

**Association of Teachers of Social Studies/UFT
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Focus on Labor History
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- DBQ on Labor History
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- Lesson Plan template
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- Applying the 3C Inquire Arc
- And more



This publication is produced by the ATSS/UFT

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<p>Letter from the editor: Patricia Urevith</p>	
<p><i>Unionism was always part of my life. I remember how proud my brother was when he was named shop steward of the printing factory where he worked. He would talk with me for hours about the rights of workers and the importance of the union.</i></p> <p><i>I recall how proud I was when I first received my union card when I turned 18 and worked for the Brooklyn Union Gas Company. I was part of the TWU when Mike Quill was the president.</i></p> <p><i>Later, in film school, I was introduced to an incredible movie. It is called the Inheritance and was produced by the Amalgamated Clothing Workers of America in the mid 60's. My editing teacher worked on the movie. If you have never seen the movie, it is truly a must see. I still shed a tear whenever I see the movie.</i></p> <p><i>When I was in radio I became active in AFTRA, and now in education I am proud to say I am a UFT member.</i></p> <p><i>I am truly proud of the accomplishments my brother and sister union members strived for us. Men like George Altomare, Charles Cogen, and Albert Shanker. And of course, I smile when I think how Michael Mulgrew even took on a Billionaire!</i></p> <p><i>At IS 93 I was fortunate to have Steven Steiner as Chapter Leader. He always talked of the rights of workers, and successfully united us as a chapter. He was strong and supported his members. But the day Sandy Feldman died, Steiner was quiet. Tears rolled down his face as he shared with me her qualities and strengths. And Randy Weingarten! Who can ever forget how she tirelessly worked on behalf of us.</i></p>	<p><i>But there are others that we should think about. The girls who perished at the Triangle Shirtwaist Factory fire. Can you imagine how terrified they must have been? Some of the girls were only in their teens! They were trapped because bosses wanted to make sure the ladies were working and not taking breaks. As educators, it is important for us to share their stories with our students.</i></p> <p><i>Most people have never heard of Clara Lemlich. Yet, as a young woman she was one of the organizers of a strike against garment factories. I think of my students as they dance to the music of Beyonce or Taylor Swift. Their lives are very different than Lemlich. And yet, their lives were changed because of the determination of women like Clara Lemlich who fought for their beliefs for an honest day wage. We, as educators should also discuss women like Delores Huerta and so many other heroines.</i></p> <p><i>We have come a long way as brother and sister union members, but we must never forget the past. So, I hope that you will incorporate some of the material that you find in this journal. Share it with your fellow teachers and students.</i></p> <p><i>In Solidarity, Patricia Urevith</i></p> <p>If you have a question or comment or would like to write an article for the journal, please submit to the ATSS/UFT, 50 Broadway, NYC, NY 10004</p>

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Refurbished Shanker Hall brings UFT history to life

This article is reprinted from the September 27th issue of the NEW YORK TEACHER by Micah Landau. Photography by Ron Campana

Scores of UFT members and leaders, both past and present, gathered at the union's lower Manhattan headquarters on September 10 for the rededication of Shanker Hall, on the building's second floor.

The hall is named in tribute to Albert Shanker, a co-founder and the second president of the UFT over which he presided from 1964 to 1986. Described in one plaque as having "blazed the trail for teacher unionism throughout the nation." Shanker is almost universally regarded as one of the country's most influential union leaders and organizers.

Shanker was also the president of the AFT, the UFT's national affiliate, from 1974 until his death in 1997.

UFT president Michael Mulgrew praised Shanker in his remarks at the rededication ceremony, as well as the hard work of all those who had made the hall - replete with a rich historical exhibit on Shanker and his days at the UFT - a reality. "Shanker Hall is now the way it was always meant to be, should be and will be forever," Mulgrew said.

Along with physical items and photos, the hall also features interactive monitors that allow members to watch historical videos, browse some of Shanker's writings and look through photos and videos past and present.

Computer kiosks are also set up so that members can sign up for campaigns, e mail their elected representatives and read the latest union news.

Browsing the various items on display, many of them museum-worthy. Eadie Shanker, the late labor leader's widow, said she was impressed with the scope of the exhibit, which tells the story of Shanker's rise from his humble beginnings as the Yiddish speaking son of immigrants to one of the most prominent - and - important - labor organizers of the 20th century.

"It's beautiful, educational, inspirational display," she said "they make the archives come alive. It brings back such memories."

George Altomare, a past UFT vice president and current director of professional committees, also praised the exhibit, describing it as a "fantastic summary of not only Al's activities but of Al immersed in a militant union of professionals."

Altomare's two favorite items on display? A photograph of David Selden, the mentor whom he shared with his close friend Shanker at a Labor Day parade in the late 1950s, and a placard reading "We Resign," from the union's 1967 campaign to have 50,000

teachers resign in protest against unfair working conditions and the lack of support for schools and educators.

One item no visitor should miss viewing is the April 2, 1965 letter to Shanker from Martin Luther King Jr., complete with a handwritten note, "It was good seeing you and other members of UFT in the march." Now that's history!

Editor's note: George Altomare served as the Chapter Leader at Franklin K. Lane H.S



Editor's note: George Altomare served as the Chapter Leader at Franklin K. Lane High School. While serving as the Chapter Leader at Franklin K. Lane H.S. he led the teacher unity campaign that merged AFT's NY Teacher Guild (local #2) with a high school teachers organization, to found the UFT in 1960.

Serving as the UFT's first H.S. Vice President, George created the UFT Strike/Organizing Network, the forerunner of the current District Rep. System, and as its city-wide Chairman, led all the UFT strikes of the 1960s.

Besides serving as Secretary of UFT/RTC, George also serves as Chairperson/President of the NYC Alliance of Retired Americans, AFL-CIO. He is currently an officer/member of various professional, labor and retiree organizations. The next time you are at 52 Broadway, make sure you visit the exhibit which is located on the second floor.



The Mission of the Association of Teachers of Social Studies/United Federation of Teachers is to provide a network wherein Social Studies educators and related professionals may advocate for Social Studies education and share scholarship, information, strategies and practices related to the issues important to Social Studies instruction.

American Labor Museum: Botto House National Landmark, a Brief History

The ATSS/UFT under the direction of Carolyn Herbst sponsored a trip to the American Labor Museum in Haledon, New Jersey. The museum is a gem of information. The house, which belonged to the Botto family, was the center of the epic Paterson Silk Strike of 1913. Over 24 thousand workers went on strike and gathered at this house. The following article is reprinted with permission from the American labor Museum



The Botto House

A BRIEF HISTORY

The museum headquarters was the home of an immigrant family of industrial workers whose story is a fascinating one. In many ways, the telling of their saga is a doorway for a museum visitors to step through and make connections with their own ethnic backgrounds.

THE EUROPEAN HERITAGE

Pietro and Maria Botto hailed from the region of Biella, Piedmonte, Italy. This area, at the foothills of the Alps, was a leading textile producer of linen and wool. The

mountainous area was a home to a fiercely independent people who, for centuries, wove cloth in their homes on looms which they owned.

The Industrial Revolution forced weavers to give up on cottage-based production to seek employment in large shops of mills. The displacement of workers by mechanized looms, and weavers' lack of economic independence caused people in Biella (as in other European textile areas where Paterson's workforce originated) to embrace new ideas about worker rights and to be a vocal workforce wherever they roamed.

Pietro decided to leave Italy because he was made eligible for a second draft into the army of the recently united Kingdom of Italy. (Italy had quadrupled its army at that time to strengthen unification and to acquire African colonies.) A skilled weaver who also painted church interiors, Pietro brought his wife, Maria and daughter, Albina (born 1889), on the long voyage to America in 1892.

The Bottos' settled in crowded West Hoboken, New Jersey (today's Union City), where they worked in silk mills for 15 years until they had saved enough money to afford a home for their growing family. The family now included three more daughters – Adelia (born 1894), Eva (born 1895) and Olga (born 1899). In 1908, the Bottos' moved to Haledon, a tiny community, growing up along the streetcar line from Patterson where many other country folk from Biella had already settled.

The Bottos' home became a focal point for a dramatic slice of history in 1913 when the epic Patterson Silk Strike broke out. Pietro was on strike with 24,000 fellow silk workers when massive and constant arrests forced the workers to consider the independent borough of Haledon as a location for great outdoor rallies. Mayor William Brueckmann guaranteed the safety of the workers and Pietro offered his home as a meeting place for the strikers.

The Bottos' courageous stand in allowing their home to be so closely identified with the strike stemmed from a belief in the rights of the common man. During the strike, Pietro and his family played host to the social and labor leaders who were the idols of the working person at that time. After the strike, the family had to be very circumspect about employment in the mills, with one of the daughters denying her family name to avoid blacklisting by an employer.

The large house and spacious hillside gardens are a tribute to the family's combined labor. Pietro and his daughters worked 10 1/2-hour days, 5 1/2 days a week in the mills. The eldest daughter began millwork at age 11 and the youngest at age 13. On Sundays, the usual day of rest, the girls helped their mother serve patrons of the resort aspect of the property. Maria ran a large household, feed boarders during the week, and the scores of people on Sunday, and did piecework from mills; she died in 1915 at the age of forty-five.

Pietro lived until 1945, a beloved father and grandfather to a growing clan.

HISTORY OF THE HOUSE AND LAND

The total environment of the Botto House National Historic Landmark reflects the ethnic origin of the family of silk workers from the Piedmonte (Biella) area of Italy and the development of housing in early streetcar suburbs. It is representative of the sensitive use of small landholdings in American urban areas by various European immigrant groups.

The Botto family purchased Black X, lots 38, 39 and 40 in 1907 from Alexander King, a real estate speculator. King himself purchased a large parcel of land from the Cedar Cliff Land Company, a group of Paterson industrialists and business leaders who were quick to see the advantages of selling cheap land to workers in Haledon. The completion of a horse-drawn trolley line in 1872 allowed for expansion of residential and recreational areas outside of the City of Paterson, a major American industrial center.

Editors note: The museum is open Wednesday through Saturday from 1-4 pm. The telephone number is 973-595-7953 and the address is 83 Norwood Street in Haledon, New Jersey. The web page is www.labormuseum.net and you can e mail them at labormuseum@aol.com

The museum has a gift shop and bookstore.

UFT TREASURER MEL AARONSON RECEIVES THE CHARLES COGEN AWARD

by Patricia Urevith
Photography by the UFT



It was a great turnout for Teacher Union Day held on November third at the Waldorf Astoria Hotel. It was a time to honor those men and women who have contributed so much to make our union what it is today.

This year's top prize went to UFT Treasurer Mel Aaronson. The Charles Cogen award is given to that individual who shows outstanding dedication to the United Federation of Teachers. Aaronson certainly shows his dedication to the UFT by making sure that we have a great retirement system. And we certainly do!

Mel Aaronson was a WMCA "GOOD GUY". WMCA was one of the top stations of the 1960's. The station was known to present "good guy" tee shirts to those individuals who had the most votes. Aaronson was nominated by his students and friends and won! He brought proof of his honor to the Teacher Union Day.

Charles Cogen led a successful strike that won members the right to bargain collectively. Cogen also was the first president of the ATSS/UFT. That is why the high award is named in Cogen's honor.

APPLYING THE C3 INQUIRY ARC TO A COMMON CORE VIEW OF CONTEMPORARY LABOR ISSUES

By Rozella G. Clyde

Farmers of old used three legged stools much more efficiently than the four legged kind. The secret was in the location and angle of the legs. While a four sided stool could have fairly straight legs, and the distances between the legs could vary, a three legged stool required the legs to be placed in a balanced ratio equidistant from one another and at an appropriate angle from the floor, somewhat like the Inquiry Arc that provides the balance to the C3 Framework developed by the National Council of the Social Studies to compliment and balance out the shortcomings in the Common Core State Standards.

Our country needs a nation of citizens adequately prepared to be informed participants in the civic life of the nation just as desperately as it needs citizens with the skills, understandings and abilities to effectively pursue productive and vital careers, either as they exit secondary school or delay employment to pursue more specialized skills through college and university studies. Our K--12 educational system must be tooled in a manner that equally supports the development of all of these skills. Part of that development does include the measurement of progress as students move through the process, not readily evaluated through multiple choice assessments, but through demonstration of experiential achievements. Some careers may require much more specialized skills and a greater depth of knowledge than others, but all citizens must possess the ability to make informed and effective decisions, whether in purchasing a car, evaluating public policy decisions or in selecting a candidate for public office. All citizens need to find ways to balance their personal needs for housing, security and well-being with the common need for the equitable distribution of potable water, sustainable development of limited resources, adequate layout of public transportation systems and other public services like schools, fire fighters, law enforcement personnel, public parks and shared economic policies.

The increased globalization of the means of production and the distribution of goods and services across an international landscape also requires this informed civic understanding. Many of the economic imbalances generated by the burgeoning industrialization of the eighteenth and early nineteenth century still play out across the globe, but the timeframe has shortened at warp speed. Thomas Friedman, a the *New York Times* foreign affairs columnist, discussed several forces contributing to a global society he labeled "flat" in 2005. Friedman identified three layers of globalization. Friedman's first layer Globalization 1.0, was "nation-based", an Age of Discovery in which nations sent out explorers to claim lands and establish colonies. Colonization had a national face. The exchange of raw materials for manufactured goods spurred tremendous economic completion and growth with resulting exploitation of workers along the distribution pipeline and the clash of national interests resulting in national wars and subjugation. Friedman's second layer, Globalization 2.0, involved competition between multi-national corporations and the global military-industrial complex, emerging in the post-World War II era, with the third, Globalization 3.0, based after the fall of the Berlin Wall and the

emergence of the post-Cold War web based Internet connectivity which enabled a more individualized global completion system. Under Globalization 3.0, competition in many cases resides with individuals situated across the globe, as business organizations “out-source” steps in the production or distribution chain. Organizations like amazon.com, or UPS, use communication technologies to perform portions of the distribution service for other business organizations. Labor issues have morphed as well. Many view the labor issues of the current era highlighted through Walmart-style distribution pipelines and the service industries from fast-food workers to tourist industry support personnel as unique. Innovative labor mechanisms, like public service and private sector unions may have emerged through Friedman's first two globalization phases, but do they still dominate the face of production and distribution of goods and services – the new economics?

What is the role of labor and the unions which emerged to protect workers through Friedman's first two levels of Globalization during this third iteration? And, what do these changes have to do with the Common Core movement and the C3 Frameworks?

Common Core state standards can be compared to the four legged stool, with a focus on reading, writing, speaking and listening geared toward preparing students emerging from high schools with skills that would enable them to be competent in entry level work environments or able to transition efficiently into higher education. Being college and career ready, however provide only two of the three legs necessary for societies to grow with stability, equity and justice. That stool needs the third leg, civic engagement, equally positioned to effective real economic, political and social growth. "Civics enables students not only to study how others participate but also to practice taking informed actions themselves" (C3 Framework, 2013, p. 31).

The C3 Framework, (three years in the making and now available through the NCSS website at <http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>), is built upon an "Inquiry Arc" that integrates the skills and understandings of the four major social studies disciplines (economics, geography, civics and history), with recognition also given to the importance of sociology, anthropology and psychology. The "Inquiry Arc" is composed of four Common Core related skills-based **dimensions**, (1) Developing questions and planning inquiries, (2) applying disciplinary concepts and skills, (3) evaluating sources and using evidence, and (4) communicating conclusions and taking informed action. Taken together these four dimensions complete the circle, each forming an inter-related portion of the Inquiry Arc

S.G. Grant (2013) points out in a *Social Education* article devoted to explaining the C3 – Common Core connections, the relationships between these four dimensions. Taking this four dimensional approach to a discussion, for example, about “pay issues for fast food workers” **Dimension 1** lays the foundation for inquiry through the development of questions, both *compelling* (questions that are “provocative, engaging, and worth spending time on” (Grant, 2013, p. 325) and *supporting* (questions which “focus on descriptions, definitions, and processes on which there is general agreement” designed to “contribute knowledge and insights to the inquiry behind a compelling question” (p. 325).

A *compelling* question related to fast food worker pay might ask, “What is a living wage?” Supporting questions might ask “Why are health insurance benefits so costly?” “What is the minimum wage in New York State?” or “How might increasing the minimum wage impact price?” The **Dimension 2** disciplinary tools involved in this discussion relate to basic economic, social and political concepts. These concepts might include economic laws of “supply”, “demand”, “factors of production”, social concepts of “equity” and “fairness”, as well as political concepts related to “legislation” and “enforcement”. The **Dimension 3** concern would relate to the credibility of the sources and evidence used. Newspaper editorials are opinions, while based in large part on fact, there is a clear and identifiable perspective. Newspaper and magazine articles reporting on events that have transpired around job actions with related company responses, might be more fact-based, but still may contain bias. It is in **Dimension 4**, communicating conclusions and taking informed action, where the Inquiry arc is completed. What should students “do about” the conclusions that they draw? They may become involved in some form of blatant or covert political action, decide not to shop at a particular business and encourage others to join in their boycott, or they may write an informed essay explaining the situation for a student or general audience publication.

The connections of these four Inquiry Arc dimensions to the parallel Common Core standards are laid out in the C3 Frameworks are delineated online in Table 1 (www.socialstudies.org/c3). The ELA/Literacy Common Core Standards are *Foundational* to the C3 Framework. Common Core frameworks overlap in Reading 1-10, Writing 1, 7-9; Speaking and Listening 1-6, and Language 6. The CCR Anchor Standards (Reading 1; Writing 7; and Speaking and Listening 1) are essential elements of the C3 Frameworks. The development of an informed and productive citizenry requires that the CCR Anchor Standards and the Common Core be used together, like the three legs on the farmer’s stool.

Sources

College, Career, and Civic Life (C3). Framework for Social Studies State Standards: State Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography and History www.socialstudies.org/c3).

Friedman, T. (2007). The world is flat [further updated and expanded; release 3.0 A brief history of the twenty-first century. NY: Farrar, Straus & Giroux.

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Rozella G. Clyde is a retired NYC public school educator, currently engaged PhD research in Instructional Design for Online Learning at Capella University. She is past president of the ATSS/UFT, and current Special Projects Coordinator, co-chair of the GMNY Conference committee, NYSCSS Professional Development Committee Chair and an active participant in NCSS affairs.

The following lesson plan format was designed by Dr. Alan Singer, Professor at Hofstra University. A summary of the Common Core was developed by Michael Pezone from the High School of Law Enforcement and Public Safety in Queens.

Activity Based Lesson Adjusted to Common Core, edTPA, and Danielson Domains

UNIT

LESSON TOPIC

AIM QUESTION

A. What LEARNING OBJECTIVES/ MAIN IDEAS do students need to know (maximum of 3)?

B. What COMMON CORE skills will be introduced or reinforced during this lesson? (see list I)

C. Which content area STANDARDS are addressed in this lesson? (see list II)

D. What academic and content specific VOCABULARY is introduced in this lesson? (see list III)

E. What materials (e.g., ACTIVITY SHEET, MAP, SONG) will I present to students?

F. What activity, if any, will I use to settle students and establish a context (DO NOW)?

G. How will I open the lesson (MOTIVATION) and capture student interest?

H. What additional INDIVIDUAL/TEAM/FULL CLASS ACTIVITIES will I use to help students discover what they need to learn (suggest three)? If these are group activities, how will student groups be organized?

I. How will I DIFFERENTIATE INSTRUCTION with MULTIPLE ENTRY POINTS for diverse learners?

J. What H.O.T. (KEY) questions will I ask to engage students in analysis and discussion?

K. How will I ASSESS student mastery of the skills, content, and concepts taught in this lesson?

L. How will I bring the lesson to CLOSURE (SUMMARY QUESTION)?

M. How will I reinforce and extend student learning?

1. CLASSROOM APPLICATIONS:
 2. ENRICHMENT ACTIVITIES:
 3. HOMEWORK:

N. What topics come next?

1. TOMORROW:
 2. DAY AFTER:

O. How do I evaluate this lesson?

1. STRENGTHS:
 2. WEAKNESSES:
 3. AREAS TO WORK ON:
 4. THINGS TO CHANGE:

I. Summary of Common Core Standards for Social Studies

Prepared by Michael Pezone, High School for Law Enforcement, Queens, NY

Reading

- R1: Cite textual evidence to support conclusions
- R2: Determine central ideas; provide accurate summary
- R3: Analyze events and ideas and causality
- R4: Determine meanings, including use of key terms
- R5: Analyze how text is structured, and how portions contribute to whole
- R6: Compare viewpoints; assess reasoning/evidence; assess how point of view shapes content
- R7: Use of multiple sources of info (charts, research data, visual, etc.)
- R8: Evaluate author's premises/claims/evidence; challenge with other information
- R9: Integrate information from multiple sources; compare approaches
- R10: Read and comprehend texts independently and proficiently

Writing

- W1: Write arguments to support claims in an analysis of substantive topics or texts using valid or relevant and sufficient evidence
- W2: Write informative/explanatory texts clearly/accurately; effectively select, organize, and analyze content
- W3: Write narratives
- W4: Produce clear, coherent writing
- W5: Planning, revising, editing, rewriting
- W6: Use technology to produce and publish writing and collaborate with others
- W7: Conduct short and sustained research
- W8: Use/assess multiple sources; avoid plagiarism; use proper format for citation
- W9: Use evidence from literary/informational texts to analyze, reflect, research
- W10: Write routinely

Speaking and Listening

- SL1: Collaborative discussions, work civilly/democratically, set goals, respond to and evaluate ideas and diverse perspectives, and use additional research when necessary
- SL2: Integrate multiple sources in diverse formats and media; evaluate credibility
- SL3: Evaluate speaker's point of view, reasoning and evidence
- SL4: Present findings/evidence; convey clear perspective; address alternate perspectives
- SL5: Use digital media to enhance understandings and add interest
- SL6: Adapt speech; demonstrate command of formal English

Language

- L1: Demonstrate command of standard English
- L2: Demonstrate command of conventions (capitalization, punctuation, spelling)
- L3: Understand how language functions in different contexts, make effective style choices
- L4: Determine/clarify meaning of unknown words/phrases using context, analyzing word parts, and consulting reference materials
- L5: Demonstrate understanding of figurative language
- L6: Use academic and domain-specific language, at college and career levels

Editor's note: The following is a DBQ about Unions submitted by Anna Chacko. As an educator, you might be able to utilize some of the primary documents or all of them.

Unions as Agents of Social Change

by Anna Chacko

Anna Chacko is a social studies teacher at Halsey Junior High School 157 in Queens, New York. This unit was prepared as part of the Our American Democracy TAHG based at Fannie Lou Hamer H.S., Bronx, NY.

Historical Context: Labor unions are legally recognized as representatives of workers in many industries in the United States. Americans have always had a complicated relationship to organized labor. Although much smaller compared to their peak membership in the 1950s, American unions remain a prominent political factor, both through mobilization of their own memberships and through coalitions with like-minded activist organizations around issues such as immigrant rights, trade policy, health care, and living wage campaigns. Historical conflict between unions and management has centered on struggle for power in the workplace: employers believe they should have freedom to run businesses as they see fit, while workers believe deserve a say in the conditions of their labor while organizing for their own self-interest. Unions rose to nationwide prominence in America after the Civil War as employees joined together to have a collective voice in dealing with employers. Employers worked just as hard to slow the growth of unions, making the late nineteenth century a time of fierce and often bloody labor conflict. At first, the government tended to side with the businessmen, frequently using court orders or even federal troops to shut down strikes. By the time World War I rolled around, however, unions won important legal rights and began growing noticeably. In the 1920s, however, organized labor fell into decline as the nation basked in widespread prosperity and unions no longer seemed so necessary. The Great Depression of the 1930s changed the equation once again, as unions found a friend in President Roosevelt and changes in federal labor laws made it easier for unions to organize most of the large American industries. The proportion of American workers belonging to unions skyrocketed to unprecedented levels. However, their role today in a society marked by new technology, globalization, and the influx of power and money by big business remains unsure. Union membership has taken a steady decline over the previous decades, leaving their future uncertain.

Task: Working in your student teams:

A. Examine the documents in Part A. Answer the guiding questions that follow. All students should examine Documents 1 & 6-9 and answer the questions that follow; students can choose one document each from Documents 2 through 5.

B. Using the document information from Part A and their knowledge of social studies, students will discuss and develop a written response to the essential question below:

Essential Question: Are unions important to workers today?

Make sure your response has an opening, conclusion, and multiple body paragraphs, and contains references to the provided documents and outside knowledge.

Part A/ Document 1. Talking Union by Millard Lampell, Lee Hays, and Pete Seeger

Background: According to Pete Seeger, this song almost wrote itself while he and the other songwriters were helping to organize labor unions for the Congress of Industrial Organizations in 1941. The song has eight stanzas. Parts of four are included here.

1. If you want higher wages, let me tell you what to do:

You got to talk to the workers in the shop with you;
You got to build you a union, got to make it strong,
But if you all stick together, now, 'twont be long.
You get shorter hours, better working conditions.
Vacations with pay, take the kids to the seashore.

2. It ain't quite this simple, so I better explain

Just why you got to ride on the union train;
'Cause if you wait for the boss to raise your pay,
We'll all be waiting till Judgment Day;
We'll all be buried -gone to Heaven -
Saint Peter'll be the straw boss then, folks.

3. Now, you know you're underpaid, but the boss says you ain't;

He speeds up the work till you're about to faint.
You may be down and out, but you ain't beaten,
You can pass out a leaflet and call a meetin' -
Talk it overSpeak your mind -decide to do something about it.

4. Suppose they're working you so hard it's just outrageous,

And they're paying you all starvation wages:
You go to the boss, and the boss would yell,
"Before I raise your pay I'd see you all in hell."
Well, he's puffing a big cigar and feeling mighty slick,
He thinks he's got your Union licked.

Questions

1. According to this song, what are three benefits of belonging to a labor union?
2. How does this song present the relationship between employers and employees?
3. In your opinion, why were songs used in campaigns to organize labor unions?
4. Labor unions might have been necessary for working people in 1941, when this song was written. Do you think they are still necessary today? Why?

Document 2. United Federation of Teachers' History show why teachers created a union.
Source: UFT.org

A. The UFT's Mission

“The UFT is committed to strengthening our communities, our profession and the lives of our members and our students. The UFT negotiates and advocates vigorously for fair and competitive salaries, enhanced professionalism and improved working conditions for education and healthcare professionals. Our union actively supports policies, legislation and programs that promote attaining educational equity, closing the persistent and unacceptable achievement gap and assuring parent and community voice in school governance. We believe in raising academic standards and strengthening instruction; reducing class size and overcrowding; creating safer, more orderly schools; improving school facilities; and increasing parent involvement in schools.

As part of its goal to foster educators' professional development, the UFT offers a full spectrum of workshops and graduate-level courses to some 30,000 members annually. Additionally, we offer workshops to members with content specifically targeted to the students they serve from pre-school age through high school. Our union also prides itself on its extensive parent and community outreach. For example, the Albert Shanker Scholarship Fund awards more than \$1 million in college scholarships to deserving students each year.”

Questions

1. What occupations make up the membership of the UFT? What is the goal of the UFT?
2. How does the UFT try to meet its goals and/or the needs of its members?

B. The UFT's History

“Dignity and respect. Professionalism and due process. Competitive wages and benefits. Fifty years ago, those things didn't exist for teachers in New York City's public schools. The system's structure and support were haphazard at best, and concepts such as class-size limits and career ladders were only pipe dreams. A patchwork of more than 100 different and often competing organizations were available for educators to join, but there was no one true voice and advocate for students and teachers. That all changed, thanks to the grit and determination of a small group of visionaries who believed that educators and their students were being shortchanged and did something about it. Together, they created the UFT.

“‘From the beginning, UFT members have been making positive contributions to this city,’ said UFT President Michael Mulgrew. ‘We've moved the system forward during good times and bad. The profession has come so far in 50 years, and it's important for people to know about that journey.’”

Questions:

1. According to the UFT's history, what are some of its accomplishments?
2. Why did educators join together to form the UFT?
3. Labor unions might have been necessary for working people in 1941, but do you think the UFT is still necessary today? Why?

Document 3 Transit Workers Union

Source: <http://www.twu.org/OurUnion/OurHistory.aspx>

A. Dr. Martin Luther King's Address to the 1961 TWU Convention

“When Your union was born in strife during the turbulent time, it grew and developed in the pioneering democratic tradition of a CIO union, with respect to racial equality. Your crusading spirit — which broke through the open shop stronghold also broke through the double walled citadels of race prejudice.”

Questions

1. Who is the speaker of the excerpt?
2. Where was the speech given?
3. What impressed the speaker about the Transit Worker union the most, in your opinion?



TWU President Mike Quill and civil rights leader Martin Luther King Jr. shake hands at the 1961 TWU national Convention.

B. The TWU's Mission and History

1. “Dr. King recognized our tireless dedication to equality almost fifty years ago. We were honored and proud to work with Dr. King then and we are proud today of our continued efforts towards achieving equality and ensuring rights for working people of every race, color, creed, nationality and political perspective.

2. In the middle of the 20th century, during times when a society seeped in racism and ignorance helped to bolster Goliath companies who practiced regular discrimination based on prejudice and racism, we defied powerful authorities and fought those giant companies in the name of equality. Founder Michael Quill started his fight for minorities in 1937 when he worked with Local 100 to negotiate a contract with the New York IRT to raise the minimum weekly wage. He successfully won significant pay increases for minority workers who were relegated to the lowest positions by the IRT's discriminatory hiring practices. The following year, TWU worked with the NAACP and the Urban League to get six black porters at the IRT promoted to higher paying station agent and platform men job titles, despite great opposition from the company and other workers.

3. In 1941 TWU led a Harlem bus boycott so successful that it forced the Fifth Avenue Coach Company to start hiring black mechanics and bus drivers. This started the integration of the workforce to reflect the city minority population. One of our most memorable and proudest moments came in 1961 when the Reverend Dr. Martin Luther King Jr. delivered a moving keynote address to our convention. King praised the TWU for its dedication to the cause of equal rights and liberties for all people and we take great pride in having been a part of Dr. King's dream. Thousands of TWU members participated in the March on Washington D.C. to hear King's “I have a dream” speech, and we eagerly joined other civil rights demonstrators in the

famous 50-mile Selma to Montgomery, Alabama march in 1965. Three years later over 2,500 of our members joined the Poor People's March in Washington D.C. During the 1960s, TWU's National Headquarters at 50th St. and Broadway in NYC was an active center in the fight for civil rights. Large signs displayed on the building proclaimed, "TWU Says END SEGREGATION". Although our country still struggles with racism and prejudice, TWU has always tried to play a big role in the progression towards equality for all. In the 2008 election we were the first union to endorse Illinois Sen. Barack Obama for the presidency, and are proud to have helped President Obama become the nation's first African-American president.

4. As the women's movement took hold of the country in the 1960s, TWU recognized the need for more protection of women's rights, in addition to the protection of other minority's rights. The union, and individual members, confident with TWU's support, fought against sexual harassment and for maternity and childcare rights for families. Southwest Airline flight attendants joined TWU in 1975, which promptly ended the company's corporate marketing campaign that had often resulted in the sexual harassment of female flight attendants. TWU first won rights for mothers and for children in 1977 when a Local 101 member won a major court case upholding the New York Human Rights Law which requires private sector employers to furnish disability benefits for pregnancy. Our 2001 Convention established a Civil and Human Rights Department, which is headed by Local 260 President Sandra Burleson. For the past seven years the department has supported diversity and equality in the work place, by urging members to support legislation like the Employment Non-Discrimination ACT (ENDA). In 2001 TWU's a women's committee was formed as a constituency of the Civil and Human Rights Department, "to ensure equal pay for equal work. To educate women to seek the confidence to run for leadership positions in their unions. And to elevate the awareness of all working women's needs in the workplace and outside the workplace. For TWU women to understand the true meaning of 'Each One Teach One.'"

Questions

1. Which two groups of people did the TWU aim to help? How did they improve working conditions for these groups?
2. In your opinion, what is the most important accomplishment of the TWU? Explain your answer.
3. Labor unions might have been necessary for working people in 1941, but do you think the TWU is still necessary today? Why?

Document 4. District 1199 History

Source: <http://www.seiu1199.org/1199history.php>

A. "District 1199 began in New York City as a union of pharmacists, porters, "soda jerks," clerks and cosmeticians. Our founders believed all workers in one industry should organize together to gain power. Professionals and service workers, as well as people of different religions, races, and political views -- all of whom work for the same company -- should stand together and use their strength to help themselves and all working people. By 1959, District 1199 organized more than 90 percent of all the pharmacy workers within New York City and had begun to organize the city's huge voluntary hospitals. By the 1960s, Leon Davis and District 1199 fanned out through the country to organize and create a national union of health care workers in all sections of the health care industry -- from hospitals and nursing homes to mental health clinics. District 1199's growth and organizing during the 1960s was more than a union fight.

B. At the height of the Civil Rights struggle, Davis and District 1199 were at the forefront among other leaders, workers, and families who were fighting the injustices of American discrimination. District 1199ers raised funds to sustain the historic Montgomery bus boycott, bailed out civil rights workers, and helped organize the March on Washington. Dr. Martin Luther King, Jr., called District 1199 his favorite union, saying it was "the authentic conscience of the labor movement."

C. By the mid-1970s, District 1199's organizing call reached toward hospitals and nursing homes in West Virginia. The organizing momentum spread to Highlands Regional Medical Center in Prestonsburg, KY, to Oak Pavilion Nursing Home in Cincinnati, OH, as well as to Appalachian hospitals. Healthcare and social service workers saw a crisis in their communities and knew that to get better wages, benefits, and care for their patients, they needed to unite with workers who did the same jobs, creating District 1199 WV/KY/OH. In 1982, District 1199 organized state hospital workers in West Virginia, and in 1986, the union organized the health care and social service professionals working for the State of Ohio, doubling the size of the union to almost 6,000 members. The next big step came in 1989, when District 1199 members voted overwhelmingly to affiliate with the 1.4 million members of the Service Employees International Union, the largest health care union in the country and the largest and fastest growing union in the AFL-CIO. We grew in 2001, when more than 4,000 members from District 925 in Cleveland and Cincinnati voted to merge with District 1199, bringing new industries and ideas into the union. In addition to health care and social services, SEIU District 1199 represents Head Start, library and higher education workers.

D. Today, District 1199 has the power to win for workers, with over 30,000 members. Following in the footsteps of our founding organizers and civil rights pioneers, District 1199 continues its aggressive organizing program to win for our members and to create a more just and humane society. By bringing new workers into our union family, we increase workers' power to demand dignity, family-supporting jobs, rights, and respect for all health care and public service workers.

Questions:

1. Which occupations made up the original membership of the District 1199 union? What was its original goal?
2. How did District 1199 fight against the injustice of American discrimination?
3. How did District 1199 expand to starting in the 1970's? Why did District 1199 expand to other areas?
4. Labor unions might have been necessary for working people in 1941, but do you think the District 1199 union is still necessary today? Why?

Document 5. Taxi and Livery Unions

Source: <http://www.nytwa.org/>

A. “Founded in 1998, NYTWA is the 16,000-member strong union of NYC yellow taxicab drivers. We fight for justice, rights, respect and dignity for the over 50,000 licensed men and women – with 25,000 steady drivers – who labor 12 hour shifts with little pay and little protection in the city’s mobile sweatshop. Our members come from every community, garage, and neighborhood.

B. Through organizing, direct action, legal and health services, media presence, political advocacy and the cultivation of allies and supporters, NYTWA — a multi-ethnic, multi-generational union — builds power for one of the most visible, yet vulnerable, immigrant workforces in the city of New York.

In 2012, NYTWA won a livable income raise, first-time regulations of taxi companies, and a Health and Disability Fund for drivers, the first for taxi drivers nationwide and one of the first for independent contractors. In 2011, NYTWA was chartered to build the National Taxi Workers Alliance, the 57th union of the AFL-CIO. The NTWA is the first charter for non-traditional workers since the farm workers in the 1960’s, and the first one ever of independent contractors.

C. Together, we fight campaigns for structural change in the industry and support individual drivers with comprehensive advocacy/services. NYTWA has increased drivers’ incomes by 35%-45%, secured over \$15 million in emergency aid to drivers, and provided pro bono or discounted legal, financial management, and health services to over 10,000 drivers and families. We are committed to a progressive, internationalist, democratic labor movement that stands in steadfast solidarity with workers’ movements of the U.S. and around the world.

Questions:

1. Which occupations make up the membership of the NYTWA? What are its goals for its members?
2. What are the accomplishments of NYTWA?
3. Labor unions might have been necessary for working people in 1941, but do you think the NYTWA is still necessary today? Why?

Part B / Document 6- Editorial against Modern Day Unions

“Publisher's Notebook: Unions not needed in today's workplace” by Willie Sawyers, June 9, 2011

Source: <http://www.sentinel-echo.com/opinion/x300518428/Publishers-Notebook-Unions-not-needed-in-today-s-workplace>

1. Workers at the Hearthside Food Solutions in London, formerly the Laurel Cookie Factory, were right to reject an attempt to unionize the bakery last week. Unions really aren't necessary in our modern industrial society, and in many cases, hurt a company's ability to survive intense competition. During the country's industrial revolution, unions were absolutely necessary to protect the safety and health of workers. Sweatshops, where women and underage workers toiled under horrible conditions, were abundant in the major cities. Workers were killed by unsafe equipment. Safety was not a priority. Employers paid the least amount of wages they could. Workers had no choice but to band together and form unions to protect their safety and to improve their working conditions. Employers had to give in to the demands because they didn't have many other options.

2. Over time, federal and state regulations were enacted to protect workers and to provide them a minimum wage. The role of unions shifted. They no longer had to lobby for better working conditions, so they began to flex their muscle in the political arena. What else were they going to do with billions of dollars they collected each year from employee dues? They had to throw that money around somewhere, and it was used mostly to elect candidates most favorable to unions.

3. But there is plenty of evidence now that unions, while gaining short-term benefits for employees, can be fatal to a company's long-term prospects. The textile industry, which became heavily unionized in the 60s and 70s, packed up lock, stock and barrel and moved to Mexico, where wages were a quarter what they were in the states. Short-term gain, long-term pain. The primary reason General Motors and Chrysler had to file bankruptcy was due to legacy pension and benefits for its workers. Those generous benefits were negotiated by powerful unions over many decades and several vicious strikes.

4. Unions currently are strangling many industries, like the airlines, that can't pack up and move elsewhere. Most airlines haven't made any money in decades. Some have filed bankruptcy. Some have merged with other airlines and some have vanished completely. Currently, there are 22 states in the country that are right-to-work states, which means that employees don't have to join unions in their companies if they choose not to. Unfortunately, Kentucky is not a right-to-work state. It's no telling how many jobs we've lost recently to states such as Tennessee and Alabama that are more friendly to business and industry. Thankfully, Hearthside employees in London and McComb, Ohio, rejected unionization attempts by a wide margin.

Questions:

1. Who is the author of this source? What is the date?
2. According to the author, why were workers at the Hearthside Food Solutions, a bakery in London, Kentucky better off without unionizing their workforce?
3. Based on the article, why were unions necessary in the past? What opinion does the author have on unions today? How do you know?
4. What problems associated with unionized workers does the author identify in this article?
5. Labor unions might have been necessary for working people in 1941, but do you think they are still necessary today? Why?

Document 7. The NYT comments on the future of Unions

“Unions’ Past May Hold Key to Their Future” by Eduardo Porter, July 17, 2012

Source: http://www.nytimes.com/2012/07/18/business/economy/unions-past-may-hold-key-to-their-future.html?pagewanted=all&_r=0

A. “Organized labor is in free fall. The number of workers who belong to a union has plummeted about 20 percent over the last decade. Only 8 percent of all workers are unionized. Today, fewer than one in 14 private sector workers belongs to a union, half the portion of 15 years ago. Where unions matter most — fighting for workers’ share of the spoils of economic growth — they lost the battle long ago. Despite soaring worker productivity, the typical American worker takes home today only 2 percent more than a quarter of a century ago, after adjusting for inflation. Yet while union leaders have spent the last decade fretting, they have been unable to reverse the downward trend.

B. Many union leaders still like to believe that an ideological shift spun the labor movement into a death spiral. Elected in the 1980s, President Ronald Reagan set out to destroy obstacles to unfettered markets — including organized labor. The ideological assault on unions changed workplace norms. In the United States, company executives who had tolerated unions as standard features of the workplace started spending billions to fight them off. Losing control of the factory floor, unions lost touch with society, too. In the 1950s and ’60s, union contracts set a standard that was followed across the economy. Today, they are too weak to be standard-setters. And nonunion workers tend to resent rather than applaud the better pay and benefits of their unionized brethren. Only about one in five Americans say they trust unions, according to polling by Gallup, the same share that trust banks or big business. And unions’ once impressive political clout has been overwhelmed by a wave of corporate money.

C. The future labor movement may have to give up organizing work site by work site. Its biggest political fight in the last few years — pushing a law to make it easier to organize a workplace — may be irrelevant. And fighting to create new barriers to foreign competition is probably a lost cause. Instead of negotiating for their members only, unions might do better pulling for better wages and conditions for all workers. Some scholars, like the economist Richard B. Freeman of the National Bureau of Economic Research, suggest the labor movement become a lobbying group. German-like worker councils could discuss workplace issues with management, without negotiating over pay.

D. In any event, 80 years from now, labor organizations will probably look as different as our current unions look compared 80 years ago. Today’s strongest unions — of autoworkers and airline pilots — could easily be the weakest, decimated by international competition. Unions may well be strongest in hospitals, hotels and other businesses not exposed to international trade. Union leaders understand this — to a point. They are slowly beginning to experiment with new models of organization. Time is not on their side, however. If they fail to embrace radical change, in 80 years unions may not be around at all.”

Questions:

1. What has happened to union membership within the last few decades? What has caused this change in union membership?
2. What are some suggestions about the future of union membership that the author suggests in the article?
3. What does the author mean when he writes “If they fail to embrace radical change, in 80 years unions may not be around at all,” in your opinion?

4. Labor unions might have been necessary for working people in 1941, but do you think they are still necessary today? Why?

Document 8. Modern Day Union Struggles

“Putting Wisconsin’s Union Battle In Historical Context” interview, March 8, 2011

Source: <http://www.npr.org/2011/03/08/134337221/putting-wisconsin-union-battle-in-historical-context>

TERRY GROSS (Host):

“Republicans in state legislatures of Wisconsin, Indiana and Ohio are trying to cut back collective bargaining rights for workers in the public sector. A recent New York Times article said labor experts describe these bills as the largest assault on collective bargaining in recent memory, striking at the heart of an American labor movement that has already atrophied. We asked Philip Dray to take a look back at the labor movement. Dray is the author of the book There is Power in a Union: The Epic Story of Labor in America.”

Philip Dray, welcome back. Is there a chapter in labor history that the current attempts to reduce the negotiating power of public employees in Wisconsin and several other states, is there a chapter that this reminds you of?”

Mr. PHILIP DRAY (Author, "There is Power in a Union: The Epic Story of Labor in America"):

“Well, one that comes to my mind is the 1981 PATCO strike, in which President Reagan fired 11,000 air traffic controllers. The reason I say that is partly because at that time the labor movement overall was sort of caught napping a bit. I give a little background: The air traffic controllers had - most of their grievances had to do with on-the-job pressures, you know, just that they felt they wanted a better schedule, this type of thing. It wasn't so much about wages.

And they had endorsed Reagan for president. They were one of the few unions to do so. And their president had met with President-elect Reagan. They thought they sort of had a, you know, kind of an understanding.

But when the first year of Reagan's term, when the air traffic controllers union tried to press their case, Reagan rejected it, and basically said if you - you know, if you aren't at work in 48 hours, you're all going to be fired. He did end up firing them. You know, presidents historically had been sometimes hostile to unions, but no one had ever decimated a union completely like that. And that strike, what Reagan accomplished basically was to end the whole taboo against crossing a picket line and scabbing, the idea being that he replaced them with non-union air traffic controllers.

And it sort of set a precedent then for private industry in the coming years that, well, if the president can do this, so can we.”

GROSS:

“And the PATCO workers lost things in addition to their jobs. There were post-job benefits that they lost.”

Mr. DRAY:

“That's right. It was a kind of vicious thing because the administration not only fired them and decertified the union but then went some of them were imprisoned, actually, and then they went after their benefits, and a lot of the PATCO veterans, you know, it was a sad affair.”

GROSS:

“What are some of the other reasons you think that private unions have shrunk so much since the 1950s?”

Mr. DRAY:

“I think there's a lot of reasons: the decentralization of labor. You don't have these areas, cities like Pittsburgh, Detroit or Cleveland or Chicago, where you had these very tightly massed, you know, dense industrial areas where organizing, frankly, was easier because you had hundreds and hundreds of workers not only working in one place but living there and maybe going to the union hall in the evening, this kind of thing.

Secondly, of course, you have technology, which has changed the nature of work itself, you know, eliminating jobs. Globalization, of course, is a huge factor that people mention all the time, the idea that now the unions - you know, again, they don't have leverage because they're competing with workers in Indonesia or in places where non-unionized or low-paid workers are available.

GROSS:

“Since there are so fewer members of unions now, do you think it's breeding a resentment of workers who are unionized and who do have, you know, nice pension plans and benefits, particularly plans that were negotiated a few years ago, before the economic crisis?”

Mr. DRAY:

“You know, at one time I think a lot of people who weren't in unions were nonetheless grateful to them because people understood that the unions had fought for you. On the other hand, I think it's also people resent generous pension or health benefits that public service workers have attained, because a lot of these things were negotiated in good faith, and you know, a lot of people gave up short-term gains in wages or what have you because they were promised generous benefits and retirement.

Questions:

1. Who is the interviewee?
2. What is the context of the interview? In other words, what was happening in states such as Wisconsin, Ohio, and Indiana at the time of this interview?
3. According to the author, what has happened to the strength of unions and/or union membership over the past few decades?
4. What have unions accomplished according to the interviewee? Identify three accomplishments.
5. Labor unions might have been necessary for working people in 1941, but do you think they are still necessary today? Why?

Document 9. Service Workers

A-“Fast Food Workers Rip McDonald's Budgeting Website As Impractical And Unrealistic”
07/15/2013

Source: http://www.huffingtonpost.com/2013/07/15/mcdonalds-budget-website-fast-food-workers_n_3599327.html?view=print&comm_ref=false

“Even McDonald's knows that its workers can't survive on what it pays, according to a group of fast-food workers fighting for fair wages. The fast-food giant added a tool to its website that allows its employees to create a monthly budget based on their income and expenses. While the tool may theoretically seem helpful, members of the group Low Pay Is Not OK point out some disturbing assumptions and omissions from the sample employee budget.

To start, the tool assumes that employees using it will have to cobble together incomes from at least two jobs to earn a little more than \$24,500 per year -- what the budget claims it takes to make ends meet. That translates to roughly \$12.80 per hour after taxes, assuming a 40-hour work week, which Low Pay Is Not OK claims is far more than the \$7 or \$8 an hour that most fast-food workers make.

In an emailed statement sent to The Huffington Post, Director of Media Relations Danya Proud wrote that the sample budgets on the website are ‘intended to provide a general outline of what an individual budget may look like.’

The average food service worker made just \$18,130 in 2010, or slightly more than \$9 per hour, assuming they work 40 hours per week and take two weeks off for vacation, according to the Labor Department. Even if a fast-food employee working two jobs were to bring home \$24,000 per year total -- what the McDonald's budget claims it takes to survive -- it's likely that wouldn't actually be enough. In coming up with the \$24,000 number, McDonald's still had to leave out a series of very necessary expenses from its budget like food, gas, water, clothing and child care, Low Pay Is Not OK notes. There's also no room for retirement savings. To top it all off, the expenses that McDonald's allows employees to budget for are based on some pretty low cost estimations. For healthcare, the company's tool allots just \$20 per month and it suggests workers set aside just \$600 for housing, which Low Pay Is Not OK calls unreasonable given the high cost of living in some cities like New York City.

Questions:

1. How much do McDonald's employees make a year? How much does that pay per hour for McDonald's employees?
2. What problems does Low Pay is Not OK identify with the McDonald's website on Employee Budgets? List two problems identified in the article.
3. How would you describe conditions for McDonald's employees? Cite at least one example from the text.

B-“Wal-Mart to DC: We'll Skip Town Before We Pay a Living Wage: Wal-Mart threatens to abandon Washington DC if living wage bill passes. Communities say 'good riddance!'” By Sarah Lazare, 7/10/13

Source: <http://www.commondreams.org/headline/2013/07/10-4?print>

“Wal-Mart executives claim they will slam the brakes on plans to open six mega-stores in Washington DC if the city council passes a living-wage bill that would force billion dollar retailers to pay workers at least \$12.50 an hour. The PR maneuvers appear to be timed to influence a Washington DC city council final decision Wednesday on a 'living-wage' bill that would mandate that city retailers—with buildings greater than 75,000 square feet and with corporate sales over one billion dollars—pay an elevated minimum wage. Wal-Mart general manager Alex Barren [charged](#) that the local bill is ‘discriminatory’ and “discourages investment in Washington.”

Community groups scoff at the large multinational's public tantrum at the elevated minimum wage, in a city beset with severe unemployment, poverty and wage inequality. Parisa Norouzi, Executive Director of community organization [Empower DC](#), told *Common Dreams*: We know that the cost of housing in this city has become so high that someone working at minimum wage would have to work [140 hours a week](#) to afford the average market rate unit. They would have to earn \$29 an hour to afford average rate at 40 hours. Pay of \$12.50 is very little to ask, in context of how much [Wal-Mart] would earn and draw out of our city to send to their corporate headquarters.

Many Washington DC community members and workers—who deride the company's discriminatory employment and development practices and atrocious human rights record—would be happy to see the retailer go. ‘We have opposed Wal-Mart from beginning because of their poverty wages, horrible healthcare, efforts to prevent workers from organizing and unionizing, and because of the Walden family's dedication to using money and power to influence other kinds of harmful policies like promoting privatization of public education,’ Norouzi declared. A large coalition of unions and community organizations along with [Washington DC Jobs with Justice](#) have been mobilizing for months to win a boosted minimum wage. Some local organizers suspect Wal-Mart is bluffing and worry that local city officials with close ties to the multinational corporation will undermine the living wage bill.”

Questions:

1. Why did Wal-Mart threaten to stop construction and development of Wal-Mart stores in Washington, D.C.?
2. What reason does Parisa Norouzi of Empower DC give that supports the increase of the living wage? What reason did Wal-Mart manager Alex Barren give in opposition of the increase of the living wage?
3. Labor unions might have been necessary for working people in 1941, but do you think they are still necessary today? Why?

Editor's note: Have students write an essay using the above documents to support their opinion about unions.

BUNZEL/COHEN AWARD WINNERS 1981 – 2013

YEAR	ELEMENTARY.	JHS/MIDDLE SCHOOL	HIGH SCHOOL.	SUPERVISOR
1981				Alastair McMullan Newtown HS Q
1982				Erv Rosenfeld JHS 143 M
1983	Carole Nussbaum P.S. 14Q	Floyd Kessler JHS 142Q	Jack Ergang Stuyvesant M	Vincent Flanagan Tilden HS K
1984	I. Stephen Miller P.S. 209K	Donald Cole JHS 192Q	Joseph Perez John Adams HS Q	Mark Willner Midwood HS K
1985			James Killoran Jamaica HS Q	Jules Zimmerman John Adams HS Q
1986			Andrew Peiser Sheepsheads.Bay HS K	Les Golden Curtis HS SI
1987				
1988	Barbara Moglof P.S. 46 Q	Richard Tomback Mark Twain JHS K	Stephen Shultz Boys & Girls HS K	Mark Willner Midwood HS K
1989	Fern Nash P.S. 139 Q	Dominic Natoli JHS 212 Q	Eugene Krinsky Midwood HS K	Jerry Weiner Brandeis HS M
1990		Michael Wagner IS 240 K	Alan Stein Bayside HS Q	Jeffrey Feinberg Lincoln HS K
1991	Susan Miller P.S. 133 K	Albert Wetherell IS 71 K	Gerard Schiffren Wash. Irving HS M	Ira Rudin IS 96 K
1992	C.S. Alamelu Iyengar PS 102 M	Kathleen Caruana IDS 96 K	Robert Chambers Staten Island Tech	James Killoran Jamaica HS Q
1993	Perla Wander IS 72 M	Ken Schwartz JHS 217 Q	Harry Klaff Tilden HS K	John McNamara Murrow HS K
1994			Ken Siegelman Lincoln HS K	Arthur Green Madison HS K
1995	Ron Campagna PS 172 K	Rochelle Smerling MS 67 Q	Robert McDermott Lehman HS BX	Robert Diamant S. Wagner HS SI

1996			Sheila Hanley Madison HS K	Barry Nelson J. Dewey HS K
1997	M. Elizabeth Smith PS 6 M		Linda Steinman Forest Hills HS Q	Anthony Elia Walton HS Bx
1998		Cary Diamond JHS 202 Q	Howard Abramovitz Midwood HS K	
1999	Barbara Rosen PS 145 M		Elizabeth Pyzko John Adams HS Q	Steve Schwartz So. Shore HS K
2000	Sandra Birdie PS 46 Q	Nance Speth MS 51 K	Charles Packowski Madison HS K	Mike Fienga Wingate HS K
2001			David Raubvogel Van Arsdale HS K	Frank Pedone Lincoln HS K
2002	Robin Ulzheimer PS 87 M		David Johnson Van Buren HS Q	
2003	Tina Ceseri PS 45 SI		George Hero Midwood HS@ Brooklyn Coll. K Carlotta Ruiz N. Thomas HS M	Norman Strauss M. Van Buren HS Queens
2004	Lauri Posner PS 87 M		Marcia Murrell Boys & Girls HS K	Nelson Acevedo Aviation HS Q
2005	Nancy Weinstein CS 66 Bx		Sonia Lerner Madison HS K	Robert Gentile N. Utrecht HS K
2006			Eugene Resnick Midwood HS@ Brooklyn Coll. K	Doreen Lorenzoni Gr. Cleveland HS
2007		Yvonne Bosone IS 77, Queens	Jeffrey Schneider Midwood HS@ Brooklyn Coll. K	Barbara Haravy FK Lane HS, Q
2008	Cecelia Goodman PS 197 K	Kristina Monte Glendale I.S. 119 Q	Michael Pezone Law, Gov't & Community Service Magnet HS Q	
2009		Zereen F. Sartaj	Liseth Salas-	Richard Marino

		Halsey JHS 157 Q	Ocampo Gr. Cleveland HS Q	I 77 Queens
2010		Jacqueline Shendler Glendale I.S. 119 Q	David Lonborg M. Van Buren HS	Sue Leung Eichler Bard HS EA Coll.II
2011			Matteo Mannino John Adams HS Q	Suzette Lippa S. Wagner HS SI
2012	Jeff Moss PS 101 Q		Brett Baron- Marianetti L.I.C. HS Q	Wylie Burgan HS for MSE@ CCNY M
2013	Ariana Butler-Bass PS 327 K	Michael Freydin Halsey JHS 157 Q		Ana DeJesus Lehman HS Bx

Anyone can nominate a teacher to receive the Bernard Cohen Award. You can find details beginning in November by contacting the ATSS/UFT at 50 Broadway, NYC, NY 10004.

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BOOKS AND WEB PAGES RELATED TO LABOR HISTORY

1. So Far From Home: The Diary of Mary Driscoll an Irish Mill Girl Lowell, Mass. 1847. Dear America Series. Barry Denenberg. Scholastic.
2. There is Power in a Union. The Epic Story of Labor in America. Philip Dray. First Anchor Books. Edition 2011
3. Kids At Work. Lewis Hine and the Crusade Against Child Labor. by Russell Freedman. Clarion Books. NY. 1994
4. Death in the Haymarket: A Story of Chicago, the First Labor Movement and the Bombing that divided the Gilded Age. James Green. First Anchor Books. 2007.
5. Child Labor in America. Juliet H.Mufford. Edited. Perspectives on History Series.
6. The Master of Seventh Avenue David Dubinsky and the American Labor Movement. by Robert Parmet. New York. 2005

Triangle Shirtwaist Factory Fire
[www.ilr.cornell.edu/triangle fire](http://www.ilr.cornell.edu/triangle%20fire)

Child Labor in America Investigative Photos of Lewis Hine
www.historyplace.com

