEN FORM)

1. Which employee will be terminated (laid off)? Why?
2. Who will decide who will be terminated? Why?
3. What will happen to the terminated employee? Why?

HANDOUT #7 AND TRANSPARENCY: THOUGHT QUESTIONS

TECHNOLOGICAL UNEMPLOYMENT

CAUSES: FOREIGN TRADE COMPETITION
COMPUTERS
ROBOTS
AUTOMATION

CONSEQUENCES: POSSIBLE 4-6 MILLION PERMANENT LABOR SURPLUS
AMERICAN STANDARD OF LIVING THREATENED
EFFECTS ON NATIONAL PURPOSE, NATIONAL WILL,
NATIONAL CONFIDENCE?
LOST INCOME, LOST BUYING POWER, LOST
PRODUCTION
TWO-TIERED POLARIZED SOCIETY
LESS MAUFACTURING JOBS, MORE SERVICE
PRODUCING JOBS

SOLUTIONS: SUGGESTIONS FROM STUDENTS

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INTERNATIONAL BROTHERHOOD OF TEAMSTERS
25 Louisiana Avenue, N.W.
Washington, D.C. 20001

Prepared By The
DEPARTMENT OF HUMAN SERVICES