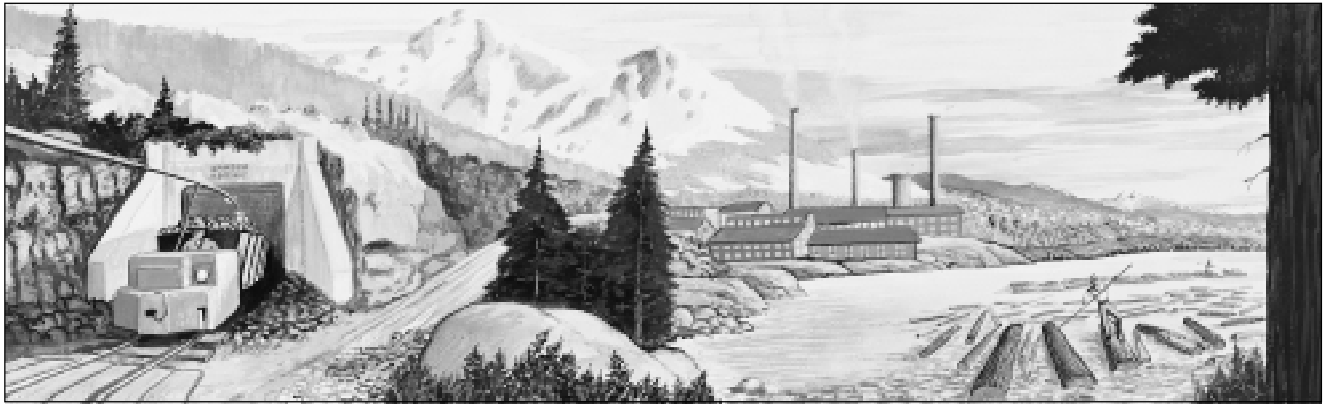




YOUTH, UNIONS, AND YOU

A Secondary Teacher's Guide to Labour Studies for B.C. Schools



FRASER WILSON MURAL

The cover is sampled from a water-color by Fraser Wilson, 1947, and is the artist's view of a worker's waterfront in Vancouver at that time. The painting is the artist's proof for a significant mural that is currently the centre piece for the Maritime Labour Centre. The text below is from the plaque that hangs beside the mural:

This mural depicting the mid-1940s British Columbia Industrial scene was originally painted on the wall of the Pender Auditorium by Fraser Wilson in 1947. The building, owned by the Marine Workers and Boiler Makers, Industrial Union Local 1 until its sale in 1969, was at the time the center of trade union activity in Vancouver.

In 1985, the mural was threatened with destruction as the wall space was required for other uses by its tenants. Recognizing that the mural represented a priceless part of B.C.'s labour history, a group of trade union activists, civic politicians and representatives of the cultural community were successful in having its presentation and restoration accepted as a 1986 City of Vancouver Centennial Commission Project.

The Centennial Commission agreed to employ Petrov Restoration Galleries, an art restorative firm, if the labour and business community would provide the balance of funding and services for the project. The necessary commitments were obtained.

The plaster board panels, on which the mural was painted, were carefully taken down from the wall and the painting removed from its plaster backing first with a specially constructed saw, then with chemical solutions to remove the residual plaster, and finally with fine sandpaper scraping. Each section was then glued to canvas to provide an appropriate backing, and in turn glued to special non-buckling plywood. The painting was finally cleaned and restored as close as possible to the original. One panel, seriously damaged during the restorative process, was repainted by Fraser Wilson.

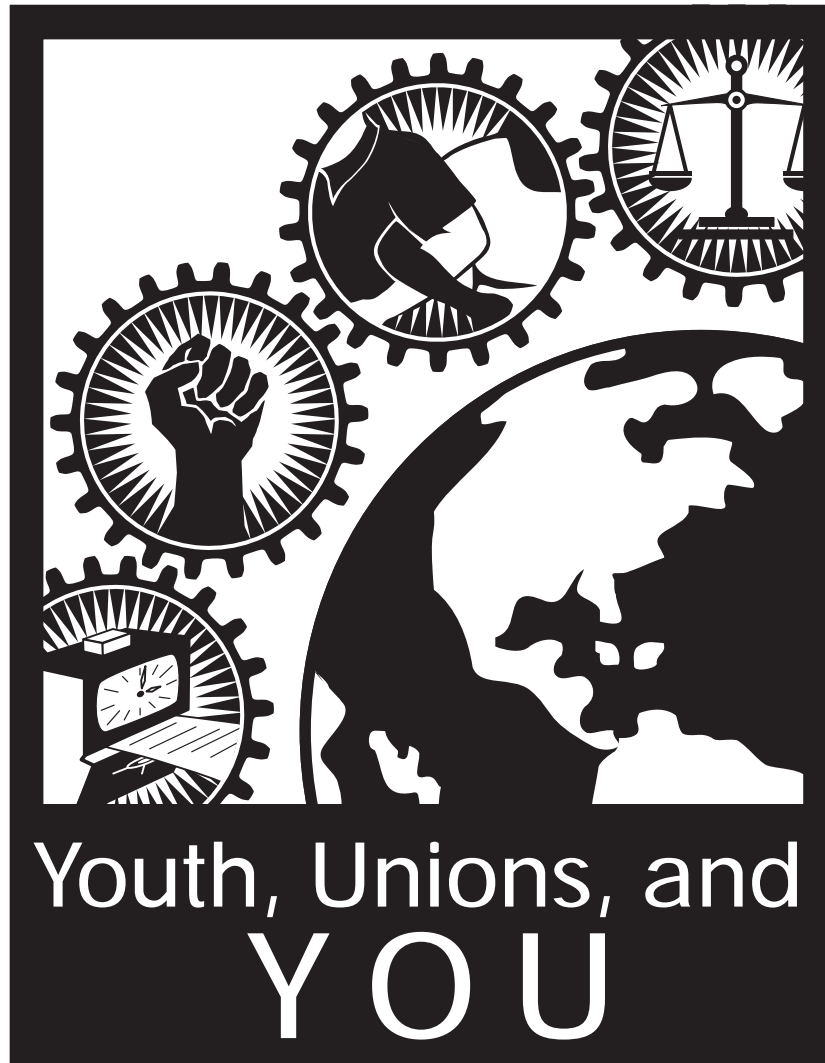
Upon completion of the Maritime Labour Centre Auditorium, the mural was shortened from its original 98 ft length to its present 82 ft to fit the wall.

The restored mural was re-dedicated by Fraser Wilson at the opening of the new Maritime Labour Auditorium on January 22, 1988.

There is more information on Fraser Wilson and the story of his mural in the guide's introduction "What the People Did, While the Leaders Led."

The B.C. Teachers' Federation and the B.C. Federation of Labour express deep gratitude to the painting and mural's owners, the Marine Workers and Boilermakers, Industrial Union Local 1, for so promptly giving us permission to use the mural free of charge for this guide. Given the need to continue repair and restoration work on the mural, the BCTF and BCFL, through this project, have made a solidarity donation toward a fund for this work.

A Secondary Teacher's Guide to Labour Studies for B.C. Schools



A Joint project of the
BC Teachers' Federation and the BC Federation of labour
May 2001

www.bctf.bc.ca/lessonaids/online/la2039

We gratefully acknowledge the financial support of
the Province of British Columbia through the Ministry of Education.

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A Joint Project of the BC Teachers' Federation and the
BC Federation of Labour

May 2001

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Joey Hartman, HIEU Photo

Questions From a Worker Who Reads

Who built Thebes of the seven gates?
In the books you will find the names of kings.
Did the kings haul up the lumps of rock?
And Babylon, many times demolished
Who raised it up so many times? In what houses
of gold-glittering Lima did the builders live?
Where, the evening that the Wall of China was finished
did the masons go? Great Rome
Is full of triumphal arches. Who erected them? Over whom
did the Caesars triumph? Had Byzantium, much praised in song
only palaces for its inhabitants? Even in fabled Atlantis
the night the ocean engulfed it.
The drowning still bawled for their slaves.

The young Alexander conquered India.
Was he alone?
Caesar beat the Gauls.
Did he not even have a cook with him?
Philip of Spain wept when his armada
went down. Was he the only one to weep?
Frederick the Second won the Seven Years' War.
Who else won it?

Every page a victory.
Who cooked the feast for the victors?
Every ten years a great man.
Who paid the bill?

So many reports.
So many questions.

—*Bertolt Brecht (1935)*

ACKNOWLEDGEMENTS FROM THE LABOUR STUDIES PROJECT TEAM

Youth, Unions, and You: A Secondary Teacher's Guide to Labour Studies for B.C. Schools is the product of the hard work and dedications of many people. There is not space to name them all, but to them (named specifically or not) we are deeply grateful.

Firstly, our thanks go to the British Columbia Teachers' Federation, the British Columbia Federation of Labour and the Ministry of Education-Curriculum Branch whose sponsorship began the process of moving this resource from dream to reality. Your encouragement and financial support made this guide possible—without you it would be nothing.

Within the BC Teachers' Federation, we would like to thank Mike Lombardi, Curriculum Services/Professional Opportunities Program for his enterprise and leadership in getting the parties together and the project rolling. To Dan Blake, Assistant Director, Professional Development Division we are deeply grateful for working with, and encouraging us with such compassion and commitment. We also give thanks to Bonnie Brown (Professional Development) and Dale Costanzo (Graphics) whose careful attention to detail and unstinting efforts and hard work in text and graphic entry, development, proofing and production within extremely pressing deadlines made the improbable possible.

Thanks also go to other BCTF staff in Professional Development and Graphics for making the guide come together when it needed to. Special thanks also to the members of the Research and Technology Division who welcomed and supported with such grace and kindness Project Leader Gavin Hainsworth during his occupancy of the Archive Work Area, as the impromptu headquarters and nerve centre for the project.

Gratitude also goes to staff within the BC Federation of Labour including: Lynn Bueckert, Director-Occupational Health and Safety; Geoff Meggs, Director of Communications; Maria Perry, Support Staff and at the Canadian Labour Congress, David Rice, Director-Pacific Region; and Brenda Makeechak, National Representative.

Also the team owes a debt of gratitude to the following:

- Mark Leier, SFU, for your expert consultations, and (from Gavin) for being his invaluable personal guru online when needed.
- George MacPherson, President of the Marine Workers & Boilermakers for allowing us to use the artist's proof of the Fraser Wilson mural for our guide's cover.
- BCGEU's Gary Steeves and Brian Gardiner, for your kind support in allowing us full access to your photo archive for graphics used in the guide.
- CEP 2000 for letting us borrow and photograph BC's oldest existing labour charter.

- Al Engler (ILWU Local 400, Marine section) from Scott for proofing and historical guidance.
- David Yorke, BCTF Staff Lawyer (retired), Honorary BCTF Lifetime Member, and Labour Collector extraordinaire, for your expertise and for allowing inclusion of elements from your collection as graphics.
- Katherine Freund-Hainsworth, artist, for volunteering in the development and selection of photos from numerous archives around the city, and for photographic studies.
- Gail Cooper, librarian, for the bibliographic help, and for the help in launching us on the right track from the beginning.
- CoDevelopment Canada and the Canadian Centre for Policy Alternatives (Pacific Branch), for broadening our horizons and seeing the big pictures.
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Heartfelt thanks also must go to the team's families, spouses, friends and colleagues, who put up with our long working hours (and occasionally irritability and maddening pre-occupations) as we learned and wrote.

Finally, thanks to you, our readers, for picking up this group effort and hopefully for selecting and trying it out in your classroom. Let us know what you think.

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WELCOME

The study of labour by secondary school students is a study of their heritage. In many cases, it will also point to their future. This resource guide arose out of the recognition that our students (the workers and leaders of tomorrow) need to understand the issues that will define their working lives, worlds which will include unions with which they will deal, or to which they will belong.

Our students will have a better sense of themselves and the part they play in the productivity and vitality of their communities if they have studied the history of working peoples, not just the rich, famous, or infamous. Without this, will they really understand the struggles of those who went before, who gave them what they may believe has always been there?

As educators, we have our part to play in determining the answers to this and other questions. The labour studies resource guide can be one significant way to assist in meeting this responsibility. The guide is intended for teachers, and for youth, not as a manifesto hung from erudition, but a practical tool grounded in the reality of working lives and the needs of today's teachers and students.

We deeply hope that teachers find it a useful resource, supplement, or catalyst for their programs. We have linked it specifically to the Ministry's prescribed learning outcomes (PLOs) so that it can be immediately useful for the teacher on Monday morning (and not requiring a summer of study). As a practical guide, the team spent as much time learning as it did writing—how to condense so much complicated material for busy teachers and students with widely different backgrounds and interests.

The guide is not intended to be prescriptive nor definitive. We hope we have made the first steps, that will be quickly followed by other teachers making new content for this resource (as teachers always have and always will).

Working people have done, and continue to do, their part in building this country that many believe is the best in the world. We also believe that the British Columbia built by its workers has been a unique jewel in this crown of achievement. However, the world does not stand still, nor do its builders. What will the future hold for those workers, those citizens? Perhaps knowing where they came from will help them chart where to go.





MESSAGE FROM THE BCTF AND BCFL PRESIDENTS

For too long, Canadian history has been dominated by tales of great men, their wars, their exploration, their industrial exploits and their political battles. The experiences, struggles and triumphs of working men and women have been too often overlooked.

Much of what is called “history” presents us as helpless, not capable of changing or controlling the course of events or even our own lives. This is particularly true when it comes to the history of the labour movement, the oldest and largest of the popular movements built by working people to advance their interests. The 40-hour week, the weekend, the end of child labour, medicare, pay equity—these are all achievements of the labour movement, achievements our children need to know about and understand as they enter the workforce.

That’s why this new labour studies curriculum, developed jointly by the B.C. Teachers’ Federation, the B.C. Federation of Labour and the B.C. Ministry of Education, makes such an important contribution. It gives teachers the tools to bring this vital dimension of our history and society into the classroom.

Unions continue to make a vital contribution to the life of our province. No doubt the students who work with this curriculum will add their own achievements to our common future.

David Chudnovsky
BC Teachers’ Federation, President



Jim Sinclair
BC Federation of Labour, President



WHAT THE PEOPLE DID, WHILE THE LEADERS LED: An Introduction by Gavin Hainsworth, LSP Team Leader

Writing labour history, and presenting it in a way that is interesting and relevant to young people, presents significant challenges. As the poem by Bertolt Brecht, “Questions from a Worker Who Reads” that prefaces this resource suggests, the leaders get all the credit, build all the monuments, commission all the plays, paintings, and ballads.

However, this is more than just the old axiom that “history is written by the victors”, or that the King is more interesting (and glamorous) than his cook.

It is more than just movements looking for a leader, as when the French Revolutionary, Danton, wrote in his journal: “I see a crowd marching on the square, I must leave this now, to get in front, for I am a leader of the people.”

It is more than just the old Great Man Versus Great Moment debate of historical theory where the argument exists between those who argue for Napoleon's uniqueness (Great Man) against those that suggest a time traveller accidentally preventing Napoleon from being born would still have seen a French conquest of Europe (Great Moment).

It is also more than moments of historical fate: like that in Lech Walesa's biography, where during the Gdansk Shipyard Strike, since the keynote speaker was drunk, Lech was forced reluctantly to the podium and into history as the leader of Poland's Solidarity—arguably the first crack in the rapid breakdown of Soviet power in Europe.

At its heart, this challenge reveals much deeper lessons of the creation and definitions of personal, cultural, and national identities—which in turn define the very concepts of progress and the future. What are these lessons? What are the reasons?

Firstly, people's movements and activist or radical labour unions are often too busy making history to record it. It is as ridiculous to imagine workers being tear gassed and beaten pausing to write down their feelings and impressions as they occur as it is to imagine man on the street interviews with the followers of Spartacus.

Whatever remnants of writings of these groups might exist by those wishing to record their side of events are usually preserved by accident rather than by design. There are no great marble archives of Worker Studies nor founding chairs in People's Movements. It is the odd but blessed packrat, the uncleaned garage, or a rare flea market that offers a vital key for those seeking to access these stories.

Secondly, even within the labour movement (those who should know better), labour history is frequently not highly valued, or, when celebrated distorted. The most interesting stuff of labour history (the conflicts, the “moments”, the truly human stories) are usually kept “In Committee” behind the strategic need to appear unified in the face of a common enemy. By contrast, it is often the intrigues of the lives of kings and conquerors that dominate that lead to their appeal to students and historians—their faults being as compelling as their victories and defeats. To show the human side of labour leaders, or to track the powers and limitations of personal alliances, would make them come alive for students and historians alike.

Thirdly, there is the common trap of labour historians (or teachers wishing to pull a peoples drama from the curriculum) to focus on “the noble, but tragically but all so glorious dead” of the labour movement. To celebrate the strike brutally broken, or the reform repressed. The lesson given is to suggest change is to invite violence. To attempt to lead a change is to give your life.

A bumper sticker reads: *Unions, The People Who Brought You the Weekend.*

There are no hymns of heroism in the labour song book for the bargain-ers of better working conditions. Yet, a healthy union (or any people’s movement), has both the firebrands that push things into action, and the moderates that sign the deal. To have either missing is to unravel into bloodshed or obscurity. Many of the positive aspects of our society were not our birthright, but were hard won on the streets and in the committee and bargaining rooms.

The final point in this already too lengthy editorial will be one of those missing stories. It is that of the cover artist, Fraser Wilson. The cover is from a water-colour done in 1947. Wilson was born in 1905, in Vancouver. A gifted cartoonist, he sold his first published illustration to a national magazine at the age of twelve. In his early life he painted ships in Wallace’s Shipyards, ran a candy store, did carpentry, developed photos, worked as a painter and decorator, and laboured in a shipyard. It was due to a work-related injury in the yard that he pursued commercial cartooning as a career. At the peak of his political cartooning reputation, he was a favoured artist in both Vancouver dailies, the *Vancouver Sun* and the *Province*.

Wilson was also active in his union and in the CCF during the 1930s and 40s. He was president of the Vancouver Newspaper Guild, local #1 (even having the number one membership card of that former union), and also served as vice-president of the Vancouver Labour Council. Within the CCF, Wilson was their preferred cartoonist, and his illustrations (without by-line, but unmistakable) are found in the party pamphlets and publications of the time. It is hard to imagine that, when compared to the savage cartooning style embraced today, his “Punch magazine” style depictions of captains of industry or unflattering profiles of politicians almost at times cost him his job. One cartoon of a



symbolic press baron standing on the neck of a woman in a white dress tabled “the truth” almost got him fired for libel.

He was finally ejected by the Vancouver Sun for comments he made during the marathon Province Newspaper strike of 1947 while acting in his capacity as Newspaper Guild President. According to one account, the Sun's publisher (reportedly a friend) read him his notice while tears ran down his cheeks. Fraser was dismissed for disloyalty to the paper although his comments were directed at the Province, not the Sun, and he was told to leave the premises within the hour. Despite his popularity and elected position, he was blacklisted from both papers, and never worked in the news media again.

As a labelled “Red” in 1947 BC, Wilson had very few options or opportunity to practice his craft. One fortunate commission to come his way was a mural for the Marine Workers and Boilermakers Industrial Union Hall, formerly on Pender Street.

The water-colour on this guide's cover is the working proof from which Wilson painted a mural that covered the Hall's wall. The Pender Hall became a major meeting centre for Vancouver trade unions in the late 40s through the 50s and early 60s—its artist known only by a few, and celebrated by even fewer. Wilson continued to work occasionally as a commercial sign-painter, but unfortunately his skills were used to sell products, not ideas; carrying a logo and not a by-line.

It was not until the Pender Hall was to paint over the mural, and after it had changed owner (who now wanted a white background for divided work areas) that a few individuals including Gary Oliver, BCTF's Jim MacFarlan, and Alderman Bruce Yorke, lobbied an application through the 1986 Vancouver Centennial Commission to move and restore the mural for the walls of the newly-built Maritime Labour Centre, the new home of the Vancouver District Labour Council, and several unions including the Boilermakers.

Through this process it was discovered that Wilson was still alive, and was brought in to save and restore his own work into a new home and prominence. Before his passing, almost ten years later, Wilson was reinstated as an honorary lifetime member of his union, and the mural is now a leading icon of the Vancouver labour scene.

Looking at its panels, one can easily see the myth that many hold regarding unions. It is men, and white workers at that, who worked the waterfront of Vancouver in the 1940's. To then believe that there were no Chinese, Asian, women, or First Nations people on the waterfront, nor involved in unions and then to discard the image is to repeat the banishment of people like Fraser Wilson. Wilson was no racist, nor bigot, and minorities and women have played strong roles in B.C.'s labour history. It is too easy to look back at the labourers and labour unions of the past, and say that “they had their time” (and by the way thank

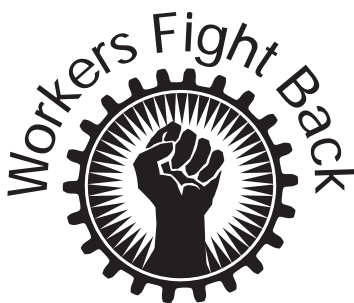
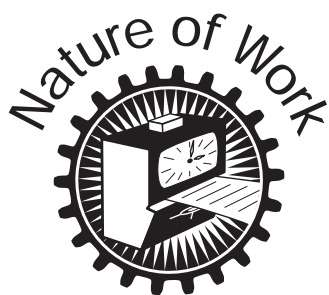
you for things like the eight-hour day). It is too easy to maintain that unions have nothing further to say, and only the same tired stories to tell.

Young people usually know little or nothing of Brecht, and they no longer stump along to Pete Seeger, (even when modernized by Billy Bragg).

But the youth who wish to change the world, whether on the streets of Seattle, or in the “youth caucuses” of unions and political parties, still can see much of themselves in the stories and sepia-tone photographs starring at them from the past.



C.L.C. National Day of Protest, May 3 1997. (Photo courtesy of BCGEU archives)



ORGANIZATION OF THE GUIDE

The Lessons in the guide are organized in two primary ways:

1. BY SUBJECT

- Social Studies 8, Social Studies 9, Social Studies 10, Social Studies 11, Career and Personal Planning (CAPP), and Humanities/English.
- each subject will be a searchable category when the resource is put online.

Within each lesson are:

- Prescribed Learning Outcomes, and student objectives are clearly identified,
- support materials, background information, and time estimates listed,
- activities and evaluations described, and extensions suggested.

2. BY THEME

- five themes are also suggested—these are Nature of Work, Workers Fight Back, Workers & Unions, Workers & the Law, and Global Social Justice.
- these are provided for teachers wishing to adopt a thematic approach.
- these themes will also become “hot-buttons” for sorting lessons sets by theme when the resource is put online.

THE SUPPLEMENTARY RESOURCE SECTION

Provides detailed background information for teachers and students wishing to explore further including:

- photos/overheads
- bibliography sorted by theme (fully annotated online),
- Grade Collections listed,
- information about online resources,
- background to Canada's major labour organizations (past and present), including a table of information, and a family tree,
- a timeline,
- and a glossary.

Please let us know what you think of our resource, and consider further developing lessons for the BCTF online and lesson aids supporting and extending this teaching resource guide.

WHAT ARE WEBQUESTS?

The Ministry of Education now demands of all of us that we integrate info-tech skills across the curriculum. We want to help you facilitate this process in CAPP and social studies (and at the same time give you interesting labour-friendly material to use). To this end, we recommend the use of WebQuests.

WebQuests are internet-based projects for use in classrooms. Directly relevant to the curriculum, and interesting and motivating to both teachers and students, they add spice to a unit and demand responsible and well-constructed use of the internet. WebQuests are demanding of students, who are asked to go beyond fact-finding to analysis of a variety of resources, and creative and critical thinking to derive solutions to a problem.

Check out these links to get a clear idea of the scope of WebQuests today. WebQuests templates help you create your own, perfectly designed for your students.

WebQuest Page

This is the definitive page, created by Dr. Bernie Dodge.

<http://edweb.sdsu.edu/webquest/webquest.html>

Ozline Page

Created by Dr. Tom March, this page provides what WebQuests are and why they are so sound.

www.ozline.com/learning/index.htm

Disney Learning Partnership Site

Very cool demo site for what WebQuests are all about with excellent examples. Thanks to Ken White for this one.

www.thirteen.org/wnetschool/concept2class/month8/

WebQuest template

www.ozline.com/templates/webquest.html

Filamentality

A user friendly template for designing your own WebQuests, includes a topic based search list for WebQuests created using this resource. Tips at each step to guide you.

www.kn.pacbell.com/wired/fil/

Check out these links to learn about what leaders in the WebQuest field have to say about using internet resources in education.

Eduscapes

Dr. Annette Lamb's site.

<http://eduscapes.com/>

Kathy Shrock's Guide for Educators

Excellent page for general resources integrating technology.

<http://school.discovery.com/schrockguide/webquest/webquest.html>

WebQuest Resources

A great page for the intermediate to advanced use of WebQuests. An excellent location for designing online learning modules. Fantastic resources!

www.biopoint.com/WebQuests

See these links to review WebQuests that are already created. You can use them as they are or use their ideas to create your own perfectly designed WebQuest for your curricular outcomes.

San Diego City Schools

These WebQuests are exemplary units ready for implementation in the classroom. This site is categorized by grade level and has a great search feature. Model your WebQuests after these and you can't go wrong.

<http://projects.edtech.sandi.net/projects/>

Memphis Teachers

Excellent selection of K-12 here.

www.memphis-schools.k12.tn.us/admin/tlapages/web_que.htm

Secondary WebQuests and Curriculum Resources

An excellent site that categorizes webquests into subject areas or multi-disciplinary areas. Also provides the length of time of the project.

www.dps61.org/START2/Currresources/

List of WebQuests

Over 1200 examples from K-12 in many subject areas.

<http://sesd.sk.ca/teacherresource/webquest/webquest.htm>

Cool Teaching Lessons, Units and Resources

All grades all subjects represented here.

www.coollessons.org/coolunits.htm#WEBQUESTS

Secondary Integrated Projects

A collection of Grade 6 - 12 projects

www.esc20.net/etprojects/exemplary/secondary.html

The WebQuests specifically designed for the BCTF curriculum project have already been posted online (we hope you like them) through the BCTF webpage. www.bctf.ca

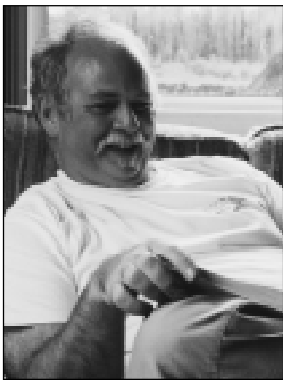
SPEAKING PERSONALLY: Teacher-Writers on “Why I got Involved...”



DAN BLAKE

A quick look at most social studies textbooks is sufficient to recognize that the historical information in them has little to do with working people. The lives and struggles of all those people who, in the words of the famous labour song, “dug the mines and built the factories, endless miles of railroad laid” are conspicuously absent from most history texts available in BC schools.

When I had the opportunity in October of 2000 to be the BCTF staff person responsible for overseeing the development of this resource I was exhilarated. It was an honour and a pleasure to work with such a knowledgeable and committed team of BC teachers and BC Federation of Labour members.



BRIAN CHARLTON

As a postal worker who has been active in my union for the past 25 years, I have always been frustrated at how so many people new to the workplace know so little about their rights or the struggle that was waged to win those rights.

Frustrated, but not surprised. In my own schooling there was little, if any, mention of working people, let alone unions. What little there was in the textbooks was either negative or patronizing. I was lucky, however, to have a Grade 10 teacher who cared passionately about justice, the civil rights movement, trade unions, women's liberation. She imparted a desire to look beyond the traditional view of the world.

It is vital that more young people today, and in the future, get that same opportunity. That depends on teachers' having resources they can use and having resources that will engage the student. So it is an honour to be involved, even marginally, in helping this happen here in British Columbia.



CAROLE GILLIS

When I was 11, my dad sat me down and explained the facts of politics to me. As I recall, there were two systems: free enterprise, where hard-working people were rewarded; and socialism, where hard-working people had to give everything to the lazy louts who weren't. I'm sure it was more nuanced than that, but that's what I remembered, and nothing I learned in school contradicted that impression. Imagine my surprise when I went out into the world and discovered that it's hard to be rewarded on minimum wage, and bosses can fire people without cause. Then I worked in a union shop and learned that unions can ensure safety and dignity in the workplace. I wondered why school had taught me nothing of the

history of unions, the structure of unionized workplaces, or the development of democratic socialist movements. Thus, I couldn't resist the opportunity to be a part of this project and give students the chance to learn what I had not: that working together, we can make society more fair and increase opportunities for everyone. Indeed, we can change the world. Students need to know that, and I hope this resource makes it possible to teach them so.



GAVIN HAINSWORTH

For as long as I can remember, I was encouraged to dig deeper into the issues of everyday social and political events—to ask why and why not. Along the way to this resource, many people have aided in my journey, and have helped shaped my attitudes. I was blessed in the beginning by my parents, and the family background they brought me. With my father, I watched the nightly news, never too young to be given a serious answer to my questions. He encouraged me to write and speak out. This has been a long time Hainsworth tradition going far back into his roots amongst the social reformers of industrial revolutionary Yorkshire and activists in the Worker's Educational Association and the Fabian Society of England. My mother taught me tolerance and compassion, and the insight that people are always more complicated than they seem. Her Cajun roots, blended with other US immigrants landing eventually in California, and her father was a longtime rank-and-file AFL-CIO Member.

In school both as a student, and later as a teacher myself, I found and have been guided by many mentors. As a student, teachers like Mr. Fearing, Ms. Fitzpatrick, Mr. Hull, and Mr. Briard encouraged critical thinking, even to argue against what they were teaching. Among fellow teachers and union colleagues, many others have showed me how to productively and effectively blend teaching and activism, providing moral support during the challenging times and sharing in the joys of successful ventures.

In particular, working on this resource has been one of the most rewarding teaching experiences in which I have been involved. Also, I could not have wished for a more skilled and enthusiastic "dream team". We are all excited by the prospects of sharing this with our colleagues, and of seeing the guide used in the classrooms. It is our sincerest hope that teachers and young people will find it useful, informative and interesting, and that they might see a bit of themselves between its pages.

"Activism is my rent for living on this planet"

—Alice Walker



JOEY HARTMAN

"Most students will become workers. It only makes sense then, for students to learn about the contributions that working people and their organizations have made to our world."

Thirteen weeks on a picket line changed my life. I was a 23-year old day-care worker in 1981, reluctant to withdraw services but eager to support the strike issues. Before long, I was an activist—developing new skills, sharing in democratic decision making, and enjoying the social opportunities that my union offered.



My role as a labour activist, and the B.C. vice-president of the Pacific Northwest Labour History Association, led to my involvement in this exciting project. I am enthusiastic that students will get to learn about collective action and the continued importance of the labour movement to progressive social change. What we desire for ourselves we wish for all.

JULIA MACRAE

I am a teacher because I am an activist, and I am an activist because I am a teacher. When I was 14 years old, I decided to learn Spanish because I was interested in Latin America, especially in the Sandinista revolution in Nicaragua. I learned Spanish, but along with it, values that contributed to my life choices. I am a Spanish teacher with a strong commitment to activism, and I wish for teens what I wished for and found for myself: a world view of international solidarity. I will eventually visit Nicaragua. That identification with another's struggle is what formed me and my political sensibility. All students should be exposed to this activist world.



SCOTT PARKER

I would like to quote the great Clarence Darrow: "With all their faults, trade unions have done more for humanity than any other organization of men that ever existed. They have done more for decency, for honesty, for education... than any other association of men."



PETER NORTHCOTT

Working with other interested teachers and trade unionists on this labour studies project has been a great experience. It was very refreshing to be part of a team that put the significance of working people at the very heart of its curriculum development approach.



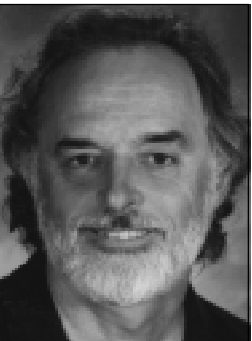
MARCIA TOMS

I have been an active member of the BCTF and of my local, the VSTA, for twenty-five years. My experiences have taught me the value of trade unionism as an impetus for cooperation and for social justice. I have been an active feminist for all my adult life and am proud of my time as a member of the BCTF's Provincial Status of Women Committee in the 1980s. My academic interests include social history-especially of the peace, labour and women's movements in Europe and North America-historiography and feminist interpretations of Middle Eastern and European mythology.



JANE TURNER

Jane Turner has laboured for 26 years as a teacher in Burnaby, teaching social studies to high school students. Currently, she is Vice President of the Burnaby Teachers' Association. Jane believes strongly that all people need to value and honour the work done in the past that has helped to build the society we currently inhabit.



RICK TURNER

When I brought my first paycheque home from Cominco, I learned a valuable lesson. My father had worked for "the company" as a clerk for more than forty years. He looked at my pay and remarked, "You make almost as much as I do." He wasn't joking. I had a union job; he didn't. Throughout my working life, and as a BCTF activist, I have appreciated the stories and contributions of working men and women. Their stories have felt like my stories, and I have benefited from all they have done.

I am proud to be a part of this project. The many stories of working people are waiting to be discovered by our young people. They are exciting, filled with triumph, failure, hard work, sorrow, and joy. They are a big part of our students' heritage, past, present, and future.



JOIE WARNOCK

As a high school student in Vancouver in the 1970's, working part time at a fast food restaurant, I found myself in a terrible dilemma. I was experiencing sexual harassment from a male supervisor. I was feeling scared, embarrassed and very alone.

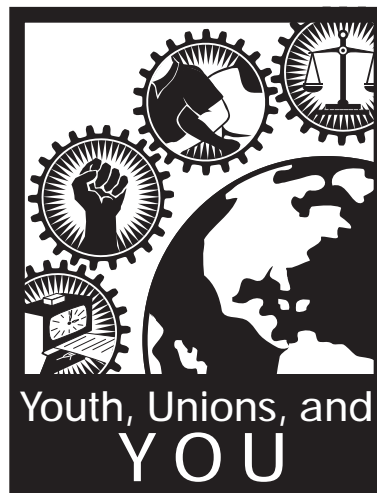
I knew there was a union in my workplace but wasn't quite sure if this was the type of problem that my union could resolve. This difficult situation turned out to become a positive introduction to the value and power of having a union to represent me in my workplace.

My issue was resolved quickly, fairly and confidentially. I was able to continue working at the restaurant and even save up for university tuition. My hope is that this resource material will not only share the history and principles of the labour movement but also provide very practical information to students that they can use in their everyday lives.

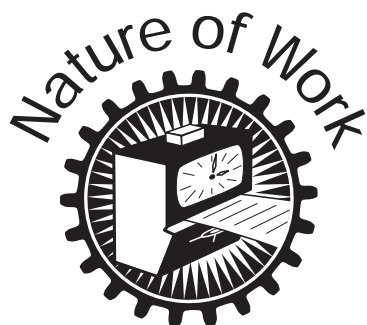
**"If I can't dance,
I don't want to be a part of your revolution"**

—Mother Jones

SOCIAL STUDIES



GRADE 8



The Value of Labour

LESSON 1—GRADE 8

PRESCRIBED LEARNING OUTCOMES

- identify and clarify a problem, an issue, or an inquiry.
- describe how societies preserve identity, transmit culture, and adapt to change.
- compare the changing nature of labour in rural and urban environments.

LESSON TITLE

The Value of Labour

TIME

One hour 15 minutes

OBJECTIVES

Students will be able to:

- use chart format to compare and contrast different jobs in the middle ages.
- create criteria that allow comparisons and contrasts of different jobs.
- evaluate the importance of different jobs to the development and maintenance of society.

INTRODUCTION/OVERVIEW

This lesson will broaden the perspective of students on the importance of work life. Students will look at a number of jobs done by people in the middle ages and, through use of a common set of criteria, evaluate the worth of different jobs to the society of the time. As well, students will be introduced to the concepts in Maslow's hierarchy of needs.

BACKGROUND INFORMATION

Abraham Maslow published a "how to" book on management in 1965 (*Eupsychian Management*) based on his now-famous list of hierarchy of needs. Share the following information with the students, explaining that, according to Maslow's hierarchy, the first order needs must be met before people can move on to meeting the higher order of needs. You might note that the needs also correspond to the life cycle of a human, from infancy to middle age.

1. Physiological needs (food, water, shelter)
2. Security needs (personal safety)
3. Social needs (sense of belonging)
4. Ego needs (self-esteem and the esteem of others)
5. Self-actualization needs (self-fulfilment, doing something that is personally satisfying)

MATERIALS NEEDED

Textbook. (If using *Pathways*, use pp. 44–52, pp.141–143, and pp.149–155.) If using another text, reference the appropriate pages that describe the different roles and duties the various classes and groupings had in Medieval Europe.)

Chart paper, lined paper.

ACTIVITIES

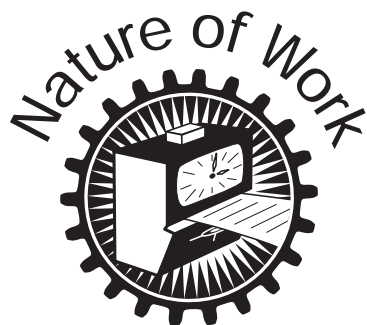
1. Have students read the relevant sections of their texts if they haven't already done so for homework before the lesson.
2. Have students, working individually or in pairs, list all the different types of occupations that they know existed in the Middle Ages (peasant, bailiff, miller, silver smith, page, king, etc.). Have students share their lists with the class, and choose 10 that present a fair and reasonable cross-section of Medieval life.
3. Have students then create a number of statements that evaluate the results of Medieval occupations. For example, one statement might be, "provides food for people to eat." Another might be, "provides protection in times of attack." Another may be, "provides lovely things to wear."
4. Have students discuss Maslow's hierarchy of needs. Explain the concept behind the hierarchy. Discuss the statements the students came up with, and have them number each statement 1, 2, 3, 4, or 5 according to how they correspond to Maslow's hierarchy of needs.
5. Have students design a chart or a matrix in their notes that looks like the following (or give them a copy of the following to put into their notebooks) and, using the 10 occupations they have chosen, rank order them according to Maslow's hierarchy.
6. Once that part of the chart has been completed, have the students analyze their work and in groups of two or three, discuss which are the more important occupations in Medieval society, keeping in mind Maslow's hierarchy, with respect to such issues as the sustenance of life, maintenance of peace and order, and the development of culture and tradition. Share the small-group ideas with the whole class, and have students add notes to the matrix.
7. Extension activity: have students create a different set of criteria to evaluate the relative importance of jobs.

Occupation	Maslow's number	Importance to: a) sustaining life b) maintaining peace and order c) developing culture and traditions within Medieval society
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

EVALUATION

Have students create a "Hyde Park"* one-minute speech outlining which occupation they think is most important to the maintenance of order. Criteria for evaluation: Clarity of speaking (2), organization of ideas (2), use of information generated from the chart (4), use of voice, body language as persuasive tools (2).

**Hyde Park in London, England, is where "Speaker's Corner" exists. Anyone who has something to say about anything can stand up on a box (often a wooden soap box, ergo the expression "Get off your soap box") and address the people within hearing distance. The best speakers often draw great audiences. The speeches are never scheduled. People show up, step up on the box, and begin to speak.*



What is in a Name?

LESSON 2—GRADE 8

PRESCRIBED LEARNING OUTCOMES

- identify factors that influence the development and decline of world civilizations.
- compare daily life, family structures, and gender roles in a variety of civilizations.
- analyze the effect of commerce on trade routes, settlement patterns, and cultural exchanges.

LESSON TITLE

What is in a Name?

TIME

30 minutes

OBJECTIVES

Students will be able to:

- understand the cultural practice in parts of Europe of people taking their last name from the work they did.
- practise using metaphors to describe occupations and thereby develop cultural traditions.
- evaluate the importance of work on the daily life of people in parts of Medieval Europe.

INTRODUCTION/OVERVIEW

Students should have fun with this lesson as they come to grips with the practice of assuming a surname based on occupation. In setting the stage for this lesson, advise the students that each culture has different naming practices and traditions (a good homework assignment might be to have them ask their parents/grandparents where surnames come from in their culture, or what their surnames mean).

BACKGROUND INFORMATION

In many parts of Europe, people received or took their last names based on the type of work they did. For instance, in England, if you were a grinder of wheat, you were called Miller. While the practice was by no means universal, it was common in many European communities.

ACTIVITIES

1. Have students look through their text at the different occupations that are presented during feudal times in Europe and try to match some common English or European names to those jobs.
2. Have students note that many names were literal translations of the jobs that were being done. For example, a Bowman was called Archer.
3. Have students think of three jobs they might like to do when they

graduate from school, then come up with three surnames that appropriately describe the work they might do. The students may come up with metaphoric names as well as literal ones, for example, instead of Janie Lawyer, Janie Argueswell.

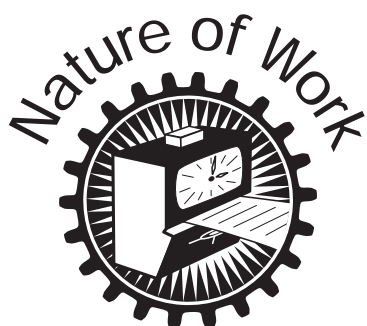
4. In pairs, have students discuss how important a person's name is to them as individuals. How important to society is the work people do if that society endorses naming people after the work they do?

EVALUATION

Matching exercise:

Match the Medieval names with the appropriate jobs.

Hayward	takes care of animals
Turner	carves spindles on a lathe
Kingman	serves a royal
Bailey	enforces the law
Carter	transports goods



Building a Castle

LESSON 3—GRADE 8

PRESCRIBED LEARNING OUTCOMES

- identify and clarify a problem.
- gather and organize a body of information from primary and secondary print and non-print sources, including electronic sources.
- demonstrate awareness of artistic expression as a reflection of the culture in which it is produced.
- explain the development and importance of government systems.
- compare the changing nature of labour in rural and urban environments.

LESSON TITLE

Building a Castle

TIME

1 hour 15 minutes

OBJECTIVES

Students will be able to:

- understand the different types of work that went into the design and construction of Medieval castles.
- estimate the time and cost of different jobs used in the construction of a castle.
- predict where the money would come from to pay for a castle being built.
- evaluate the worth of the expense of castle building to the function of the structure within Medieval society.

INTRODUCTION/OVERVIEW

Castle building took many years and consumed huge resources. Most nobles could not afford to pay for castles out of their own pockets, so ways were found to spread the costs over a number of years and a number of people. David Macaulay's book *Castle*, Houghton & Mifflin, Boston, 1977, and/or the video by the same name made about the book is an excellent source of information for this project. Unless a detailed account of the building of castles can be found, this is probably not a good lesson to use with your students. For advanced students, you might want to recommend the historical fiction novel, *Pillars of the Earth*, by Ken Follett, as supplementary or extension reading.

This lesson will give students an opportunity to think about and learn to appreciate the work that goes into building huge structures and the cost that is borne, both physically by the labourers, and financially by the general population. The point of the lesson is not specifically to detail every minute and penny that goes into the construction of public edifices,

but to appreciate the amount of time and expense, both financial and human, that a large project like a castle or a dam entails. A good extension of this lesson is to apply the principles learned to the building of modern day edifices, such as bridges, dams, or coliseums.

BACKGROUND INFORMATION

Having seen the video *Castle*, or having reviewed the book or another appropriate source, students should have noted the number of different tasks/jobs in castle building and the length of time to complete the various components of a castle.

MATERIALS NEEDED

Student notebooks, appropriate texts, video.

ACTIVITIES

1. Have students work in pairs and fill in a chart like the following, listing the different tasks, from design to completion in the building of a castle, who would do the work, and the approximate value of each task. In a comparative scale of today's money, one day's work (based on an 8-hour day) for an unskilled labourer would be approximately \$60. A skilled labourer would earn approximately, \$240 a day. A professional such as an architect would earn approximately \$700 per day.

Type of job/task	Unskilled/skilled/professional	Number of days	Approximate cost
1. design			
2. earth movers			
3. scaffold builder			
4. stone cutter			
Etc.			

2. After students have completed charts, compare data and have them fill in any missing areas or correct misinformation.
3. Have students define *corvée labour* and estimate how much work was done on the castle through this method of payment.
4. In a whole-class discussion, have the students discuss the concept of public cost sharing of public projects. Look at such issues as how the money is collected, why governments do such things, and what benefits accrue to society generally and individuals specifically.
5. If 500 people were living in an area controlled by the noble who was building the castle and the cost of the castle was spread evenly among all people, how much would each person have to pay for his/her share? (This wouldn't be counting the cost of the materials or furnishings that had to be bought elsewhere.)

EVALUATION

Have students prepare a thesis paragraph arguing for or against the use of public money and time in the construction of a castle.



The Impact of the Black Death on Workers' Rights

LESSON 4—GRADE 8

PRESCRIBED LEARNING OUTCOMES

- construct, interpret, and use graphs, tables, grids, scales, legends, and various types of maps.
- interpret and evaluate a variety of primary and secondary sources.
- describe various ways individuals and groups can influence legal systems and political structures.

LESSON TITLE

The Impact of the Black Death on Workers' Rights

TIME

2–1/2 hours

OBJECTIVES

Students will be able to:

- use raw data to construct graphs.
- interpret data to draw historically accurate conclusions.
- predict future employment patterns based on historical precedents.

INTRODUCTION/OVERVIEW

This lesson will encourage students to look at the population statistics of Europe, including during the Black Death outbreak, use statistics to create graphs, then analyze the impact of the demographic changes on the employment practices and rights of labourers.

BACKGROUND INFORMATION

Population of Western Europe A.D. 500–A.D. 1500 <i>(estimated figures, in millions)</i>						
Country/Region	A.D. 500	A.D. 650	A.D. 1000	A.D. 1340	A.D. 1450	A.D. 1500
Italy	4.0	2.5	5.0	10.0	7.5	15.00
Spain	4.0	3.5	7.0	9.0	7.0	9.0
France, Belgium, Holland	5.0	3.0	7.0	19.0	12.0	18.0
British Isles	.5	.5	2.0	5.0	3.0	5.0
Total	13.5	9.5	20.0	43.0	29.5	43.0

(Source: Burton F. Beers, *Patterns of Civilization*, 1984. p.88)

Pathways references: pp.164–167

MATERIALS NEEDED

Graphing paper (optional), population statistics.

ACTIVITIES

1. Have the students read the above section of the text regarding the Black Death.
2. Have the students graph the above statistics. Check the accuracy of the graphs as a whole-class activity.
3. Have the students, in pairs, analyze the changes that occurred in demographics in Europe over the period of time listed in the table.
4. Have students, comparing the information in the text to the statistics in the chart, write a hypothesis about how the plague might have effected the rights and power of labourers.
5. Have the students, using that hypothesis, write a generalized statement about how any shortage of labour might affect the rights and power of labour.

Extension activity:

Given the above hypotheses, what can students expect if there is a shortage of labour in any sector of our economy? What might happen if there is a surplus of labour in a sector?

EVALUATION

Have the students prepare a speech (if they are peasants) or write a letter (if they are lords) outlining the issue facing them with the shortage of workers from the decimation of the population by the plague. Their work should include information about the availability, price, and willingness to remain in one place of labour as well as the amount of power the group has, and how they could get or lose power in this situation.

10 marks total:

Five marks for data, three marks for analysis of data, and two marks for clarity, eloquence, and technical ability of writing or speaking.

A Colourful Tapestry: The Work Women Did

INTRODUCTION AND NOTES TO TEACHERS

As Henrietta Leyser notes in *Medieval Women—A Social History of Women in England 450–1500*, while women are no longer in danger of being completely left out of history, many nineteenth century attitudes still mar the way teachers and students “see” European Medieval women. Although it is certainly true that in political, social and economic life, Medieval women were not formally the equals of men, the popular notion that women were restricted only to household and field tasks on peasant holdings is incorrect. Rather, women wove and were woven into a vast, variegated tapestry of work. For example, women laboured as brewsters, laundresses, bakers, dairymaids, mowers, servants, embroiderers, weavers, butchers, goldsmiths and ironmongers, to name just a sampling of their tasks. Additionally, lifestyles during the Medieval period were exceptionally diverse (Boulding, 1976), a reality that makes it difficult to “pin down” women as a simple category. Class, marital status, religious, rural-urban considerations, and an emerging, rigidified gender division of labour were all at play. Social history which seeks to reveal the life experiences of people throughout history at every rung on the social ladder, has been particularly fruitful for women. Stereotypes are exposed and more interesting, multi-dimensional people appear. This is especially true for the women of the European Medieval period, who must have grown accustomed to languishing in texts as variations on very limited themes: stooped peasants, grim nuns, scheming queens and, rarely, those, such as Joan of Arc, who aspired to sainthood.

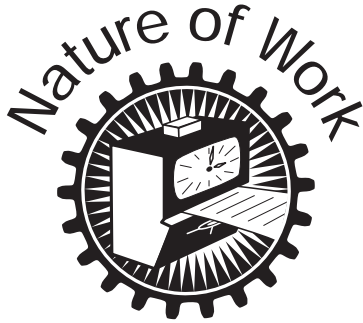
This unit is self-contained and does not require additional materials other than the texts that are being used in the classroom to establish a general familiarity with the period. Short visits to the library, especially if students undertake extension activities, may be helpful. The unit on Medieval Women by Judith Coffin, published in “The Bookmark,” (March 1994, Volume 35 Number 3) the journal of the BC Teacher-Librarians Association and available through BCTF Lesson Aides, is also extremely useful. As well, there are many readable works of scholarship about Medieval European women which have been published recently. All have sections on women at work and all remind readers that work in the period from 450 of the Common Era (CE) through 1450 CE, is work that was performed in the countryside. Until just over 200 years ago, 90 percent of Europeans lived in and around rural villages and the work that they did was rooted directly and immediately in the land. The value of women's labour in that context has never been calculated and, until feminist historians began to pay attention to it, was largely ignored. If the lives of peasant women still living during the twentieth

eth century are any indication of the burden borne by women of the same class during the Medieval era, it was a heavy one indeed, and more than equal to that borne by men.

LESSONS 5 TO 10—GRADE 8

PRESCRIBED LEARNING OUTCOMES

- identify and clarify a problem, an issue, or an inquiry.
- gather and organize a body of information from primary and secondary print and non-print sources, including electronic sources.
- interpret and evaluate a variety of primary and secondary sources.
- compare daily life, family structures, and gender roles in a variety of civilizations.
- describe how societies preserve identity, transmit culture, and adapt to change.
- demonstrate understanding of the tension between individual rights and the responsibilities of citizens in a variety of civilizations.
- compare basic economic systems and different forms of exchange.
- compare the changing nature of labour in rural and urban environments.
- construct, interpret, and use graphs, tables, grids, scales, legends, and various types of maps.
- identify factors that influence the development and decline of world civilizations.
- compare daily life, family structures, and gender roles in a variety of civilizations.
- analyze the effect of commerce on trade routes, settlement patterns, and cultural exchanges.



A Tapestry of Work

LESSON 5—GRADE 8

TIME

Two 80 minute periods (minimum time required).

LESSON TITLE

A Tapestry of Work

OBJECTIVES

Students will examine and understand the great variety of occupations that Medieval European women engaged in and the importance of that work to society in general.

INTRODUCTION AND OVERVIEW

Students will see the inter relatedness of Medieval women's work in the home, on the land and in the towns. They will appreciate that despite the crucial nature of their work, women's social, legal, and political status was never commensurate with men's. They will represent their understanding by completing two vocabulary charts, writing a summary of main ideas and answering questions that may all be evaluated for accuracy, detail, and writing competency.

BACKGROUND INFORMATION

Student Data Sheets #1, #2, #3—pages 58–62.

MATERIALS NEEDED

Black line masters
Pens and pencils
Dictionaries
Class text

ACTIVITIES

Students will:

- discuss and define specific terms and enrich their vocabulary.
- summarize key information.

VOCABULARY AND TERMINOLOGY SCAVENGER HUNT

Procedures:

This method of organizing the class is based on the principles of co-operative learning. The unit has been planned with this pedagogy specifically in mind. The organized groups should stay in place until the end of the unit.

Teachers:

Introduce the unit topic "A Colourful Tapestry: The Work Women Did." The significance of the word tapestry in the title might be discussed. A brief reminder that the Medieval period in Europe lasted a long time and encompassed a great variety of life experiences for women may be helpful.

1. Divide class into groups of three mixing gender, ethnicity and ability.
2. Assign each student in each group one of the following role responsibilities:
 - a. **Recorder:** Neatly and accurately records all the information the group compiles. Shares notes with the group so that all information recorded may be proofread, corrected co-operatively and copied by each member.
 - b. **Organizer:** Organizes the scavenger and word-meaning activity so all are working productively. Checks for understanding.
 - c. **Materials Handler:** Arranges for the effective use of dictionaries and any other books or materials used.
3. Have students skim and then read the Student Data Sheets, either individually or by sharing reading aloud in their groups.
4. Have students use the available resources to develop definitions that are as full and complete as possible. They should be able to begin their search by using the context in which each term appears in the Student Data Sheets.
5. Then have the students summarize in full sentences the five most important ideas in each of the three data sheets. The summaries should include as many of the defined words as possible. Students will check that all have recorded and filed the information.

VOCABULARY AND TERMINOLOGY

These words and terms are used in your (General Background Information) Data Sheets. Read the background information. Using that information, your textbook, a good dictionary, and discussion within your group, develop detailed definitions of the following terms. Write in complete sentences. Complete the level one vocabulary first, and then move on to level two.

LEVEL ONE

1. family economy _____

2. market economy _____

3. socially necessary _____

4. merchant guilds _____

5. craft guilds _____

6. rights _____

7. privileges _____

8. apprentices _____

LEVEL TWO

1. dowry _____

2. status _____

3. manual labour _____

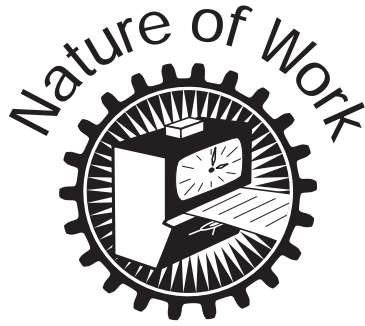
4. poll-tax _____

5. manufactory _____

6. domestic _____

7. hierarchy _____

8. widow _____



What Do the Words Mean? or, That's Old-Fashioned!

LESSON 6—GRADE 8

LESSON TITLE

What Do the Words Mean? or, That's Old-Fashioned!

OBJECTIVES

Students will develop an understanding of "difference" in history—the past is not like the present—and the stirrings of historical imagination through language and symbols.

INTRODUCTION AND OVERVIEW

See instructions to students on Student Chart 1

BACKGROUND INFORMATION

Student Data Sheets #1, #2, #3—pages 58–62.

MATERIALS NEEDED

As in Lesson One

White chart paper (at least small poster size)

Felt pens, crayons, pencil crayons, paints, magazines that may be cut up

ACTIVITIES

1. Students will work in their groups to discover what the archaic occupations are and will fill in the Student Chart. Opposite each occupation on the list, synonyms and pertinent details of longer definitions should be noted.
2. Students will use the information gathered and their own imaginations to design and produce a guild or 'artisan's craft' flag. The central feature will be a symbol of their creation that represents their guild or craft. The flag may be shaped as a shield, a long rectangle, a square or even a circle and may or may not have tassels!

EVALUATION

Activity 1

Mark the definitions of the following words right or wrong, consider the synonyms and detail words recorded. The words below correspond to the definitions in Student Chart 2.

1. Fletcher
2. Tapster
3. Spinster
4. Milliner
5. Armourer
6. Saddler
7. Shapester
8. Sutrice

Activity 2

Develop a set of criteria for evaluating the flag in discussion with students. Consider design, appealing symbol, strong use of colour and "Medieval Flavour."

STUDENT CHART 1

Women's Jobs—What Do the Words Mean?

Some of the words used to describe the occupations of Medieval women are archaic—that is, they are old-fashioned and are not used any more. The following terms will likely be unfamiliar to you. Using a dictionary, your own knowledge from the Grade 8 textbook that you are reading and discussion within your triad, match the occupations with the definitions supplied.

Occupations

1. Spinster _____

2. Shapester _____

3. Tapster _____

4. Sutrice _____

5. Milliner _____

6. Fletcher _____

7. Saddler _____

8. Armourer _____

STUDENT CHART 2

Definitions

1. This word comes from the German word for flesh and means a person who handles and markets meat.

2. This word means “innkeeper” and is based on the word “tap” which refers to the taps in an inn or public house from which beer and ale were poured.

3. This word has come to mean “an unmarried woman” and was used frequently until very recently. It is connected to the preparation of wool for making cloth.

4. Women who did this job worked with hats—as trimmers and decorators.

5. Women sometimes worked on the manufacture of protective clothing for soldiers and knights—much in use during the Middle Ages.

6. Other than foot, horses were the main type of transportation in the Medieval period. This occupation ensured that riding was reasonably comfortable.

7. Today, people would use the word **tailor** instead of this word. As you know, the job of a tailor is to alter and adjust clothing so that it fits a particular person.

8. To discover the meaning of this word, you might want to look up a related word: suture. Women engaged in this work laboured to stitch seams of leather, similar to the way a surgeon sews up skin!

Writing Living History



LESSON 7—GRADE 8

TIME

One 80 minute class.

LESSON TITLE

Writing Living History

OBJECTIVES

To have students build vocabulary and understanding by Using More Descriptive Words.

INTRODUCTION AND OVERVIEW

See instructions to students and teachers' notes.

Reconfigure your cooperative triads by dividing the class into four cooperative groups, heterogeneous for gender, ability, ethnicity and so on.

ACTIVITIES

Assign each group three words, one from each of the categories A, B and C.

Supply each group with dictionaries and thesauruses and have them look up and write down the definition of each word. Then, have the group write three original sentences using each of their words correctly. Then, have the group write a single sentence using all three of the words and having the subject (one of the B words) explicitly identified as a woman. For example: **The widowed peddler carried her heavy load of tallow past the overflowing village latrine.**

Then, have each group select a **Wordsmith** to present the definitions, the three separate sentences and the unified sentence to the class. Scribe each of the sentences on the overhead or make overhead transparencies of the students' sentence sheets.

A **class discussion** could be held to debrief the value of distinctly colourful words in writing readable, lively history. A Wordsmith role may be assigned regularly and should be rotated. **A Wordsmith is an artisan who crafts words, bending and refining them to suit specific and delicate tasks.**

EVALUATION

In order to work cooperatively on writing skills, students should peer edit their sentences in their groups. They should use the following criteria, keeping in mind that this piece is to reflect history accurately.

C—Content: The content should imaginatively portray the **specific work** of the character and be detailed according to the **information** in the data sheets.

O—Organization: The sentences should be organized in a **sequence** that is linked by strong sentence to sentence **transitions**.

S—Style: The writer should display a sense of style and liveliness by using **strong** verbs, **rich** nouns and **colourful** adverbs and adjectives.

M—Mechanics: Spelling, word order, use of verbs, plurals, prepositions and pronouns should be accurate, as should punctuation.

Plan for each category to have a value of 5 points for a total of 20 points.

EXTENSION ACTIVITY

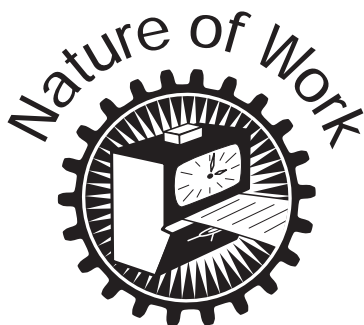
1. "Just for Fun" —Write an imaginative but historically correct story using all 12 of the above words. Make it lively and show, do not tell, what is going on. Use a trip to the library to collect some more materials.
2. Have each group write a story which uses ALL 12 words. The Wordsmith from each group then reads the story to the class.

INSTRUCTIONS TO STUDENTS

The following words are colourful and, in a few cases, quite old-fashioned. Some are rarely used today. In that case, the term used to refer to them is *archaic*. You may either be totally unfamiliar with these words or have heard one or more on occasion. You probably rarely use them in writing. But, in order to describe the Medieval woman's world accurately and to create an authentic mood and setting, it is necessary to use words that are right for the period. You have already become familiar with eight archaic words for types of jobs women used to do. Using these and other old words will give your writing flair and your readers a sense that you understand what you are saying. Historians and writers who produce historical fiction are always very careful to do just that—to be authentic for the time they write about. You will work with three words, one from each category. In your group, define each one using a dictionary. Then, after discussion, use each one in a sentence. Finally, use one word from each category in a **single sentence**.

If you are doing the more detailed version of this task, you will work with six, nine, or twelve words. Every summary sentence must use a word from group B for the subject and pronouns used to refer to the subject must be feminine.

GROUP A	GROUP B	GROUP C
A. MORTAR	B. PEDDLER	C. LATRINE
A. THATCH	B. SURGEON	C. TALLOW
A. BRACKEN	B. GLEANER	C. HYGIENE
A. HEARTH	B. POULTERER	C. PORRIDGE



Daily Life in the Village

LESSON 8—GRADE 8

LESSON TITLE

Daily Life in the Village

OBJECTIVE

Students will continue to develop their writing skills and deepen their understanding of the variety of occupations women undertook during the Medieval Period. They will gain a sense of the class differences during this era. Activity Three: (writing living history).

INTRODUCTION AND OVERVIEW

The resources listed below are self-contained in this unit plan but may be supplemented by books from the school library. This is not intended to be a research activity and students should be able to produce perfectly satisfactory work without spending any time on library research. There will be some information in the text, as well.

MATERIALS

Student Data Sheets #1, #2—pages 58–60.

ACTIVITIES

After reading the background information, students will choose to be either the **mistress of the manor** or **a peasant woman**. Each student will write one six to eight sentence descriptive paragraph entitled "A Day in the Life." For each of the two categories, there are seven specific activities listed in the general background. Students should be encouraged to write in the present tense and the active voice while using imaginative language with powerful nouns and verbs. The intention is for writers to describe clearly the kinds of activities their character would engage in during the course of a day.

EVALUATION

Use the COSM method outlined in the previous lesson.

EXTENSION ACTIVITY

Students may draw a word web on chart paper with "Daily Life in the Village" at the centre and seven spokes radiating from that. A typical week's activities would be the logical next step, followed by as many words as possible that describe the activities. You may draw a framework sample on the overhead.

Women Workers in Town



LESSON 9—GRADE 8

LESSON TITLE

Women Workers in Town

OBJECTIVES

To have students represent, in a Role Play and Script Writing Activity, an interaction between Medieval women workers who themselves represent six different lives. It will demonstrate the complexity of the times and of women's experiences.

INTRODUCTION AND OVERVIEW

Explain to students that they will be working in pairs to plan and write a dialogue that could have occurred between two women from two different perspectives in life—one young, the other older in the Medieval Period. At this time, there were no formal educational institutions for women outside the church. Schools as we know them did not exist. People learned from one another—particularly from interactions with the elderly and presumably wise—in their families, neighbourhoods and working associations. What advice might an older woman have for one younger? What would a younger woman ask? Students should think of these and other questions as they write. The script will contain these two characters only. Information from the general background should make the writing of colourful but historically accurate dialogue and setting description very straightforward. Students may also use their text or a library book as additional references. The dialogue between the two characters should focus on discussion of the issues or problems or life challenges spelled out in the 'prompts.' As in a short story or a novel, a play, even a very short one, requires tension or conflict to drive the plot. Given the class-based differences between each of the characters in each pair, there are obvious "built-in" points of stress.

BACKGROUND INFORMATION

Student Data Sheets #1, #2, #3—pages 58–62.

Role Play Prompts

ACTIVITY

One act plays written and produced by students.

In pairs, have students use the information in the general background Student Data Sheet #3 to prepare one act play scripts of no more than 2-1/2 double spaced pages.

Each pair will choose one of the roles from the "Voices of Experience" and one of the roles from the "Voices of the Future".

After completion of the script, each pair will present or 'act it out' for the class.

EVALUATION

Create criteria to evaluate both the written work and the role play. For the former, COSM may be used, for the role play, focus on voice projection, modulation, eye contact, effective gestures, and dramatic flair.

It may be helpful to have the students make up five cards and after a class brainstorm, list on each card the four main criteria on which to evaluate each of the five elements of the role play.

ROLE PLAY PROMPTS

Voices of Experience

1. The wife of a prosperous weaver who, with her two daughters, spins the thread for her husband's loom and manages a large household.
2. A middle-aged widow who has taken over her husband's place as a goldsmith in a chartered guild. She is not welcomed by her fellow guild members.
3. An unmarried, independent woman who, with a small inheritance from her father, has set up a brewery and a horse-mill to grind corn.

Voices of the Future

1. A young, unmarried silkworker who is struggling to save enough money from her wages for a respectable dowry.
2. The unmarried daughter of a newly bankrupt craftsman, preparing unwillingly for her upcoming marriage to a young banker. She would like to be a nun.
3. A poor country girl, now in service at the home of a town grocer. She also works as a pin-maker to add to her meagre income.

Medieval Job Descriptions

Do You Have What it Takes?



LESSON 10—GRADE 8

LESSON TITLE

Medieval Job Descriptions. Do You Have What it Takes?

OBJECTIVES

Students will think about and organize in sequence the steps and procedures required for a woman to do a particular job.

INTRODUCTION AND OVERVIEW

Explain to students that every job can be broken down into small steps and that, even without the fancy electronic technology they enjoy in the 21st century, work in the Medieval Period could be complicated. Because there were only two types of communication—writing and talking with people—social skills and conversation must have been important. The work they will do will help them see and talk about social and other skills that were required and learned by women so they could do their work.

BACKGROUND INFORMATION

This activity may be done either in triads or individually.

If students are working in groups of three, the students must choose three different jobs, discuss the task at hand and work together to complete job analysis diagrams.

MATERIALS NEEDED

Background information from Data Sheets #1, #2, #3

Example Templates

Black line Masters

One library period to consult library books, searching particularly for plates of drawings, etchings, paintings, woodcuts, illuminated manuscripts and so on which depict people—especially women—at work.

ACTIVITY

Students will choose one of the many town jobs women could work at and develop a first draft list of the specific tasks and skills that they might expect this work would require. When students finish their first drafts, have them print these tasks and skills on the template in sequential order from first to last done.

Students will use point form and will not use more than five words to describe a task or skill. They should be as specific as possible and avoid general or vague language.

Students will follow the format of the Example Template.

EVALUATION

Evaluate on the logic of sequence, the specific descriptive details and the number of identifiable tasks and skills provided these are 'doable' and actually make sense.

EXTENSION ACTIVITIES

Have students, using upper case letters on white chart paper, construct a chart of each of their Job Skills Analysis. They may illustrate this chart with an original "woodcut" type design to represent the job. Students should use black or dark brown colours only to replicate the ink used in the Medieval period.

SUMMARY PARAGRAPH

Compare and Contrast

Have students compare and contrast the Job Skills of the job they analyzed with a job they would like to do. Students should not choose a future as sports celebrities! What skills are the same, what skills are different? Students might draw a Venn diagram to visually represent these differences and similarities. After they have organized a diagram, plan and write a paragraph on the topic. Before concluding the paragraph, explain reasons for choosing the job.

EXAMPLE TEMPLATES

FISHMONGER

STEP	TASK	SKILL(S)
ONE	Purchase fish from fisherwoman	<ol style="list-style-type: none"> 1. Quality control 2. Bargaining a price 3. Agreeing on a price
TWO	Clean fish	<ol style="list-style-type: none"> 1. Cutting carefully 2. Neatness 3. Cleanliness
THREE	Display fish	<ol style="list-style-type: none"> 1. Design
FOUR	Sell fish	<ol style="list-style-type: none"> 1. Speaking skills 2. Listening skills 3. Counting/numeracy

JOB SKILLS ANALYSIS

STEP	TASK	SKILL(S)

UNIT SUMMATION

As a general survey wrap-up, teachers may wish to give an 'open book' quiz at the conclusion of the unit, or students could prepare for a 'closed book' approach.

QUESTIONS FOR GENERAL SUMMARY

General Background, the Manor and the Towns

1. What jobs done by women in the family economy were also done for wages in the market economy?

2. Why were women not paid wages for their family economy jobs? _____

3. What reasons might a rural husband—whether squire or peasant—give for not paying wages to his wife?

4. What reasons might a prosperous guild master give for paying women workers lower wages than those paid to men? _____

5. Women's wage rates sharply declined in the later Medieval period at the same time as two other developments. What were they? _____

6. Even though there were more women than men living in many towns at certain times after 1350, women were gradually excluded from a number of occupations. Give some reasons that might explain this development. _____

7. What was the job of the midwife? _____

8. What happened to the status of the midwife after 1600? Why? _____

9. What were some of the tasks done by "camp followers"? _____

10. Which occupations of Medieval townswomen are ones that today are organized into a well-known union? What is the name of that union? _____

GENERAL BACKGROUND INFORMATION FOR STUDENTS

The Medieval Period in Europe extends from about 450 of the Common Era (CE) until about 1450 CE. These dates mark the fall of the Roman Empire and the beginning of the Renaissance respectively. At one time, this period was popularly known as the Dark Ages because some scholars and students believed that for one thousand years after the disintegration of the old Roman Empire, not a great deal of learning, inventiveness, discovery, or exciting artistic activity occurred in Europe. In the last hundred years, however, historians have altered that view, peeling back layers of research material to illuminate a brighter, more complicated past than was previously known.

During the Medieval Period, as now, women made up half the world and, of course, did at least half the work. Unfortunately, the term *dark age* could easily be applied to general knowledge about the situation of women in Europe during that one-thousand-year span of time. Very recently, though, since about 1970, more women historians, with specific interests in the history of women, have researched and written about the lives of Medieval women. Of particular fascination has been the topic of women at work. Historians have examined the kinds of work women did, where and when they did it and how they carried out that work. The “why” of women’s work at the time, is, on the surface at least, fairly clear. Without women’s labour, children would not have been born and raised, fields would not have been sown and harvested, animals would not have been cared for, clothing would not have been made or cleaned, and food would not have been prepared. This list of jobs concentrated in the *family economy*, although far from complete, makes clear the diversity and importance of women’s activities. Those activities extended in profusion beyond the confines of the home for much of the Medieval period. Even though the institutions of work in the *market economy*, particularly the guilds, were overwhelmingly male, such “town work” employed women in a startling array of jobs. From working with gold to tanning leather, women worked. And, without doubt, whether performed in well-appointed manor houses, modest village cottages, crowded town homes, or the fields that bordered them, women’s work was *socially necessary*. As historian James Farr remarks, “Female participation in the economy...was certainly not confined to the household. Or rather, we should say that the household economy was closely and dynamically connected to the market economy and so that a female role in the ‘family economy’ often meant a pronounced contribution to the market economy itself.” (107–108)

By the 14th century (the 1300s), European society was experiencing changes that were slow and small at first. Then, within 300 years, these small drops of change became a great torrent. Social mobility grew, and gradually, more and more people began to move around the countryside, increasingly settling in towns. The 1347 Black Death epidemic that killed about a third of the entire population of Europe, multiplied the numbers of moving women and swelled their numbers in English towns so that, in some places, women outnumbered men. From the 14th century right through the 17th century, in European towns overall, there were between 20 and 30% more women than men (Zinsser p. 357). In the towns, both women and men found work in the manufactories that had grown from small workshops. Some of the earliest “big factories” on the European continent were in the textiles industry, where thousands of “bluenails” worked. This descriptive term was used to identify workers whose fingernails had turned blue from the dyes used. At about the time that factories were growing in size, with greater numbers of workers and increasing production, many of the great European guilds began to exclude women from membership. Such rules were often ignored. For example, even though women were excluded from the dyer guilds in Flanders, many women worked as dyers there, “...some even owning dying enterprises.” (110, Farr)

THE MANOR

Most Europeans in the Medieval period lived in small villages in the countryside. The villages were usually attached to a manor house, where the local gentry resided. Women's lives in the manor house were organized hierarchically, with a mistress overseeing the work of many labourers.

The Mistress—supervises the following tasks:

1. Caring for domestic animals and poultry.
2. Making butter and cheese.
3. Butchering livestock for consumption in the manor and for sale at the market.
4. Tending the kitchen garden.
5. Preparing and preserving food.
6. Organizing spinning, weaving and sewing.
7. Teaching domestic skills to young women boarding at the manor.

In addition, as this lengthy quotation from Elise Boulding's study of women throughout history illustrates, the mistress of the manor occasionally extended her activities.

Enterprising women could expand the domestic workshops of the manor houses beyond the usual dozen women and girls. In the towns of northern Europe these manor house ladies sometimes supervised a number of workrooms where women worked at making silk and wool cloth. Such supervision usually entailed maintaining dormitories where women "of all conditions and ages" could live, although occasionally workers would come in by the day. These establishments were in fact pre-industrial factories. (pp. 481–482)

Peasant Women

The Married and the Unmarried

The peasantry was a large class of people in Europe who, as tenants, farmed small plots of land owned by the local gentry. In feudal times, the peasantry (in some areas known as serfs) also owed to the lord certain duties. As this very restrictive system changed, some peasants specialized in the tasks they had done in their homes, on the land and for the lord. For **married peasant women** in England in the 14th century, there was no strict male-female division of labour and there were no tasks a peasant woman might not be called on to perform (Leyser, p 144). Some of the tasks that they did were:

1. Milking cows
2. Shearing sheep
3. Caring for poultry and for pigs
4. Growing vegetables and herbs,
5. Baking bread in the communal oven
6. Plowing and harvesting the fields
7. Making ale

In each village, making ale (done by the brewster or ale-wife) was an extremely important task. Ale, a fermented beverage that in Medieval England had the consistency of watery porridge, is made with barley. Most people, including children, drank ale. Water was considered to be unhealthy and actually it often was—water quality was suspect at best. Ale making was arduous, time consuming work, and, while most was done by women, women were almost never employed as ale-tasters, who maintained standards and granted licenses. That job, which had higher status than making the ale, was the preserve of men.

Single women in villages were most often employed as day labourers or "in service." Working "in-service" (living as a servant in the home of a family not your own) may have entailed a main responsibility as a dairymaid

or a laundress. Many tasks which involved water were a main responsibility of women. Hauling water, bathing infants, cooking with boiling water, and cleaning all had to be done! "Washing in particular seems to be a job only done by women." (Leyser, 151) "**Cottager women**" worked as day labourers and tended their own gardens. Sometimes, women day or wage labourers performed seasonal or casual tasks. Among these were:

1. Haymaking
2. Mowing
3. Breaking stones for road-mending

In addition, women rarely left their modest homes. The following long quotation (Leyser 150–151) describes a typical peasant house in Medieval Germany.

The hearth is situated almost in the centre of the house, and is so placed that the peasant's wife, who spends most of her time sitting and working there can see everything at once. No other type of building has such an ideal yet comfortable vantage point. Without having to get up from her chair, she can overlook three doors, greet people entering the house, offer them a seat, while keeping an eye on her children, servants, horses and cows, tending cellars and bedrooms, and get on with her spinning and cooking.

As is obvious, the peasant woman householder had a central role to play, even if the family didn't have many possessions.

THE TOWNS

Until the middle of the 17th century (the 1600s), European towns were not very populous, most people lived and worked in the countryside. But, towns were always centres of manufacturing and trade. And, in the towns, a key institution for organizing, standardizing and protecting craft work was the Guild. Guilds are very old institutions and they have changed much over time. Elise Boulding points out that "There is a persistent myth that women were equal with men in the original guilds, and were gradually pushed out by industrialization." (486).

In reality, there were two kinds of guilds. The **merchant guilds**, dating from the 12th century (the 1100s) included people from many different crafts focussed on selling their wares. Women were members of these guilds but never enjoyed the same status as did men. The **craft guilds** evolved as demand for special kinds of products—*crafts*—increased. Women were important in these organizations, too, "... both as business partners and workshop helpers." (Boulding, p. 486). As in the merchant guilds, however, women in the craft guilds did not have equal rights and privileges with the men. In fact, in guilds with both female and male membership, women were rarely permitted to train as apprentices. The most common way for a young woman to become involved with a guild was through marriage. By marrying a man with guild membership, a servant girl who had managed to save sufficient funds to accumulate a dowry could raise her social status. As a guildsman's wife, she was responsible for managing a household, caring for children, dealing with accounts, and aiding her husband in the pursuit of his craft. Small families were the rule and, when compared with families of similar status in the 20th century, had few possessions and even fewer luxuries.

There were some "women only" guilds throughout the European continent. A case in point is Paris in the 13th century (the 1200s) where there are records of 15 all-women guilds that routinely apprenticed women who could then proceed through training to become guild mistresses. A mistress was the equivalent of a master; skilled, fully trained and independent. There were also all-women guilds in England. Despite these associations, however, most townswomen were excluded from valuable skills training and, even in small home workshops, women's additional responsibilities in childbearing and housework took up much time. Of course, inferior training meant low wages. In the workshops of Europe, women's salaries were set as a proportion of men's—from three quarters to one-half, and this difference increased as factories grew in size and more people moved from the countryside into the cities.

Skilled working women in England in the Middle Ages had a number of jobs open to them. The poll-tax returns from Oxford in 1380 show that women were employed in the following crafts:

Occupation	Numbers of Women
SPINSTER	37
SHAPESTER	11
TAPSTER	9
SUTRICE	3

The following types of work were open to women or men and the most likely townswomen to be employed in them were married. Merchants were traders representing all social and economic classes, from street hawkers to shopkeepers.

Unrestricted on Grounds of Gender:
Married Women in Towns

- huckster selling ale, bread, fish
- armourer
- book-binder

- merchant
- fletcher
- carrying thatch, turves or tiles
- loading wool onto ships
- saddler

All Women Guilds

- silk—in England, the silk trade was restricted to women for some time
- embroidery
- millinery
- special garments

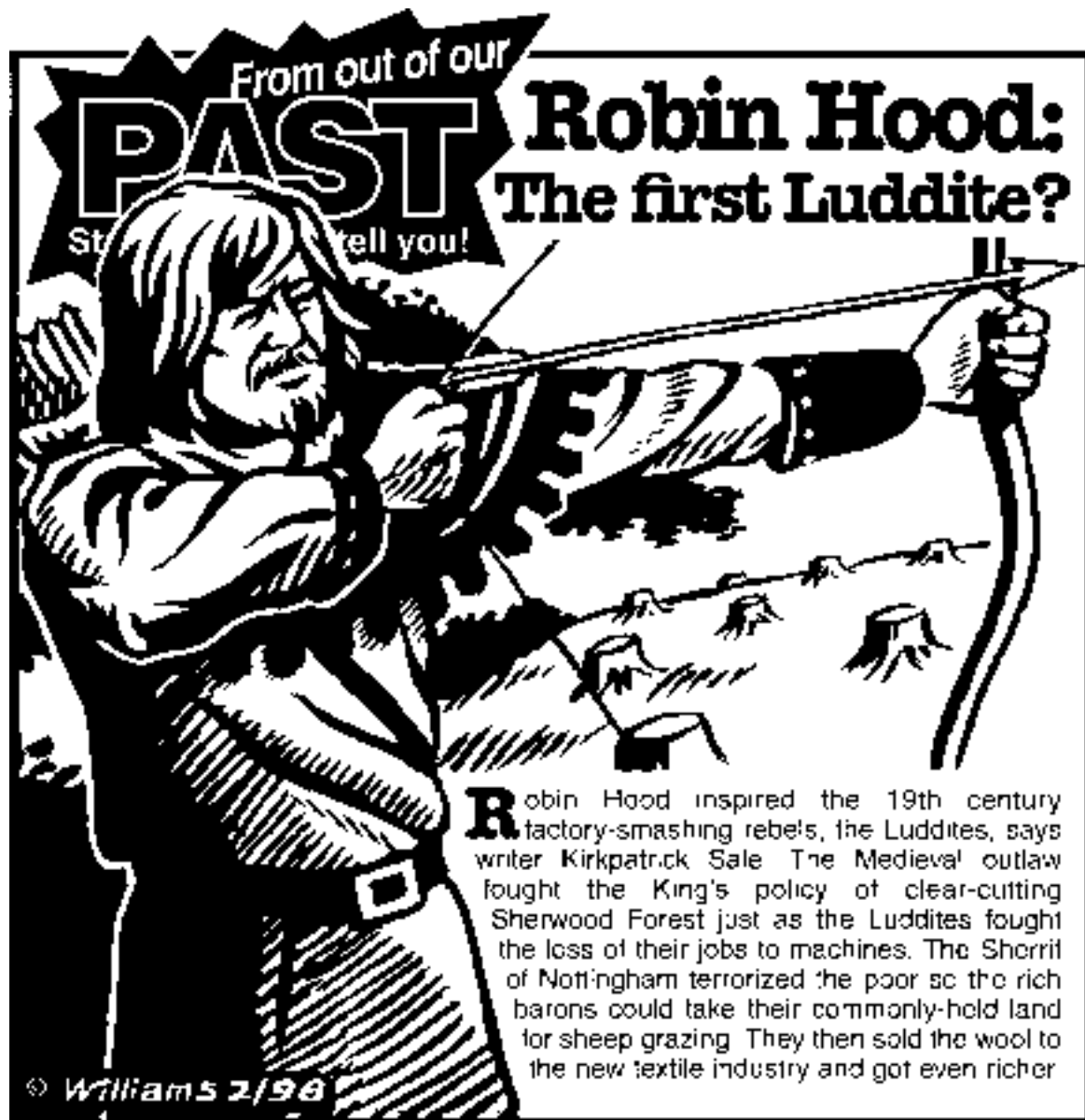
Another craft open to women was weaving, although most weaving was done by men, partly because looms were costly. Poor women often engaged in the following textile and garment trades. Such female domination seems to be an ancient tradition, extending to the present day. A famous, mostly women, union is the International Ladies Garment Workers' Union.

- spinning, carding and combing wool
- currying leather
- sewing up shoes and gloves
- knitting caps
- making gloves

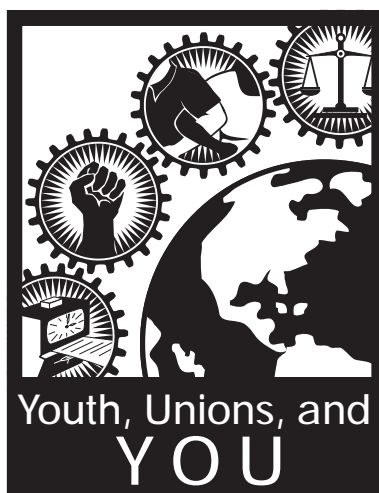
Just as peasant women did hard, manual labour, so too did poor working townswomen. "Women carried stones, brought water for the mortar mixes, bunched thatch for roofs, collected moss and bracken to cushion the roof tiles of houses" (Zinsser, p.361). Women also carried sand and bricks, cleaned out latrines, and dug ditches. A strong sense of self and family preservation as well as willingness to sweat and strain led poor women into every sort of service work imaginable! There were women pedlars, selling goods as diverse second hand clothes, tallow and wheat from door to door. In the textile industries—where there were considerable numbers of women—they tatted lace, spun thread and carded linen and wool.

By the 17th century, occupations such as silk-weaving that had been dominated by women were controlled by men. Other jobs which had once included women also changed. In the English town of York, men replaced women who had been surgeons. Women doctors had been especially influential in Italy, in university towns such as Salerno, where educated women workers held real power. But by the 1600s, however, women doctors had disappeared. Male doctors had taken over and, although they were trained in universities, they were not really knowledgeable about the science of medicine or about matters of hygiene! Women successfully retained their dominance in midwifery, the long-respected occupation of helping women give birth. At the same time, though, the status of and pay for this occupation was downgraded. Sheila Rowbotham, an English historian, has this to say: "The original disapproval of having a man at a birth was conveniently discarded by the rich and fashionable. Women midwives were confined to the poor." (p. 27) Only recently in British Columbia have midwives regained their status and recognition as skilled health workers.

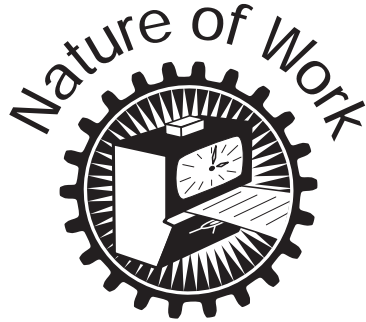
Not all women in the towns of Medieval Europe were gainfully employed. Some townswomen were very poor and others, mainly those without the required permission to move into and trade from the towns, resorted to crime, including prostitution. Some of the poor were fined for moving illegally from town to town, others came before the court for gleaning in fields just outside the town walls, still others became "camp followers." These women moved across the countryside attached to armies, where they cooked, washed, dug trenches, and nursed wounded men.



SOCIAL STUDIES



GRADE 9



The Industrial Revolution in England: Novel Based Projects

LESSON 1—GRADE 9

PRESCRIBED LEARNING OUTCOMES

It is expected that students will...

- evaluate the effects of the Industrial Revolution on society and the changing nature of work.

LESSON TITLE

The Industrial Revolution in England: Novel Based Projects

OBJECTIVES

Students will:

- choose two novels from an annotated list.
- read them.
- expand their knowledge of historical events associated with the early Industrial Revolution in England.
- develop their ability to evaluate and discuss the strengths and weaknesses of works of historical fiction.

INTRODUCTION AND NOTES TO TEACHERS

Novel studies can be effectively incorporated into many social studies courses. Sometimes Social Studies 9 and English 9 are integrated and offered as Humanities 9. The Social Studies 9 curriculum's focus on the Industrial Revolution offers an opportunity for students to explore aspects of the changing society in Britain during the 19th century by the use of novels.

This unit is best approached as a collaboration between the classroom teacher and the teacher-librarian. Some schools may have copies of some of the titles, but it is expected that many of the novels will have to be purchased. Ask your teacher-librarian to help with this.

Chapter Oliver Twist!

This unit is adapted from *Novel Projects for Social Studies 9*, by Judith Coffin (teacher-librarian: Surrey, B.C.), Phyllis Simon (former Vancouver public librarian), and Ramona Sousa (teacher: Surrey, B.C.). The original was published in the December 2000 issue of *The Bookmark*, published by the British Columbia Teacher-Librarians' Association.

MATERIALS NEEDED

Single or multiple copies (three or four if possible) of the novels identified in the handout: *The Book List*, on the following pages. They are available at a discount through Kidsbooks.

Student Handout: The Book List

After going through this list with the other members of your group and examining the books, select two novels from this list that the members of your group will read. Check with your teacher regarding books you will be working on.

- Aiken, Joan. *Midnight Is a Place*
Two orphans struggle to survive on their own in 19th century England
- Almond, David. *Kit's Wilderness*
Christopher "Kit" Watson returns to the old English coal-mining village of Stoneygate, where his ancestors lived, worked, and died. He is drawn into a spin-the-knife-and-pretend-to-be game of death.
- Dickens, Charles. *Oliver Twist*
A retelling of Dickens's famous story of the young boy who flees from a dismal Victorian orphanage in London only to be captured by Fagin and his gang of child thieves.
- Doherty, Berlie. *Street Child*
Jim Larvis, a poor orphan living in Victorian England, escapes the forced labour of shovelling coal on a river barge and finds himself alone and starving on the streets of London.
- Freeman, Bill. *Trouble at Lachine Mill*
Meg and her younger brother, Jamie, take jobs in a shirt factory in Montreal. They discover that they have been hired at low wages to work long, gruelling days, to replace striking workers.
- Gaetz, Dayle Campbell. *Living Freight*
Orphaned by the death of her mother, Emma flees the 60-hour work week of the mills in England during the Industrial Revolution to find a new life in British Columbia.
- Garfield, Leon. *The Apprentices*
Compelling stories of the lives of the apprentices of London's pawnbrokers, midwives, clockmakers, and lamplighters during the 1800s.
- Holman, Sheri. *The Dress Lodger*
Fifteen-year-old Gustine is a potter's assistant by day and a prostitute by night in cholera-stricken England in 1831. She strikes a deal with an ambitious young surgeon: her son's life in return for the dead bodies he requires for his research. (Recommended for mature and advanced readers.)
- Howard, Ellen. *The Gate in the Wall*
When Emma Deane is locked out of a silk factory in Victorian England for being one minute late, she faces hunger, poverty, and sickness until she...(find out!)
- McCully, Emily. *The Bobbin Girl*
When her mother's income from the boarding house no longer covers their expenses, Rebecca is forced to become a bobbin girl in the local textile mill, where she faces low wages, long hours, loud machinery, polluted air and the risk of injury. (Recommended for ESL readers.)
- Paterson, Katherine. *Lyddie*
After her father abandons the family, Lyddie Worthen, a young Vermont farm girl, is forced to work long hours in a dirty Massachusetts factory. Should she keep silent and earn money to help support her family or protest her poor working conditions?

- Tomlinson, Theresa. *Ironstone Valley*

When Ned starts working in the Ironstone mine, his greatest fear is...

- Trease, Geoffrey. *Danger in the Wings*

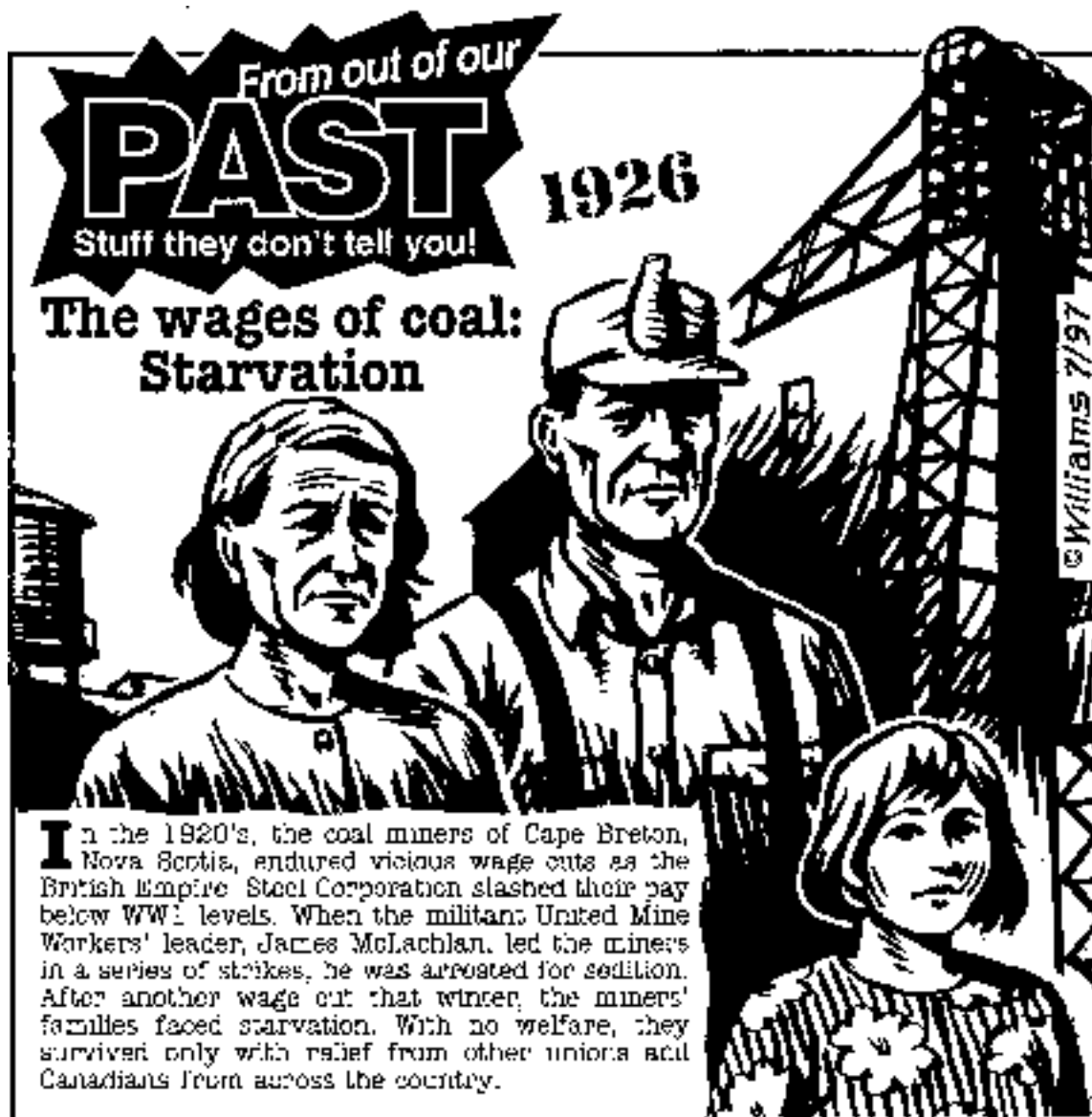
At the end of the 18th century, relations between America and England were tense. So, when Dan moves to London to pursue his love of theatre, it puts him in great danger.

- Wallace, Barbara Brooks. *Sparrows in the Scullery*

Once privileged, but orphaned when his parents were killed in a carriage accident, Colley Trevelyn is kidnapped and sold to a home for boys where he is forced to work in a glass factory.

- Wiseman, David Jeremy. *Visick*

Why is Matthew drawn into helping a boy who was lost in a mining disaster a century before?



ACTIVITY 1

1. Introduce the project.
2. Divide the class into groups of three or four students.
3. Give everybody a copy of the novel list.
4. Go to the library for the first selection, and allow students to sign out their first choice.
5. Record the title of the novel that each group chooses.
6. Assign adequate reading time for students to read the novel.
7. Repeat steps 4, 5, and 6 for the students' second choice.

ACTIVITY 2

After reading the two novels, each student must complete one of the following individual projects, and each group must complete one of the following group projects.

INDIVIDUAL PROJECTS

1. Make a five-in-one poster (50 marks)

Create a well-designed, and presented "five-in-one" poster, having the following five elements:

- a visual representation of the historical setting of the novel.
- the novel's title and the author's name.
- a short, but relevant, quotation from the novel dealing with one of its key ideas.
- a brief summary of the novel's plot (no more than 50 words).
- a recommendation rating (one star up to five) with a brief explanation of your evaluation.

Evaluation based on:

Appearance/Style	10 marks
Content	10 marks
Relevance	10 marks
Quality of written summary	10 marks
Overall impact	10 marks

2. Write a Book Review (50 marks)

Write a well-written, one-page book review summarizing the novel's plot, outlining its main characters and addressing its underlying theme. Include your evaluation and whether or not you would recommend the book to other students.

Evaluation based on:

Quality and effectiveness of writing	20 marks
Coverage of content	10 marks
Basis of your evaluation of the book	10 marks
Appearance/Style	10 marks

3. Evaluate the Novel's Historical Accuracy (50 marks)

Using at least two different sources in your library, write a one-page report that evaluates the accuracy of the information in the novel. Check for things like dates, historical events, real people, places, etc. Based on your research, decide on a rating of from one to five stars for your book's historical accuracy.

Evaluation based on:

Effectiveness and quality of writing	20 marks
Use of research sources	20 marks
Appearance/Style	10 marks

GROUP PROJECTS**1. Participate in a Book Club Discussion Group (50 marks)**

A book club is an interactive group of people who meet regularly to discuss a book that they have all read. Your book club is the group of students you have worked with on these two novels.

Read the first novel. As you read it, ask yourself the following questions:

1. Has the author created an interesting story?
 2. Even though it is fiction, has the author dealt with history in an accurate and appropriate way?
 3. Are the novel's characters lifelike and believable?
- Meet as a group and for 15–20 minutes; discuss the book and your responses to it. Drinks and cookies are allowed during this time. Did you like the novel or not? Why? What were the best parts of the book? Why? Did the author do a good job? Why or why not? Was the book useful in helping you understand what life was like for some people during the Industrial Revolution?
 - Repeat all this for the second novel.
 - Meet again, and design and then make a brief presentation to the rest of the class. Involve all members of the group and summarize the content of one of the books; evaluate the book's strengths and weaknesses and cite highlights of your group's discussion of the novel.

Evaluation based on:

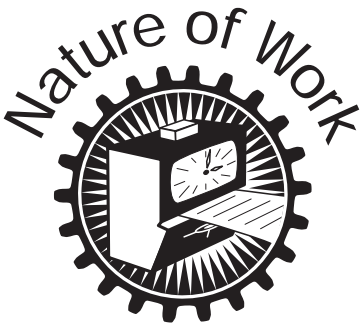
Group Participation	25 marks
Presentation to class	25 marks

2. Make a TV News Broadcast (50 marks)

Your group will make a simulation of a 10-minute TV news report that reflects a key historical event depicted in one of your group's novels. Using an anchor person and a team of reporters develop a set of stories related to, and appropriate to the event you have selected. Even though TV was not part of 19th century technology, assume you are reporting events at the time. Be creative!

Evaluation based on:

Relevance and accuracy of stories	10 marks
Quality of production and presentation	20 marks
Overall creativity	10 marks
All members fully involved in project	10 marks



The Nature of Work

LESSON 2—GRADE 9

PRESCRIBED LEARNING OUTCOMES

It is expected that the students will...

- identify factors that influenced growth and development of industry
- assess how identity is shaped by a variety of factors
- analyze factors that contribute to revolution and conflict

LESSON TITLE

The Nature of Work

OBJECTIVES

- to allow students to participate in a classroom simulation comparing work in a traditional, pre-industrial, domestic system to work in a newly introduced industrial factory system.
- to use the simulation as a basis for a discussion on the changes in the nature of work associated with the Industrial Revolution.

INTRODUCTION AND NOTES TO TEACHERS

The *Industrial Revolution* represents one of the most significant periods of change in all of human history. It describes a whole set of major economic and social changes that began more than two hundred years ago in Britain. Even though the Industrial Revolution involved a complex set of factors, two key elements can be identified:

- the application of new technologies to the process of manufacturing or making goods;
- the reorganization of work away from the old domestic system of production to a mechanized, factory-based system.

Both of these are based on the nature of people's work. Workers were at the very core of the momentous changes that formed the industrial revolution. The changes were enormous and long lasting. First in Britain and, since then, in most other parts of the world, including Canada, the whole fabric of society was transformed. By the beginning of the 19th century traditional rural life was being replaced by industrial urban existence. Displaced workers and their families had to cope with the squalour of urban slums and the brutal conditions and low wages of the mills and factories. A new *working class* consciousness was born. It helped shape social protest movements such as *Luddism* and *Chartism*. *Trade unions*—initially considered illegal—were formed as a means to improve ordinary people's working lives. In the meantime, the owners of the mills and factories—the new *capitalist class*—became increasingly rich and powerful as they profited from the wealth created by *industrialization*.

Chapter 5, of the Social Studies 9 textbook, *Crossroads: A Meeting of Nations*, deals with the Industrial Revolution in Britain. Pages 143–145, in

particular provide students with some information on the domestic cottage system and the new mechanized industrial system of production.

BACKGROUND INFORMATION

A Moebius strip is the simplest geometric shape having only one surface and only one edge. It can be created by taking a strip of paper, giving it a half twist along its long axis, and then joining the two narrow ends together. It is an ideal object for this simulation. It's interesting in itself, and it's easy to make.

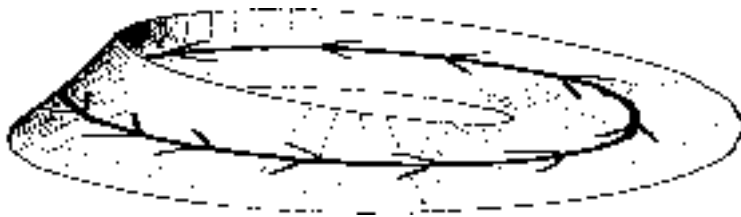
Inform students that they should imagine that the strips represent much-needed commodities in Britain at the end of the 18th century that sold for 10 pennies each. Tell them that they are going to simulate two ways the strips could be made: by a pre-industrial domestic system and by an industrial factory system.

MATERIALS NEEDED

Lots of scrap paper, two pairs of scissors, two rolls of adhesive tape.

ACTIVITY 1

A completed strip must be approximately 2 cm wide and at least 20 cm around. It must have a continuous black line drawn on its surface, with broad arrows, pointing the same way, every 2 cm.



Moebius Strip

Divide the class into groups of four to six students.

Group 1

The group produces strips by dividing and specializing their labour and using a form of assembly-line production. One member of the group should take on the role of supervising owner and manager. He or she can direct and supervise the work of the others but must not do any work directly. The resources available to group are sheets of paper, two large pairs of scissors (a new and expensive technological advance), two rolls of adhesive tape (another new technology), and pencils. The resources are owned by the person who supervises and directs the work. The group represents the industrial system of production.

Groups 2, 3, 4, etc.

Each member of these groups makes one complete strip from start to finish before starting on his or her next strip. The resources available to the group are sheets of paper, a container of glue, and pencils, owned and

controlled by the group itself. Let's assume that these groups have been producing strips like this for a long period of time and are making just enough money to support themselves. These groups represent the domestic system of production.

Direct each group to start production at the same time. After 10 or 15 minutes, stop them, and count how many strips have been made by each group. Pay each group according to the number of strips they have completed.

Ask group 2, 3, 4, etc. members to divide the money equally among themselves based on the number of strips their group completed. On the classroom blackboard write up what each group member earned. Calculate the average amount earned by members of those groups.

Ask the supervisor of Group 1 to pay each Group 1 worker the same pay as the average of the group 2, 3, 4, etc., workers. He or she can keep the rest of the money. Write on the blackboard the amount of money retained by the Group 1 supervisor.

DISCUSSION, ANALYSIS AND FOLLOW-UP

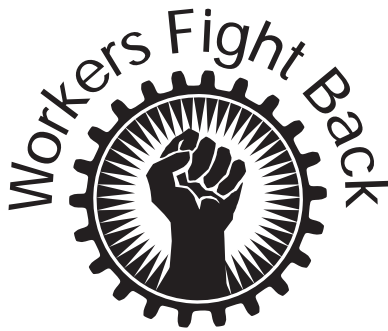
1. Divide the class into groups of four. Assign each group the following questions for discussion in the group and for later feedback to the whole class. A recorder from each group should use wallcharts or blackboard space to record the group's responses.

- a) How did the work differ in the two groups?
- b) Why would domestic system workers in group 2, 3, 4, etc., feel threatened by the new system?
- c) Why would owners of the new technologies used in Group 1 seek to find other new technologies which could be applied to their manufacturing?
- d) How could employers lower the wages of their Group 2 workers as the new system gained strength?
- e) What could workers in both groups do to try to resist the negative effects of the new system?

2. Conclude by having a class discussion on the simulation. How is it reasonably related to the changes that did occur at the start of the Industrial Revolution? How does it fall short of being an adequate simulation? How could it be made more realistic?

TIME

One lesson period



Workers' Responses to Exploitation and Oppression in Early Industrial Britain —TEN OPTIONS

LESSON 3—GRADE 9

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- identify and clarify a problem, an issue, or an inquiry.
- select and summarize information from primary and secondary print and non-print sources, including electronic sources.
- defend a position on a controversial issue after considering a variety of perspectives.
- plan, revise, and deliver formal oral and written presentations.
- co-operatively plan, implement, and assess a course of action that addresses the problem, issue, or inquiry initially identified.
- describe how different forms of artistic expression reflect the society in which they are produced.
- analyze roots of present-day regional, cultural, and social issues within Canada.
- evaluate the changing nature of law and its relation to social conditions of the times.
- identify factors that influenced growth and development of industry.
- evaluate the effects of the Industrial Revolution on society and the changing nature of work.

LESSON TITLE

Workers Responses to Exploitation and Oppression in Early Industrial Britain—Ten Options

OBJECTIVES

To appreciate and explore the difficult choices that exploited and oppressed workers in the early Industrial Revolution had to make and to relate their situation to other groups of oppressed people in other situations.

INTRODUCTION AND NOTES TO TEACHERS

Given the date suggested—1815—some aspects of the WebQuest outlined below may be anachronistic. However, we believe that the “stretching” of history in this case is justifiable. Certainly all of the ideas and responses mentioned were current in 1815.

BACKGROUND

By the end of the 18th century, at the start of the Industrial Revolution, many British workers had seen the advantages of organizing into societies and brotherhoods: workers associations that could be called early

trade unions. At the same time, the first legislation in Britain specifically directed at workers' organizations was put in place. Those were the *Combination Acts* of 1799 and 1800. Their purpose was clearly stated: "*to prevent unlawful combinations amongst journeymen to raise wages*". **Journeyman** is an old term for a day labourer; in other words, an ordinary worker. Any worker who joined an "unlawful combination"—a union—could be punished and the assets of the union could be confiscated. Obviously, the passing of those laws demonstrate that unions were being formed at the time, and those opposed to them controlled the government. So, why did workers form unions in the first place?

One of the main reasons, at that time of rapid industrialization, was to resist employers' attempts to reduce the wages they paid their workers by forcing them to compete for work by undercutting each other in the wage market. For example, in 1801, the rules of the *Society of Journeymen Millwrights* stated:

"members of this society shall not work for any master except they receive 6 shillings 3d per day... any man going to work under the advanced wages shall be fined 9d per day, for the time worked under the said wages the money to be paid into the society's funds, which is established for the support of superannuated and infirm mill-wrights".

Sometimes groups of workers, took collective action and, despite the law, simply refused to work for low wages or under poor working conditions. This was first referred to as *striking sail*, the origin of the well-known term we still use for such an organized work stoppage. They and their supporters also developed other methods of struggle, including peaceful and militant protest, sabotage and political action.

Legally prohibited from forming unions, in 1811–1812 weavers from the midlands and north of England formed into secret militant groups to protest the unemployment and wage reductions caused by newly introduced textile technologies. *Luddites*, as they came to be called, would meet at night and travel the backroads between towns and villages. Their demands included reasonable rates of pay, better working conditions, and quality control of the products. Many factory owners complied, at least temporarily. Those who refused found their expensive machines wrecked. At the outset of their movement, the Luddites scrupulously avoided violence upon any person. However, incidents of violence began to occur on both sides of the conflict, and the government sent in 12 thousand British troops to put down the movement (more troops than they had fighting Napoleon in Spain). Many suspected Luddites were imprisoned or deported to Australia; quite a few were hanged, and their movement collapsed.

The *Combination Acts* were repealed in 1824, but following a rash of strikes, they were replaced with the *Combination Act* of 1825. It narrowly defined the rights of trade unions as meeting to bargain over wages and conditions. Striking and picketing could still be grounds for prosecution as a criminal conspiracy in restraint of trade. The legal system still viewed unionized workers as a threat to the established order. On one infamous occasion in 1834, six farm labourers from the quaintly named village of

Tolpuddle, in Dorset, in southern England, were convicted of administering an illegal oath under an old law originally been intended to deal with naval mutinies. The convicts were deported to Tasmania. Known as the *Tolpuddle Martyrs*, they became important symbols for the union movement in the years that followed (there is even a Martyrs' museum in Tolpuddle).

Some unionists realized that the existing laws were created by a British parliament and legal system dominated by rich landowners and newly rich industrial capitalists. In 1836, a group of politically active craftsmen in London formed the *London Working Men's Association* and began a campaign to reform the system, to make it more representative of the middle class and workers. The following year, the association drew up a petition to the British Parliament setting out their six demands for change. The petition became known as the *People's Charter* and the political movement called *Chartism* was born. Some Chartists believed gradual political reform achieved by peaceful petitioning was all that was required. Others had a more revolutionary viewpoint and argued for a nationwide general strike that would unite all workers and force major changes upon the system. Although Chartism eventually collapsed as a movement, its influence would continue to be felt as most of its basic demands for political reforms were eventually put into place.

Not until the British government passed *Trade Union Act* of 1871 would British law finally recognize the right of workers to form unions; a similar law was passed by Canada's Parliament a year later. However, even then, the right was still severely limited. For example, the *Conspiracy and Protection of Property Act* of 1875 outlawed picketing in Britain and also made it a crime for unionists to meet and plan an industrial campaign. Unions and their workers could also still be sued by their employers for job actions taken against them. It would take many more years of struggle for unions to gain further legal rights.

In many parts of the world, workers are still fighting for the most basic rights. Unions are also continuing to press for progressive laws in a wide range of areas that affect the whole of society. Social progress itself can be described as the combined system of laws and practices that alleviate human suffering. The labour movement has been in the forefront of the struggle for such legislation, right from its earliest days.

MATERIALS

Access to the Internet.

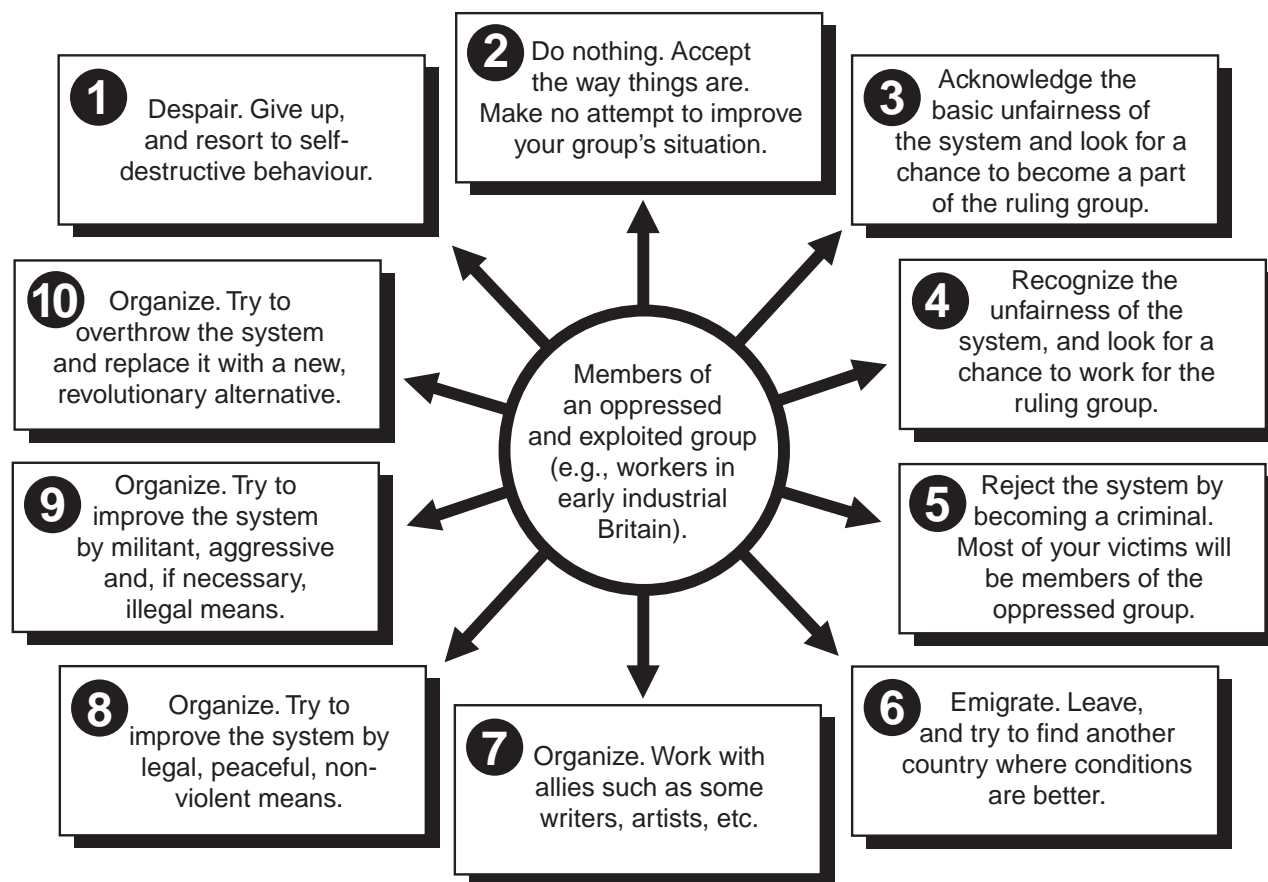
ACTIVITIES

1. Teacher led introductory discussion based on the background information above and the 10-point diagram shown below.
(Time: half period)
2. Introduce the WebQuest outlined below.
(Time: half period)
3. Do the WebQuest and its associated presentations.
(Time: five periods)

WEBQUEST: THE 10 CHOICES

Introduction

As the Industrial Revolution got under way in Britain, ordinary workers and their families faced low wages, terrible working conditions and oppressive laws. Without the right to form unions and without any real democratic rights, working class people were truly members of an oppressed group. What could they, and others in society who identified and sympathized with their situation, do about it? What options were open to them? Not all options were equally available. The diagram below sets out ten possible responses.



In this WebQuest, you will take the role of a worker from the period who decides to try to *do something* about the oppressive, exploitative conditions under which you are forced to live and work. You will be one of a group of workers who get together, organize yourselves and others into a union, and decide on a course of action.

It is 1815. You are a worker in a woollen mill in central England. The mill, owned by the Great Northern Fur Company, manufactures high quality blankets. The blankets are not sold in Britain. Rather, they are shipped to British North America, where they are one of the main trade items used by the Great Northern Fur Company in its trade with trappers. In return for valuable, premium fur pelts, the Company trades the blankets for many times more than their cost of production, making huge profits from the eventual sale of the furs.

Recently, the company introduced new machines into the mill, reduced the number of workers, cut the pay of the remaining workers, and started to hire young children at even lower wages to operate some of the new machines. The company also extended the working day to 13 hours. The two workers who approached the mill manager to complain about the worsening conditions were both fired.

THE TASK

Even though it is technically illegal for workers to form unions, you and nine other workers at the mill have decided to meet at your cottage to form a union that will organize the other workers at the mill and attempt to improve wages and conditions there. You are also concerned about the poverty and misery affecting ordinary people throughout your community. You hate the privileged position of the rich in your town. They seem to run everything and to have no concern for you and the rest of the common people. While you are all in agreement that something must be done to improve the way things are, you are not sure of the best direction to take.

Workers 1 & 2

You believe that the best way to move is to approach a very famous poet who lives in your town. He is known to be very sympathetic toward the plight of the poor, and, with his help, you intend to collect a series of drawings, paintings, sketches, cartoons, writings, etc. that illustrate the basic unfairness of life in Britain for the common people. You hope that they can be distributed and will raise people's awareness. Your task is to locate such a collection of images and present 10 of the best ones, with explanations and sources, to the rest of the group.

Workers 3 & 4

You believe that it is useless to try to bargain with your employers under the present set of laws. You believe that until ordinary working people have democratic rights equal to those of the rich and powerful, the laws will not be changed. Eventually, a few years later, people known as Chartists will share your views. What are the basic demands you have to improve the system of government so that it becomes fairer, more representative of the common people? Why are they important? What methods could be used to achieve those changes? Your task is to bring that information back to the group.

Workers 5 & 6

You believe that waiting for a change in the law that could make your union technically legal will take too long. You think that you should go ahead and put immediate pressure on your employer by organizing and using your strength as workers. You believe that you may have to go on strike. You know that unions have been successful in similar situations. But you also know that union organizers have sometimes been severely punished—as would be the case of the Tolpuddle Martyrs a few years from now. Your task is to research any strike (past, present, or future) where workers have made important gains and report back to the group. You must also report back to the group on the case of the Tolpuddle Martyrs—as both a warning and an inspiration.

Workers 7 & 8

You believe that workers need to put more militant pressure on the capitalist mill owners and the government that supports them. You have se-

cretly contacted a Luddite leader known by the pseudonym “King Ludd.” You try to discover why his approach to changing the system is worth trying. Your task is to interview that person and bring back the record of the interview to the rest of the group.

Workers 9 & 10

You are convinced that the present system cannot be improved by small changes. You see the rich and powerful in all parts of Britain continuing to oppress ordinary people. Unless there is a drastic transformation—a revolution—you believe that things will not really get any better. You have heard of the French Revolution and the American Revolution, which overthrew established systems and you wonder if British workers themselves, with the help of allied groups, could carry out a similar dramatic change. A few years from now, Karl Marx will propose just such an idea. What is the basis of such a revolution? Your task is to bring back to the group a rationale why all workers must start to organize and work toward a revolution.

PROCESS

1. Meet as a group of 10 and decide who will take on the various roles: Worker 1, Worker 2 . . . etc.
2. Begin to gather and organize the information you need, using the resources suggested.
3. Each pair should decide how you are going to present your information to the rest of the group. It could take one of the following forms, or combine some of them:
 - Audio or videotape presentation
 - Powerpoint (or other computer-based) presentation
 - Visual display and oral presentation
 - Web presentation
4. After all five pairs have reported back to the main group, decide by vote which one or more of the options you will all work toward.
5. Share your work with your teacher and the rest of class.

RESOURCES

You may wish to consult sources of information in addition to the sources of information listed here.

Workers 1 & 2

- Spartacus Schoolnet: Cartoonists & Illustrators:
www.spartacus.schoolnet.co.uk/cartoons.htm
- Spartacus Schoolnet: Art and Artists:
www.spartacus.schoolnet.co.uk/art.htm
- Walter Crane: Images:
www.iisg.nl/exhibitions/art/indexcrane.html
- Th. A. Steinlen: Images:
www.iisg.nl/exhibitions/art/indexsteinlen.html
- Albert Hahn: Images:
www.iisg.nl/exhibitions/art/indexhahn.html

Workers 3 & 4

- Spartacus Schoolnet: Chartism:
www.spartacus.schoolnet.co.uk/chartism.htm
- The Peel Web: Chartism:
<http://dspace.dial.pipex.com/mbloy/peel/chatopic.htm>
- Women and Nineteenth-Century Radical Politics:
A Lost Dimension:
<http://humanities.uwe.ac.uk/corehistorians/suffrage/document/thompwom.htm>
- Responses to Industrialization: Chartism: A Political Movement for
Worker's Rights
www.homeworkhelp.com/homeworkhelp/freemember/text/western/high/lesson/era6/0602/main4.htm
- Modern History Sourcebook: Chartism: The People's
Petition, 1838:
www.fordham.edu/halsall/mod/1838chartism.html

Workers 5 & 6

- The Tolpuddle Martyrs Museum:
www.tolpuddlemartyrs.org.uk/
- The Peel Web: Tolpuddle Martyrs:
<http://dspace.dial.pipex.com/mbloy/peel/tolpud.htm>
- The Tolpuddle Martyrs:
www.thedorsetpage.com/history/Tolpuddle_Martyrs/tolpuddle_martyrs.htm
- Spartacus Schoolnet: The Matchgirls' Strike:
www.spartacus.schoolnet.co.uk/TUmatchgirls.htm
- Spartacus Schoolnet: The London Dockers' Strike:
www.spartacus.schoolnet.co.uk/TUdockers.htm

Workers 7 & 8

- The Luddites' War on Industry:
www.geocities.com/RainForest/Vines/4111/ludd.html
- Texts of the Nottinghamshire Luddites:
http://campus.murraystate.edu/academic/faculty/kevin.binfield/luddites_sample.htm
- Who Were the Luddites?
<http://learningcurve.pro.gov.uk/politics/luddites/default.htm>
- The Ballad of Ned Ludd:
www.bigeastern.com/ludd/index.htm

Workers 9 & 10

- Spartacus Schoolnet: Karl Marx:
www.spartacus.schoolnet.co.uk/TUmarx.htm
- Socialist Worker: Resisting the Rule of Capital:
www.socialistworker.co.uk/1697/sw169719.htm
- Responses to Industrialization : Revolutionary Socialism:
Anarchism and Marxism
www.homeworkhelp.com/homeworkhelp/freemember/text/western/high/lesson/era6/0602/main5.htm

- Spartacus Schoolnet: Tom Paine:
www.spartacus.schoolnet.co.uk/PRpaine.htm
- Lycos Kids Zone: Karl Marx:
<http://kids.infoplease.lycos.com/ce6/people/A0832042.html>
- Paris Commune:
<http://www.marxists.org/history/france/paris-commune/>

CONCLUSION

Look back at the diagram shown in the Introduction. While it sets out 10 options for exploited workers in early industrial Britain, could it be applied to other historical situations? Could it be applied to the oppression of black people in South Africa during apartheid? Could it be applied in other cases? Write a brief one-or-two-page reflective discussion either based on the use of this model in another situation or based on the WebQuest you have just participated in.

EVALUATION

Partner Evaluation

20%

Each student will give to the teacher, in confidence, a mark out of 20 that reflects their evaluation of the positive work and co-operation shown by their partner.

Group Evaluation

20%

Each pair of students will give to the teacher, in confidence, a mark out of 20 that reflects their combined evaluation of the work of each of the other four partnerships (eight students).

Teacher Evaluation

50%

Each group of 10 will be marked out of 50 based on content, style and effectiveness of presentation.

Concluding Discussion

10%

Each student will receive a mark out of 10 based on the teacher's evaluation of their concluding written discussion.

Child Labour—Then and Now



LESSON 4—GRADE 9

PRESCRIBED LEARNING OUTCOMES

It is expected that the students will:

- identify and clarify a problem, an issue, or an inquiry.
- defend a position on a controversial issue after considering a variety of perspectives.
- co-operatively plan, implement, and assess a course of action that addresses the problem, issue, or inquiry initially identified.
- evaluate the effects of the Industrial Revolution on society and the changing nature of work.

LESSON TITLE

Child Labour—Then and Now

OBJECTIVES

- to investigate the working and living conditions of children working in the industrial revolutionary Britain.
- to evaluate and assess the sources of the exploitation of children during this period.
- to assess the legal and social responses to their conditions.
- to extend the analysis of (and apply the learning outcomes from) objectives above to child labour as it exists today.
- to compare and contrast the exploitation of child labour in the Industrial Revolution (Britain) to child labour as it currently exists.

INTRODUCTION AND NOTES TO TEACHERS

Perhaps the most obvious negative aspect of the early Industrial Revolution was the widespread exploitation of children in the factories, mills, mines, and sweatshops of 19th century Britain. Child labour seems to have marched in step with industrialization as it has spread around the world. In its contemporary form, it is most associated with Third World situations.

BACKGROUND

Child labour was widespread in Britain during the early Industrial Revolution. When the issue was officially investigated by the *Factory Commission of 1833*, it was revealed that in many situations, children as young as six were being forced to work in factories for 14-, even 16-hour shifts, six days a week. Their overseers often beat them to keep them awake at their machines. The terrible conditions under which young children worked in Britain's coal mines were even worse. An official 1842 report that described the situation eventually forced the British government to pass the first serious laws against child labour. The legislation only banned children under nine from mine work and children under ten from factory work, but it was a start (*New Internationalist*, July 1997).

Here in Canada, even though the Industrial Revolution lagged behind the changes occurring in Britain, child labour was a feature of early 19th century workplaces in both Britain and Canada. Adult workers' opposition to child labour was a significant factor in the 1836 York printers' strike in Toronto (*Challenging Child Labour; Canadian Labour Congress, 1997*).

In Britain, the first industrialized nation, widespread child labour was to continue for many more years despite legislation against it. Likewise, as the Industrial Revolution spread to the United States, child labour was still widespread even into the 20th century. Not until 1938 was the first truly effective U.S. federal law against it enacted.

It took the establishment of free, compulsory public education at the end of the 19th century and the changed attitudes that followed to reduce, if not fully eliminate child labour in Britain, Canada, the U.S.A., and other industrialized countries (*New Internationalist, July 1997*). Unions have been leaders in the on-going struggle against child labour.

While the use of child labour has been significantly addressed, if not completely eradicated, in most of the developed, industrialized countries of the world such as Canada, the U.S.A. and Britain, it remains a major problem in much of the Third World. Children in many countries around the globe are working when they should be in school, at home, or at play. Many of them are virtual slaves, working long hours for low wages in terrible working conditions. Canadian unions have been at the forefront of on-going, international efforts to address the problem.

ACTIVITY 1

Divide the class into small groups of three or four, and ask them to consider the following questions. Post five wall charts around the room, each titled with one of the five questions.

1. List the reasons why the families of young children during the early Industrial Revolution would have allowed them, even forced them, to work long hours for low wages in poor, even hazardous working conditions.
2. List the reasons why some employers during the early Industrial Revolution would have encouraged the use of child labour in their operations.
3. List the reasons why during the early Industrial Revolution, trade unions and their members would have opposed the use of child labour.
4. List some of the possible negative effects of child labour on children and the larger society during the early Industrial Revolution.
5. Were there any possible beneficial effects of child labour on children and the larger society during the early Industrial Revolution? If so, list them.

Have a recorder from each group write down the group's responses and then write the responses on the wall charts. They could put a check mark next to any previous response that matches their own.

ACTIVITY 2

Assign to your students the web quest “Child Labour 2001... Tackling the Problem”.

Child Labour 2001... Tackling the Problem **A WebQuest Dealing with Child Labour in the Modern World and Recalling Child Labour During the Early Industrial Revolution**

INTRODUCTION

Some people think that the terrible abuses of child labour were part of the early Industrial Revolution. Some people believe that exploitation of young children in sweatshops, factories, and other dangerous work sites is a thing of the past. Unfortunately, they are mistaken. While child labour at the beginning of the 21st century may be different in some ways from that of 19th-century Britain, some terrible similarities remain. In this web quest, you have been appointed by the ILO (International Labour Organization) to a five-member team of young people tackling the problem of child labour in the modern world.

TASK

In this web quest, you will work as a member of a five-person team appointed by the ILO to design and create a public-awareness campaign aimed at the problem of child labour in the modern world.

Your campaign will be based on the following 10-point plan, adapted from the July 1997 issue of the *New Internationalist*:

1. Ban the most hazardous forms of child work.

- bonded labour
- work in heavy industry (steel production, foundries, etc.)
- work with toxic or dangerous substances
- work in the sex trade

National governments should support the proposed *International Labour Organization Convention on Hazardous Labour* and act against these extreme forms of child-labour exploitation immediately.

2. Guarantee universal primary education.

If they gave it sufficient priority, even the poorest national governments could deliver on this goal, to which (incidentally) they all have already committed themselves by signing the *United Nations Convention on the Rights of the Child*.

3. Make education more flexible, relevant, and attractive to child workers.

4. Officially register all births.

This record keeping is vital if there is to be any chance of regulating child labour.

5. End the so-called “structural adjustments” required of poor countries by the International Monetary Fund and the World Bank before international financial aid is offered.

6. Raise the status of child domestic workers.

Existing laws need to be applied to this often-forgotten group of exploited young workers. Build a new world-wide consciousness-raising campaign to draw attention to their plight.

7. Rein in the power of the transnational corporations.

In the absence of an international body prepared to regulate the activities of the world's powerful transnational corporations, consumer pressure must do what it can to force corporations to adopt voluntary codes of ethical conduct. The codes must apply to their suppliers' employees as well as their own and must offer dismissed children an adequately funded educational alternative.

8. Give child workers' jobs to their adult relatives.

Giving child workers' jobs to their adult relatives would mean that the family as a whole would not suffer.

9. Support child workers' organizations.

With support, child workers' will win pay raises and improved conditions for child workers, thus removing the employers' main reason for employing children in the first place.

10. Gather and distribute more information.

Accurate information on child labour is notoriously sketchy and inadequate. More research is needed, and that information needs to be publicized.

Your team will produce one of the following formats:

- a Powerpoint or similar computerized presentation
- a web site
- a video
- a set of posters

Your presentation must address each of the 10 points in the action plan. Each of the 10 points must refer to situations as they used to be in the early Industrial Revolution and refer to similar conditions today.

In addition to the completed project, each one of you will hand in to the teacher a one-page reflective discussion on child labour.

PROCESS

Once you have formed your five-member group, discuss the 10 points in the action plan and decide which format you will be using.

Since there are five of you, it may be a good idea for each of you to take responsibility for two of the ten points.

As a group, you should also decide on suitable introductory and concluding parts to your format and who will take responsibility for producing them.

Decide on a common theme, slogan, and look that will repeat all through your presentation.

Using the web resources shown below to find useful information you may decide to include in your project.

RESOURCES

- Canadian Labour Congress: Social & Economic Policy: Child Labour & Sweatshops
- British Columbia Federation of Labour: Campaign Against Child Labour
- Spartacus Encyclopedia Schoolnet: Child Labour in the 19th Century
- Global March Against Child Labour
- ILO International Program Against Child Labour
- The History Place: Child Labour in the U.S. 1908-1912.
- New Internationalist On-Line: Mega Index - C - Child Labour

You may wish to use other resources as well, both via the Internet and from other sources. The following may be of particular use:

- *Challenging Child Labour*, Canadian Labour Congress, 1997
- *Child Labour: Costly at Any Price*, coDev Canada, 1998
- *New Internationalist*, July 1997

EVALUATION

Your web quest will be evaluated using the following framework:

You will evaluate each of the other members of the group and give the teacher a confidential mark out of 20 for each person in the group. Your mark should reflect your evaluation of each person's participation in the web quest.

20%

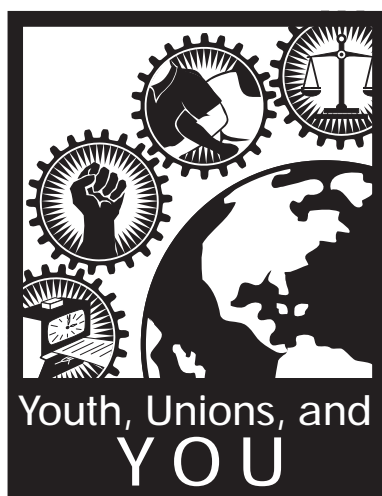
The teacher will evaluate your web quest based on content, effectiveness of presentation, and style. Each member of the group will receive the same mark out of 60.

60%

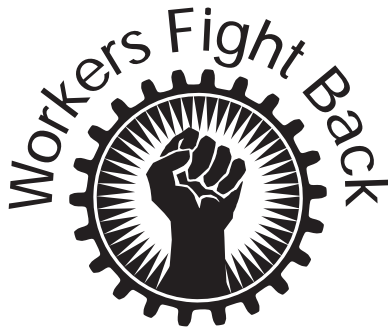
Each final reflective discussion on the subject of child labour will be marked by the teacher. The mark will reflect the degree of care and thought evident in the writing.

20%

SOCIAL STUDIES



GRADE 10



The Labour Movement in British Columbia 1840–1914

LESSON 1—GRADE 10

PRESCRIBED LEARNING OUTCOMES

- work in small groups to develop consensus.
- empathize with people in another era.
- account for the growth in population in Western Canada and its effects.

LESSON TITLE

The Labour Movement in British Columbia 1840–1914

OBJECTIVES

To introduce students to the history of the labour movement in British Columbia. To understand the problems the labour movement faced and to appreciate the contributions it has made in shaping modern B.C.

INTRODUCTION

Students will be able to read about and discuss the early history of labour in B.C. Workers have been able to improve their and others quality of life through their organizational efforts. In B.C. workers have gone on strike, been jailed, deported, and murdered. They have fought management and fought each other. This history of working class organizations in B.C. is fascinating and a necessary tool to understand the history of British Columbia.

MATERIALS NEEDED

The reading: *The Labour Movement in British Columbia*
Labour History Vocabulary Work Sheet—pages 94–96.

ACTIVITIES

(Time: two or three periods)

Period One

- divide class into groups of five, and have them take turns reading the article.
- have each small group answer the vocabulary exercise and the comprehension questions.
- when all groups have finished, discuss answers together (comprehension question could be assigned for homework if not completed in class).

Period Two

- have students get back into their groups.
- have each group choose six to ten events that they think are the most important/interesting from the article.

- have students create a timeline using these events, write news stories, from the time of the event, from a labour newspapers perspective, describing the events, and place them on your timeline. Remember, who, what, where, when and why.
- have students research pictures in the library, to be drawn or photo-copied, and place them on a timeline to illustrate the event.
- have each student do his/her own timelines or work in small groups.

EVALUATION

- evaluate the vocabulary and comprehension questions.
- evaluate the timeline assignment.

The Labour Movement in British Columbia 1840–1914

The labour movement started in British Columbia with the arrival of the Hudson Bay Company in the 1800s. The fur trade introduced the first waged workers to the Northwest Coast. Early European commercial interactions with the First Nations people were based on trade; they were not employees of the company, but rather traders, bartering furs for manufactured goods. Nevertheless, First Nations people were soon working for wages, cutting wood, gathering food, and supplying Fort Victoria with canoe loads of coal from surface outcroppings. In addition, the HBC hired men from Britain and the Canadas to collect furs, build and maintain forts, load and sail ships, chop wood, and hunt for food. Those early employees of the HBC did not form unions, but they did attempt to improve their working and living conditions by refusing to obey orders and even going on strike. Those early job actions were not well organized, and the most vocal and militant workers could easily be isolated.

The economic and social conditions throughout most of this period (1840—1914) have very few similarities to British Columbia today. Twelve-hour days, wages at subsistence levels, no healthcare, no unemployment insurance, no workers' compensation, child labour, and no welfare were all the realities of life. Political change was very difficult throughout that whole period. Not only did the vast majority of people not have the right to vote, but the cost of running for political office and property requirements for voting and running for office (as well as there being no legislative or responsible government until BC joined Confederation in 1871) all made it very difficult for workers to seek political power.

The need to supply the new coal-powered steamships brought the first industrial workers to British Columbia. Seven miners were brought out from Britain by the Hudson Bay Company in 1849, and coal mining began at Fort Rupert on Vancouver Island. Less than one year after their arrival, the miners were on strike; the HBC had not honoured the contract. The HBC had two of them put into irons and thrown into jail. The workers' demands were ignored, so all but two stowed away on a coal ship bound for California. (At the time, it was against the law to quit your job.)

To replace the miners, the company brought in another group of miners from Britain. A few years later (1855), those miners were also on strike. One miner, Robert Dunsmuir refused to join the strike and was rewarded by the company with a grant of coal rights on 1,000 acres in the Nanaimo fields. Thus, the Dunsmuir Empire was born.

In 1858, the discovery of gold on the Fraser River transformed British Columbia from a sleepy little company colony of 500 Europeans clustered around Fort Victoria into a mythical land of Gold, which attracted tens of thousands of fortune seekers. In the first year of the Gold Rush, between 25,000 and 30,000 newcomers arrived. The huge influx led to the creation of the mainland Colony of British Columbia in 1858. In those prosperous times, the first permanent unions appeared. In Victoria, in the 1860s, bakers, printers, and shipwrights organized themselves into unions to "protect their rights, regulate the number of hours of work, and the amount of wages to be accepted." The rush for gold didn't last more than 20 years, but mining, especially coal mining, was to dominate labour relations until the turn of the century. The mines on Vancouver Island were some of the most dangerous in the world. Between 1888 and 1913 an average of 27 miners were killed each year. The intolerable conditions ultimately led to strikes.

The most bitter labour clashes came on Vancouver Island against the Dunsmuir company. Strikes lasting months and even years broke out in 1877, 1888, 1890, 1903, and 1912. Workers were forced to strike over issues like safety conditions, union recognition, better wages, control over weigh scales, and high prices at the company store. The strikes led to the company's calling in the militia, mass evictions, mass arrests (250 in 1913), riots, gun battles, and deportations of strikers. The government actively and openly supported the mine owners. Workers, realizing the need for political power, began to take an active role in politics. By 1890 they had elected two MLAs from Nanaimo. By 1901, miners had moved further to the left and were electing members of the Socialist Party of Canada. The election of workers candidates spread to other areas of the province, especially to the Kootenays, where hard rock miners also elected radical workers candidates.

The early strikes in the coalfields at times resembled open civil wars. In an attempt to break the strike, management employed Chinese workers as strike breakers. Oriental labour was to become a controversial and central issue in labour and political relations for decades. Chinese strike-breakers, working at wages far lower than white workers, accepting conditions far more dangerous, often laboured under the threat of deportation if they complained. In that xenophobic climate, the early labour unions called for protection from Oriental labour, including deportation and exclusion of Orientals from British Columbia. The tactic by management of divide and rule based on race was to be a cancer weakening the labour movement for years.

A new era of immigration started in the 1880s with the construction of the Canadian Pacific Railway. Also, an American labour movement was

organizing in British Columbia, the Holy Order of the Knights of Labor. The Knights were based on the industrial model of union organizing, one union for all workers on a job site. The older unions in British Columbia were craft or trade unions organizing workers by craft: plumbers, printers, and carpenters. The Knights organized workers over 18 who were wage earners (excluding doctors, bankers, lawyers, saloon keepers, and Oriental workers). The Knights were working-class militants agitating for economic, social and political change: higher wages, the nine-then the eight-hour day, female suffrage, improvement in working conditions, end to child labour, free libraries, night schools, and access to English Bay, which was in danger of being sold to private holders. Nevertheless, the Knights, along with most of the labour movement, were weakened by inability to organize Asian workers. The Knights were deeply involved in the anti-Oriental movement and participated in attacking Chinese neighbourhoods.

That first attempt at industrial unionism was overshadowed by a new surge of craft unionism by the American Federation of Labour in the 1890s. By the turn of the century, American international craft unions dominated the labour movement in British Columbia. Craft unions followed the rule of supply and demand. By restricting employment in the trades to a relatively small number of workers, workers could demand higher wages. Thus craft unions tried to control apprenticeship programs, insisted on union shop, enforced limits to the amount of work done in a day, established strict controls over the type of work performed by each trade, and restricted entry to the trade. That often led to higher wages and improved conditions for those workers. Craft unions improved working conditions for their members, but according to some critics it meant that the unions organized only the minority of workers. Women, so-called unskilled workers, and most new immigrant workers remained unorganized.

The first major strike outside the mining industry was in the fishing industry in 1900. Attempts to bargain collectively over the price the canneries would pay for the fish had been frustrated by fishers' being divided into different associations by race: First Nations, Japanese, and whites. Nevertheless, by 1900, socialist ideas had convinced many white workers, that all workers, regardless of race, should be organized. By 1900, the workers were starting to choose radical socialists as their leaders. Men like Frank Rogers and William McClain, who worked for the Fishers' union, spread the ideas of class struggle and class solidarity regardless of race. Nevertheless, the owners of the canneries resorted to their old tactics of intimidation, special police, strikebreakers, arrests, spies, and ultimately intervention by the militia. The strike marked the beginning of a continuous thread of unionism in the B.C. fishing industry and a division between fishers based on race that was to last for decades. The most tragic incident in that period occurred when the United Brotherhood of Railroad Employees (UBRE), an industrial union, were on strike against the CPR. Frank Rogers, a union organizer working for the UBRE, was "gunned down by thugs hired by the CPR." Rogers was the first, but not the last, of B.C. labour martyrs.

By the turn of the century, 1900, the labour movement was firmly established in British Columbia, but it was weakened by racial divisions and the conflict between craft unionism and industrial unionism. The issue of the nine-hour day in 1889 led to the formation of labour councils, different unions in a city or geographic area uniting to co-ordinate their campaigns. Sadly, the Vancouver Trade and Labour Council also included Asian exclusion in their funding charter. The councils became centres for political, social, and economic action. By 1903 and 1905, labour councils throughout the province broke with the Trades and Labour Congress (TLC), the national body (established in the 1880s), because of the TLC's refusal to promote political action and the close association with American international craft unions. The labour movement in B.C. was taking a radical turn to the socialist left.

During that period of rising tensions between labour and management, the most radical of the American industrial labour organizations arrived in British Columbia, the Western Federation of Miners, the America Labour Movement, and especially Industrial Workers of the World (IWW) or Wobblies. Formed in Chicago in 1905, the Wobblies were revolutionaries arguing that the exploitation of workers could be ended only when the capitalist system was destroyed. The Wobblies sought to organize and educate all workers, regardless of craft, skill, gender and race, into One Big Union and prepare for a general strike to overthrow capitalism. The Wobblies in B.C. organized immigrants, loggers, city labourers, longshoremen and railway, construction, and Asian workers.

The capitalist class launched an all-out campaign to silence the IWW. When the authorities banned public speaking in the streets of Victoria and Vancouver, aimed at stopping the IWW from educating the working class, the IWW and the Socialist Party of B.C. called free-speech meetings in the city parks. The police attacked the demonstrations with clubs and whips; fines, deportations, and jail terms were imposed. Nevertheless, in the end, the authorities backed down, and the soap-boxers were back in business. The Wobblies were involved in many other strikes and protests throughout the province and have left the labour movement a militant legacy, especially in their songs, still sung today.

In 1910, with a \$50 grant from the Vancouver and District Labour Council, the British Columbia Federation of Labour was founded. The new federation attempted to co-ordinate the labour movement's activities throughout the province. The new organization quickly took up the fight for the eight-hour day, endorsed industrial unionism, embraced socialism, and began organizing under its first president, J.C. Watters.

The most violent labour clash in B.C. took place in the coalfields of Vancouver Island, 1912–13. The initial cause of the 1912 strike was a gas explosion that killed 32. When two miners reported gas in another mine, they were dismissed. Fellow workers demanded that they be reinstated. The company retaliated by locking out the miners. Miners all over the island downed their tools in solidarity. Management resorted to tactics

they had used in the past to break the strike. In Cumberland, Chinese miners were threatened with eviction and even deportation if they didn't return to work. In that bitter environment, riots, gun battles, burnings, and clashes between strikers and scabs escalated. The government sent in special constables and the 72nd Regiment to aid the company. Over 250 were arrested, including Labour MLAs and the leader of the newly established British Columbia Federation of Labour. The strike continued for over two years. Eventually the United Mine Workers of America, after providing \$16,000 a week to a total of more than one million dollars, ran out of money. The workers, faced with this reality, called off the strike. The settlement guaranteed improvements, but the employers renege on the agreement.

The labour movement, along with all other sections of society, was shaken by the outbreak of World War I (1914). The war divided the labour movement. Some workers supported the war; others denounced the war as a clash between the ruling classes of the imperialist powers and urged workers to resist and not allow themselves to be used as cannon fodder for the profits of the capitalist class. Needless to say, the capitalist class was not divided and looked forward to the enormous profits to be made through war production. The jingoism that surrounded the war led to government repression of the anti war movement: peace activists, socialists, and the Wobblies were arrested, and many were deported. The first years of the war resulted in the weakening of the labour movement. Union membership was almost cut in half between 1913 and 1915. As the war economy expanded, labour shortages made it easier to win strikes, and the government encouraged employers to settle with the workers to keep war production from stalling. The rapidly growing economy was soon wracked by inflation, and workers had to organize to keep up with the increase in the cost of living. As a result, union membership increased, and strike activity became frequent.

The labour movement in B.C. is famous in Canada for its militant and socialist roots. British Columbia by the 1880s had the highest proportion of unionist to general population. In company mining towns where class differences were easily observable, unsafe working conditions, low wages, easy communication, and the necessity of solidarity led to a labour history that at times verged on class war. Division between workers based on race, industrial unions or craft unions, socialist vs. non-socialist, often divided workers and weakened their common objectives. Nevertheless, many of the great demands of labour were eventually met: eight-hour day, safety conditions, old-age pensions, universal suffrage, minimum wage, and an end to child labour. The early workers in British Columbia made many sacrifices, and those sacrifices led to our living and working conditions in British Columbia today.

Adapted from the article (Labour Movement) written by Mark Leier for the Encyclopedia of British Columbia.

LABOUR HISTORY VOCABULARY

Define the following:

1. Bartering: _____

2. Worker's Compensation: _____

3. Stow away: _____

4. Socialist: _____

5. Militia: _____

6. Xenophobic: _____

7. Craft Union: _____

8. Industrial Union: _____

9. Labour Council: _____

10. Apprenticeship: _____

11. Collective bargaining: _____

12. Soap boxes: _____

13. Eviction: _____

14. Trades and Labour Congress: _____

15. Capitalism: _____

16. Jingoism: _____

Answer the following in complete sentences:

1. Explain how Robert Dunsmuir was able to acquire his coal empire. _____

2. Discuss the impact of the Gold Rush of 1858 on British Columbia. _____

3. Evaluate the tactics used by the mine owners to break strikes. _____

4. Why do you think labour unions fought for changes that were not strictly workplace concerns?

5. Why was Frank Rogers murdered? _____

6. Compare and contrast craft unions and industrial unions. _____

7. What was the impact of World War I on the labour movement? _____

8. Which union movement was the most radical and why? _____

9. List the demands of the early labour movement that have been won? _____



The First Century of Canadian Unions

LESSON 2—GRADE 10

PRESCRIBED LEARNING OUTCOMES

- analyze the changing perception of Canadian identity, and assess the influence of the United States and other countries.
- identify the influence of immigration on, and the contributions of immigrants to, the development of Canada.

LESSON TITLE

The First Century of Canadian Unions

TIME

60–75 minutes

OBJECTIVES

Students will:

- examine the stages of development of the Canadian Labour Movement from Pre-Confederation through its first one hundred years.
- evaluate the impact of urbanization, and the movement within the labour movement from primarily craft unions to industrial unionism.
- assess the gains made to worker and human rights through this period of the labour movement's development.
- analyze the relative impact of the radical versus moderate arms of the labour movement.

INTRODUCTION/OVERVIEW

The positive effect of labour unions cannot be overstated. This short introduction will help the student understand their basic historical development and the social-justice issues labour unions championed.

MATERIALS NEEDED

The article: *The First Century of Canadian Unions*

The questions: 1–11

ACTIVITIES

Have students read the article and answer the questions. Discuss the answers with the class.

EVALUATION/ASSESSMENT

Teacher could mark questions.

The First Century of Canadian Unions

The labour that laid the foundation for our nation was mostly hard back-breaking work. The exploitation of this labour was ruthless: 12-hour days, six-day weeks, wages just above subsistence levels, and child labour. Start-

ing in the early years of the 19th century, workers began to unite to improve their living standards. The first unions were formed: shipbuilders, shoemakers, printers, mechanics, and bakers. Those craft unions of skilled workers were formed in the hope that collective bargaining would protect jobs, increase living standards, and serve as mutual aid societies in times of illness, unemployment, and death of a member.

As Canada became more urban (as late as 1851, 87% of the population didn't live in towns or cities) and encouraged by labour movements in Europe and the United States, labour organizations increased.

The early unions were local, but by the 1860s, workers joined unions started in the United States and Britain. Canadian unions became dominated by “internationals” —American unions with the majority of their members working in the United States. The new American unions were bigger and more powerful, but some critics argued that Canadian labour was to become dominated by American concerns.

As the number of working-class organizations increased, efforts to improve and co-ordinate the activities of the working class grew, local craft unions formed trade assemblies or labour councils that included unions in a certain city or geographical area. Furthermore, a national convention of unions called for in 1873 established the first national central organization, the Canadian Labour Union.

One of the first political victories was in the Toronto printers strike of 1872, demanding the nine-hour day. George Brown, of *The Globe* newspaper, had nine strikers arrested on charges of seditious conspiracy, organizing a union. (Unions were illegal at the time). Sir John A. Macdonald, eager to win labour support against Brown and the Liberals in the next election, passed through parliament the Trade Unions Act legalizing trade unions. Brown was forced to meet the demands of the workers, and the strike was won.

With the advance of the Industrial Revolution and the factory system came the rise of the new forms of labour organization to address the aspirations of the expanding labour force. The most spectacular expression of this was the American-based Holy and Noble Order of the Knights of Labour. The Knights, unlike the craft unions, organized all workers regardless of colour, sex, race, or skill. The Knights was an industrial union, dedicated to organizing all workers in a workplace into one union. The new form of organization was far more threatening to the capitalist class. The workers were to be organized as a class rather than into narrow crafts that could be divided by appealing to the interests of a few skilled craft workers. The Knights quickly spread, establishing union locals from Nova Scotia to British Columbia.

The increase of union activity in the 1880s brought the labour movement into the forefront of the battle for social legislation. The labour movement flexed its new organizational strength and began to organize for a long list of demands: a nine-hour then eight-hour day, a two-day weekend, old age pensions, paid holidays, pay equality, end to child labour, free public education, minimum wage, workers' compensation, votes for women...

In 1883, a new central labour organization, the Trades and Labour Congress of Canada (TLC), was formed, the forerunner of today's central body the Canadian Labour Congress (CLC). Also labour councils were cropping up from coast to coast, bringing together unions in a particular community. The labour councils became politically active, endorsing certain pro-worker candidates and, more significantly, running their own candidates. Independent labour politicians ran under the banner of Labour Party and Socialist Party. The first labour leader to be elected was Daniel O'Donoghue to the provincial legislature in Ontario. He became known as "the father of Canadian labour". Daniel O'Donoghue was followed by many other Labour candidates elected across the country. Nevertheless, labour found the electoral arena difficult to organize in. Many workers were still not allowed to vote because of their sex, race, lack of a permanent home, and their inability to meet income qualifications.

Even though a few gains had been made, many workers felt that the capitalist system was fundamentally unjust. In the two decades before World War I, workers throughout the world became better organized and more radical. The numbers of strikes worldwide increased; riots, rebellions, and factory and land occupations were common. Workers everywhere discussed socialism, anarchism, and revolution. In Canada, the most dynamic expression of the discontent was organizing activities of the Industrial Workers of the World (IWW). The IWW was an American-based revolutionary left-wing union. The first line of its charter underlines this radicalism: "The working class and the employing class have nothing in common." The IWW was an industrial union that considered craft unions dangerous because they divided and weakened the labour movement. The Wobblies, as they were called, believed that all the workers in the world should be in one union, the One Big Union (OBU). The Wobblies organized everyone regardless of occupation, sex, and race (up to that time, craft unions had avoided organizing Asian workers and actually called for their expulsion from Canada). The IWW's greatest influence was in British Columbia among the highly mobile immigrant, mine, rail, and wood workers. IWW strikes were often pre-revolutionary formations, with the union taking over services in the towns and strike areas.

The IWW was part of the socialist revolutionary union movement that shook the world in the two decades before World War One. The repression against the union (IWW denounced the war) ensured the IWW would be broken: leaders jailed and deported, offices closed down, and leaders murdered.

The first hundred years of labour struggles for social justice laid the foundations for the labour organizations today. Many of the basic rights we enjoy resulted from workers sacrifices: many suffered, and some were murdered, but the labour movement was firmly established. When we study the lives and experiences of the heroic pioneers of labour and the organizations they built we begin to rediscover a heritage that needs to be passed on to each new generation.

Adapted from History of Canadian Labour—CLC publication 36M/2/81.

Answer the following:

1. What were the early conditions of work like in Canada? _____

2. What were the reasons workers began to form unions? _____

3. Why did Canadian workers join international/American unions? _____

4. What is a labour council? _____

5. Why did John A. Macdonald support the Trade Unions Act? _____

6. Why were the Knights of Labor a greater threat to the capitalist class than were the craft unions? _____

7. How many of the early demands the labour movement fought for have not been accomplished? _____

8. Who was Daniel O'Donoghue? _____

9. Why do most historians consider the IWW the most radical of the labour organizations in Canadian history? _____

10. Why did the IWW suffers such a decline in a membership during and after Word War I? _____

11. Why does the author believe students should study the history of Canadian unions? _____

How Well Do You Know the Canadian Economy?



LESSON 3—GRADE 10

PRESCRIBED LEARNING OUTCOMES

Assess and defend a variety of positions on controversial issues.

LESSON TITLE

How Well Do You Know the Canadian Economy?

OBJECTIVES

Students will:

- identify their own pre-conceptions and biases about the Canadian economy.
- evaluate the veracity of those pre-conceptions and biases.

OVERVIEW

This lesson introduces the Canadian economy section. The students' opinions could change or be clarified as further reading, discussion, and research are completed. Students will be asked to discuss/debate their opinions on controversial issues.

TIME

40–60 minutes

INTRODUCTION

Hand out the questions to the students, and have them mark True or False for all 10. Have them complete all true or false statements, even if they are not sure, to the best of their abilities. Tell them they will be able to change their minds when they discuss their opinions. They need to put some thought into the reasons for their initial responses. Once the class has finished, tell them to discuss their answers with another student. The object of the exercise is to try to convince and find as many students as possible to agree with you on all 10 statements. After 20 - 30 minutes, form a large circle, and attempt to come to a class consensus on as many issues as possible. There probably will be different opinions, which could lead to a research assignment to gather more information.

MATERIALS NEEDED

True and False Questions on Labour

ACTIVITIES

- individual response.
- small-group debates and consensus.
- class consensus if possible.
- research assignment.

EVALUATION

- students could be evaluated on oral performance (debating and defending points of view).
- research assignment on the issues discussed.

Labour Issues—True or False

Answer the following statements either *True* or *False* in column 1. Find a student who agrees with all your answers. You can convince your fellow students to change their minds. Once you have a partner, find another pair; then you are a group of four, then eight...

	1	2	4	8	16
The eight-hour day is more important than the Battle of Waterloo.					
Free Trade has been good for Canada.					
Canada spends far too much on social programs.					
The Canadian economy has been booming over the last five years.					
The average woman makes a wage very close to that of the average man.					
Unions and environmentalists have fundamentally different goals.					
A higher minimum wage in B.C. will cause higher unemployment.					
A low Canadian dollar is good for Canada.					
Wages have kept up with inflation over the last five years.					



Union and Non-Union Workers

LESSON 4—GRADE 10

PRESCRIBED LEARNING OUTCOMES

Interpret and use graphs, grids, and tables to clarify a problem, an issue, or an inquiry.

LESSON TITLE

Union and Non-Union Workers

TIME

60 minutes

OBJECTIVES

Students will:

- analyze statistics on the differences between union and non-union workers.

MATERIALS NEEDED

The questions and the statistics

ACTIVITIES

Have students individually or in small groups answer the questions. When the class is finished discuss.

EVALUATION

- the writing activity would be evaluated.
 - using economic statistics to compare union and non-union workers
 - using the statistics provided, answer the following questions.
1. How much money would the average union worker receive in a 52-week work year compared with a worker who is not in a union?
 2. What percent of women in unions have pension plans? What percent of women not in unions have pension plans? What percent of women not in unions working part time have pension plans?
 3. Using the statistics supplied, write down three factual statements comparing plans for unionized workers with workers who are not organized into unions. Focus on dental care, medical care, or pension plans.
 4. What percent of workers with collective agreements who have worked 10–15 years receive five weeks of paid vacation time a year?
 5. In what two areas does one find the biggest difference between unionized and non-unionized women working as full-time clerical, sales, and service workers?
 6. Using the statistics supplied, write a paragraph on the benefits of being in a union.

Non-Wage Benefits, by Sex, Union Status and Selected Characteristics, Canada 1995

	WOMEN		MEN	
	Union	Non-Union	Union	Non-Union
% WITH PENSION PLAN—All	79	31	83	35
Age 25 to 44	80	38	83	41
Age 45 to 69	83	34	89	46
Full-time	85	41	85	41
Part-time	60	9	31	na
Management/Administration	89	54	91	58
Professional	84	36	90	46
Clerical	81	32	88	39
Sales	na	21	57	33
Service	62	9	82	15
Blue Collar	61	22	80	27
% WITH MEDICAL PLAN—All	78	40	87	49
Age 25 to 44	80	48	88	56
Age 45 to 69	80	43	91	60
Full-time	86	54	89	56
Part-time	50	11	31	na
Management/Administration	88	69	94	77
Professional	79	45	88	60
Clerical	80	43	85	49
Sales	na	27	69	48
Service	61	13	84	21
Blue Collar	79	34	87	40
% WITH DENTAL PLAN—all	72	38	79	46
Age 25 to 44	75	46	81	55
Age 45 to 69	72	37	82	55
Full-time	80	51	82	53
Part-time	46	10	29	na
na - Sample size too small to provide reliable estimate.				

*SOURCE: Survey of Work Arrangements
Page 104—Falling Behind,
Andrew Jackson, David Robinson
Canadian Centre for Policy Alternatives, 2000*

Vacation Entitlements in Major Collective Agreements (% employees covered by provision in 1998)

Paid Holiday Days		
	less than 11 days	16.0%
	11 days	33.0%
	11-13 days	31.4%
	more than 13 days	7.8%
Paid Vacations		
4 weeks	after 1 year	18.0%
	after 2-7 years	17.5%
	after 8 years	14.9%
	after 9-10 years	16.7%
	after 11-20 years	4.6%
	no provision	28.1%
5 weeks	after 1-10 years	6.4%
	after 10-15 years	24.2%
	after 15-20 years	25.2%
	after 20-25 years	13.2%
	no provision	31.9%

SOURCE: Department of Human Resources Development Workplace Information Directorate. Data are for all agreements covering 500 or more workers. ibid 105

The Union Advantage in 1998*

	HOURLY WAGE \$	
	Union	Non-Union
All workers	18.53	14.09
Men	19.45	15.81
Women	17.40	12.28

SOURCE: Statistics Canada Cat. 71-005. Labour Force Update: A New Perspective on Wages. Summer 1998. Table 15.

**Data are for workers covered by a collective agreement. ibid page 101*

Labour Songs



LESSON 5—GRADE 10

PRESCRIBED LEARNING OUTCOMES

- identify the influence of immigration on, and the contribution of immigrants to, the development of Canada.
- demonstrate awareness of ways the arts mirror and shape Canadian society.

LESSON TITLE

Labour Songs

OBJECTIVES

To use songs written at (primary source) and about (secondary source) worker's struggles, to analyze how workers have expressed their concerns through music.

INTRODUCTION

Songs have always been an important aspect of labour's fight for social justice. On picket lines, around campfires, and in Union halls, workers have enjoyed themselves, remembered their history, and expressed solidarity with one another through song. In the first two decades of the 20th century, the International Workers of the World (IWW), Wobblies for short, were very active in British Columbia organizing miners, loggers, and railroad workers. They have left us a strong tradition of union militancy and a musical heritage that still can be heard where workers gather. The five songs are excellent examples of this musical heritage.

MATERIALS NEEDED

The five songs and the question sheets.

ACTIVITIES

(Time 60–75 min.)

- divide the class into five groups; each group answers the questions for their song.
- have each group read the lyrics to their song and discuss its meaning; focus on the answers to the assigned questions.
- when all the groups have reported, discuss together, or write about, the common themes in all five songs.

EVALUATION

Teachers could evaluate:

- oral presentations
- written responses

UNION MAID

Union Maid was written by Woody Guthrie and is another well known song. Read the words to the song, and answer the questions that follow.

UNION MAID

Verse 1

There once was a union maid
She never was afraid
of the goons and ginks and the company finks
And the deputy sheriffs that made the raid
She went to the union hall
When a meeting it was called
And when the company boys came 'round
She always stood her ground

Chorus

Oh, you can't scare me, I'm sticking to the union
I'm sticking to the union, I'm sticking to the union
Oh no you can't scare me, I'm sticking to the union
I'm sticking to the union 'til the day I die.

Verse 2

This union maid was wise
To the tricks of company spies
She couldn't be fooled by the company stools
She'd always organize the guys
She'd always get her way
When she struck for higher pay
She'd show her card to the National Guard
And this is what she'd say

Chorus

Verse 3 (version one)

A woman's struggle is hard
even with a union card
You've got to stand on your own two feet
And not be a servant to the male elite
We've got to take a stand
by working hand in hand
There's a job that's got to be done
and a fight that's got to be won

Verse 3 (version two)

You women who want to be free, take a tip
from me,
Break out of that mold we've all been sold,
you got a fighting history
The fight for women's rights with workers
must unite
Like Mother Jones, move those bones to
the front of every fight!

Verse 3 (version three, Woody Guthrie's original)

You gals who want to be free, take a tip
from me,
Get you a man who's a union man, and
join the Ladies' auxiliary.
A married life ain't hard when you got a
union card.
A union man with a union wife has got a
happy life.

Chorus

1. What words are used to describe the people supporting the boss? _____

2. Why is there a reference to the National Guard? _____

3. What is the main theme of this song? _____

4. What verse do you think was added after Woody Guthrie's death? Is that verse an important addition; if so, why? _____

5. (a) Compare Woody Guthrie's original verse #3 with the other two (the currently used ones). Why do you think his words have been changed? _____

(b) Ladies' Auxiliaries in unions no longer exist, since it is now recognized that both genders can do any job for which they are trained and qualified (a human right). Unions now tend to look back on this period with some embarrassment. However, since married women were for a longtime forbidden from working, the auxiliaries served a vital function for these women in shaping the work of the family and for advocating for human and women's rights. Research a women's auxiliary and assess what you think it's strengths and weaknesses were. _____

SOLIDARITY FOREVER

Solidarity Forever is perhaps one of the best known songs associated with labour. Ralph Chaplin, of the International Workers of the World, wrote it in 1915. Read the words, and answer the following questions.

SOLIDARITY FOREVER

When the union's inspiration through the workers' blood shall run
There can be no power greater anywhere beneath the sun
Yet what force on earth is weaker than the feeble strength of one?
But the union makes us strong.

Chorus

Solidarity forever! Solidarity forever!
Solidarity forever! For the union makes us strong.

They have taken untold millions that they never toiled to earn
But without our brain and muscle not a single wheel could turn
We can break their haughty power, gain our freedom when we learn
That the union makes us strong.

Chorus

In our hands is placed a power greater than their hoarded gold
Greater than the might of armies magnified a thousand fold
We can bring to birth a new world from the ashes of the old
For the union makes us strong.

Chorus

SOLIDARITY FOREVER

Previous Verses (now removed)

Is there aught we hold in common with the greedy parasite
Who would lash us into serfdom and would crush us with his might?
Is there anything left to us but to organize and fight?
For the union makes us strong

It is we who ploughed the prairies, built the cities where they trade
Dug the mines and built the workshops, endless miles of railroad laid
Now we stand outcast and starving 'mid the wonders we have made
But the union makes us strong

All the world that's owned by idle drones is ours and ours alone
We have laid the wide foundations, built it skyward stone by stone
It is ours not to slave in, but to master and to own
While the union makes us strong

1. What does the author mean by "There can be no power greater anywhere beneath the sun"? _____

2. What does *solidarity* mean? _____

3. Why does the song suggest people should organize into unions? _____

4. Read and compare the previous (more radical) verses of Solidarity Forever, and those that remain.

a) What do the early words mean? _____

b) Why do you think they have been removed? _____

c) Do you think it is better to now include or exclude these words from "Labour's anthem"? Why/Why not?

5. Why do you think this song has been so popular and long lasting? _____

BREAD AND ROSES

James Oppenheim wrote the words to *Bread and Roses*; Caroline Kohlsaat wrote the music. They were inspired by a strike by women in the textile industry in Lawrence, Massachusetts more than eighty years ago. The women carried a banner reading "We want bread and roses too," and at the end of their strike, the women had won gains for all textile workers in the area. Read the words to the song, and answer the following questions.

BREAD AND ROSES

As we come marching, marching, in the beauty of the day
A million darkened kitchens, a thousand mill lofts gray
Are touched with all the radiance that a sudden sun discloses
For the people hear us singing, Bread and Roses, Bread and Roses.

As we come marching, marching, we battle too for men
For they are women's children and we mother them again.
Our lives will not be sweated, from birth until life closes
Hearts starve as well as bodies; give us bread, but give us roses.

As we come marching, marching. Unnumbered women dead
Go crying through our singing, their ancient call for bread
Small art and love and beauty, their dredging spirits knew
Yes, it is bread we fight for, be we fight for roses too.

As we come marching, marching we bring the greater days
The rising of the women is the rising of us all*
No more the drudge and idler, ten that toil while one reposes
But the sharing of life's glories, Bread and Roses, Bread and Roses

**The original wording "of us all" was "of the race".*

1. What does the author mean by "Give us bread, but give us roses"? _____

2. Why do women battle for men too? _____

4. Why do you think the words were changed from "of the race" to "of us all". What do you think the original writers meant by this term? _____

4. Explain the last two lines of the song. _____

WHERE THE FRASER RIVER FLOWS

Background

Joe Hill, a member of the Industrial Workers of the World, wrote *Where the Fraser River Flows*, in 1912. The song was written in solidarity with striking railroad workers in British Columbia. Joe Hill is the most famous labour folk singer from the 1900–1914 period. His songs still inspire workers today. He is known as the man who never died. This is because, not only does he live in memory and song, but because his ashes were deliberately scattered across the USA by his followers (all states except Utah, where he was killed). The song “I dreamed I saw Joe hill last night” is in the Humanities/English section of this guide.

WHERE THE FRASER RIVER FLOWS

Fellow workers pay attention to what I’m going to mention,
For it is the brave contention of the workers of the world
That we should all be ready, true hearted, brave, and steady.
To rally around the standard when the Red Flag is unfurled.

Chorus

Where the Fraser River flows, every fellow worker knows
They have bullied and oppressed us, but still the Union grows.
And we’re going to find a way, friends,
for shorter hours and better pay, friends
And we’re going to win the day, friends,
where the Fraser River flows.

For these gunny-sack contractors have all been dirty actors,
And they’re not our benefactors, as each fellow worker knows.
So we’ve got to stick together in fine or dirty weather,
And we will show no white feather where the Fraser River flows.

Chorus

Now the boss the law is stretching, bulls and pimps he’s fetching.
And they are a fine collection, as Jesus only knows.
But why their mothers reared them and why the devil spared them
Are questions we can’t answer, where the Fraser River flows.

Chorus

1. Why is there a reference to the Red Flag? _____

2. What does it mean to show no white feather? _____

3. What terms are used to describe the bosses? _____

4. What are the workers fighting for? _____

5. Why do you think Joe Hill is known as the man who never died? _____



Ginger Goodwin's gravesite in the Cumberland cemetery.
(Photo courtesy of the Northwest Labour History Association)

GINGER GOODWIN

Sean Muldoon, a Vancouver teacher, wrote *Ginger Goodwin*. Goodwin refused to support World War I, which he considered to be a war to benefit only the capitalist class. According to prevailing labour mythology he was hunted down and murdered outside Cumberland for his anti-war and union activities. He has become British Columbia's most famous labour martyr.

Recent critics have claimed that, rather than some deep conspiracy, Goodwin was "killed" by a mentality of the times that assumed he was an "outlaw" (his actions, in effect, removing him from the protection of the law) and therefore, like a mad dog, in need of being put down before the social illness spread. The prevailing attitude, if true, would strengthen rather than weaken Goodwin's labour martyr status, and would put his death in a much wider context of worker struggle.

GINGER GOODWIN

Ginger Goodwin, he worked hard
Till the police laid him low
Signing up those union cards
The people cried to see him so
Ginger's sleeping sound and fast
A hero of the working class
But he won't hear those May Day Songs
Dead heroes never sing

He was hiding in a shack
In the hills of Cumberland
Police shot him in the back
Because he was a union man
Newspapers said too bad
Ginger was a dangerous lad
He wouldn't kill his fellow man
So he was killed instead

Ginger's sleeping sound and fast
A hero of the working class
He won't sing no May Day songs
Dead heroes never sing

They carried Ginger's body down
They laid him on a bed of straw
All the people gathered round
They won't forget the man they saw
When word spread that he had died
Thousands came to say goodbye
They laid a stone where Ginger lies
Here lies a worker's friend.

Now when I see workers strike
They say we're here to win this fight
I think of Ginger and I know
they're right
Here lies a worker's friend.

1. Write out the lines that refer to the reasons why Ginger Goodwin was killed.

1. _____

2. _____

3. _____

2. Why is there a reference to May Day songs? _____

3. How does the song convey sadness? _____

4. What is written on Ginger Goodwin's tombstone and why? _____

Robber Barons

HISTORY OF GREED...1

From out of our

PAST

Stuff they don't tell you!



A banquet for tycoons in New York in the 1890's. Note the Horner conspired wealths on their august heads.

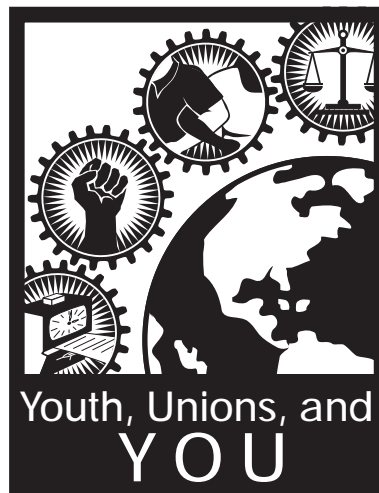
©Williams 12/97

Flight: The other side of wealth

Let's 19th century America is a good place to start a series on capitalist greed. Andrew Carnegie, John D. Rockefeller, Jay Gould and Cornelius Vanderbilt made huge fortunes on ruthless, often violent business competition and exploitation. Marble palace wealth and homeless poverty existed side by side. (Sound familiar?) Banker J.P. Morgan based his fortune on selling faulty rifles during the Civil War. Mousetrap inventor Jay Gould cornered the U.S. gold supply, causing chaos. Carnegie's Homestead Steel slashed workers' wages and hired armed Pinkerton men to put down their strike. When the smoke cleared, there were dead on both sides but the company confirmed "The divine right of capital".



SOCIAL STUDIES



GRADE 11

From out of our
PAST
 Stuff they don't tell you!

May Day in 1919 Winnipeg

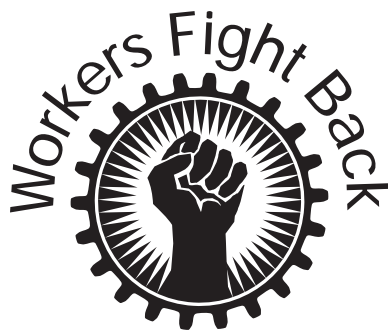
After years of tension between a fierce self made business class and a tough Marxist working class, the Winnipeg building trades and metal workers struck on May Day, 1919. They wanted recognition of their own trades councils. When the employers refused, the Trades and Labour Council called a general strike, one where all workers go out. The federal government appointed the head of a "citizens" committee to break the strike and replace the regular police force. When the strikers tried to allow essential services, the special police attacked the crowd and arrested strike leaders. The next day mounted police charged the strikers and during the m  le, a streetcar was burned and one striker was killed. The Winnipeg general strike showed the workers the lengths the state would go to to support business interests. The government wasn't theirs.



SIDEBAR

The Second Socialist International Congress turned May Day from a holiday for Marx's dancing to a holiday for militant labour in 1889. The first May Day was celebrated in Paris that year with a parade and demonstration.

© Williams 4/97



Winnipeg General Strike, 1919

LESSON 1—GRADE 11

PRESCRIBED LEARNING OUTCOMES

Skills and Processes: *Students will*

- identify and use approaches from the social sciences and humanities to examine Canada and the world.
- communicate effectively in written and spoken language or other forms of expression, as appropriate to the social sciences.
- demonstrate the ability to think critically, including the ability to
 - define an issue or problem.
 - develop hypotheses and supporting arguments.
- gather relevant information from appropriate sources.
- assess the reliability, currency, and objectivity of evidence.
- reassess their responses to issues on the basis of new information.
- demonstrate skills associated with active citizenship, including the ability to:
 - collaborate and consult with others.
- demonstrate appropriate research skills, including the ability to:
 - develop pertinent questions about a topic, an issue, or a situation.
 - use a range of research tools and resources.
 - compile and document task-specific information from a wide variety of print and electronic sources.
 - present and interpret data in graphic form.
 - understand the nature of and appropriate uses for primary and secondary sources.
- recognize connections between events and their causes, consequences, and implications.
- demonstrate awareness of the value of social studies education in their daily lives and careers.

Social Issues: *Students will*

- describe the role of women in the development of Canadian society.
- compare and contrast forces that have united and divided Canadians during the 20th century.
- recognize the importance of both individual and collective action in response to global citizenship.
- identify and assess social issues facing Canadians.

Political Issues: *Students will*

- describe Canada's role in international conflicts, including World War I and World War II, and assess the impact on Canada.
- identify and assess political issues facing Canadians.

Economic Issues: *Students will*

- describe economic cycles in Canada and the world, including the Great Depression.

- demonstrate awareness of disparities in the distribution of wealth in Canada and the world.
- identify and assess economic issues facing Canadians.

LESSON TITLE

Winnipeg General Strike, 1919

OBJECTIVES

- to develop a deeper understanding of events in Winnipeg within an historic context, but also within the context of unionism and collective activism today.
- to develop deeper understanding and appreciation in students of events that led Canadian workers to form unions and take collective action.
- to have students perform directed research, and to have them “take apart,” interpret, evaluate, and reformat the information they encounter.

BACKGROUND INFORMATION

The teacher should pre-read the following articles entitled *Winnipeg General Strike* and *The day Winnipeg Stopped*.

INTRODUCTION/OVERVIEW

This large unit requires at least two hours of library time and two or three more hours of classwork time; you may wish to adapt it, or pick and choose aspects to assign. It is presented as a library research assignment, but it fits well with the WebQuest activities included elsewhere in this labour studies resource. Students are introduced to the concepts of the Winnipeg General Strike with an Anticipation Guide. Enclosed are background handouts to give a general sense of the events in Winnipeg in 1919. Students will write in role as characters from the period, will answer background questions and define key terms, and will complete a group project of their choosing. The projects are designed to appeal to a variety of intelligences and to engage students visually, physically, and verbally.

MATERIALS NEEDED

1. Handouts attached to this lesson
 - Anticipation Guide
 - *Winnipeg General Strike*, page 129.
 - *The Day Winnipeg Stopped*, page 130.
2. Library time
3. Depending on project
 - Cassette recorder
 - Video recorder
 - Construction paper, chart paper
 - Crayons, markers, art supplies

ACTIVITIES

1. Introduce the lesson(s) with the Anticipation Guide. Explain that there are no right or wrong answers; it's just to get an sense of students' background information and open up discussion for the topics to be covered in the unit. Run through the statements, having students answer quickly and in point form. Collect the Anticipation Guides for revisiting at the end of the unit (20 minutes).
2. You may wish to introduce the Winnipeg General Strike with one of the handouts or a brief overview from the textbook. It is recommended that this portion be as brief as possible—students do need a general sense of the event, but they will probably get as much information as they need from the activities, and avoiding overkill may be important (10–30 minutes).
3. Hand out Project Assignment, and have students form groups of four (three to five if necessary. You may wish to form groups, ensuring a mix of talents, etc.).
4. You may adapt as you see fit, and may pick and choose assignments and activities.
5. Students will probably need at least two hours in the library and another two or three hours to work in class. Teacher may wish to break down the project into separate due dates, and may wish to have students present completed projects to the class.

WINNIPEG GENERAL STRIKE PROJECT

It was a bad year for strikes. Thousands of workers took part in illegal strikes, and governments across the country threatened them with fines and jail sentences. Business complained bitterly about the impact on competition and profits, and leading newspapers across the country agreed. Their editorials insisted that "strike leaders have allowed the intoxication of power to go to their heads" and that "strikes by government officials and the employees of municipal authorities should be prohibited by law." A prominent government representative declared bluntly about one strike, "There is absolutely no reason that hardship should be imposed upon the whole community, just because three employers and their employees were unable to agree."

*I'm talking about 1919. It was the year of the Winnipeg General Strike, and we lost more time to strikes and lockouts that year than any other in Canadian history. (Mark Leier, *National Post*, 6 September [Labour Day] 1999)*

What was happening in 1919? The First World War had ended, and soldiers were returning from Europe. The Depression wouldn't come for ten more years. You'd think people would be happy and life would be brimming with opportunity. So what was happening that would lead to such labour and social strife?

In your groups, each of you is a Winnipeg citizen in May of 1919 (see roles below).

ROLES (CHARACTERS)

1. You are a 26 year-old man, returning from the war. You thought you would be returning to take over your family's farm, but while you were away at the war, your dad got sick and the crops failed and your family had to sell the farm. You have a minor injury from the war, so you receive a small pension that is not enough to support yourself. You are now working in Winnipeg as a police officer, trying to keep your limp from them so that you can keep the job. You are supporting your parents and your younger sister, who have moved off the farm to Winnipeg. The police have voted to join the strike.
2. You are a 17-year old girl working as a waitress in a Winnipeg restaurant. Your father died in the war, and your mother cannot support you and your younger siblings on a meagre pension. Your employer expects you to work six days a week, on long shifts without a break. Meals, eaten on the run, are deducted from your wages, which may not be enough this month to cover your rent. Lately, your boss has been grabbing you a lot and suggesting that he could make your life a lot easier. Your co-workers are talking about joining a union or doing anything else to improve conditions and express solidarity with other workers throughout the city.
3. You are a 45-year old man who was injured in the first year of the war. You and your 20-year old son, who has just returned from serving in the war, both work at the Manitoba Bridge and Iron Works. Although you are hoping to make enough money to go back to the farm, where your wife and younger son are holding it together, you think your son will probably stay with the MBIW, and most of the men you work with see this as a long-term job. Some of the leaders in the Craft Union have joined up with the Manitoba Trades Council, and tomorrow they are holding a strike vote.
4. You are a 30-year old Cree woman who married a white man before he went to the war and was killed. Now you cannot live back on the reserve because you are no longer "status" and you work as a switchboard operator at Manitoba Telephone. All of your co-workers are women, and tonight you are going to a meeting about the general strike. You are one of very few First Nations women working at the company. You expect that one of your co-workers, Helen Armstrong, will speak, as she has been talking a lot about the strike and the formation of a city-wide union over the last few weeks. You would like to support the men who work at the iron works, and you know that many people got working improvements from the strikes last year, but you can't afford to miss any work.
5. You are a 48-year old man, a City Councillor in Winnipeg, and you own a small metalworking business in the north end of the city. Lately the men who work for you have been restless and have complained a lot

about working conditions. They want to form a union with metal workers from other companies, but you want to deal with workers from your business only, not workers from all sorts of different metal-and iron-works facilities. Moreover, the city workers are threatening to strike too, and you are getting a lot of messages and complaints from various citizens who are afraid that things are getting out of hand. At city council meetings, more and more of the talk is about maintaining order. You just want to make sure that Winnipeg keeps working efficiently and safely and your business continues to be profitable.

ASSIGNMENT

Scrapbook

After conducting research in the library, each of you must complete a one page scrapbook from the year 1919 with at least five written diary entries that reflect your circumstances, your concerns, your hopes and dreams.

Questions

Winnipeg General Strike Questions (One set of answers per group)

1. What did the strikers want? List at least four things.
2. Who opposed the strike? Why?
3. What recent world event (where and when) made governments and business especially concerned about the strike? Do you think their concerns were valid? Explain.
4. How was the Winnipeg General Strike different from previous strikes (give at least two ways)?
5. Identify three long-term effects of the Winnipeg General Strike. Find at least one effect that is still obvious in Canadian life today.

Glossary of terms

Provide definitions for each of these terms as it applies to the Winnipeg General Strike (one set per group).

1. alien
2. Bolshevik
3. IWW
4. OBU
5. sedition

Group project

Your group must also complete one of the following projects (see your teacher for criteria for these projects):

1. A newspaper from Winnipeg in 1919. Your newspaper must have at least two dates of publication, and must include news stories about the General Strike, but must also contain stories and items that reflect the lives of everyday Winnipeggers (like the people in your scrapbooks).

2. A live radio show (this may be on cassette). Your radio show must provide coverage of the events of the Winnipeg strike, and your live reporter must be on site at Bloody Saturday. You must interview people who are there. Your show should cover at least three different days and should also include features from everyday life.
3. A re-enactment of a significant event from the Winnipeg General Strike, such as the IWW meeting in Calgary, or the first day a workplace went out on strike, or a workplace strike vote. Include as many of your characters as possible.
4. Create an illustrated timeline of events leading up to, during, and following the Winnipeg General Strike.
5. Create a map of Winnipeg showing all the sites (with dates and a brief synopsis of the events that occurred there) of the General Strike (and the [imagined] homes of your characters).
6. Choose one figure from the Winnipeg General Strike and research that person. Write a short (200–400 words) biography of that person, giving details of her or his life and a recounting of her or his part in the Winnipeg Strike. Why did he/she get involved? What did he/she do after the strike? Get your teacher's approval on the figure you choose before you start.

Each group will complete and hand in the following:

- set of scrapbooks for the roles.
- answers to the general questions (one set of answers).
- definitions for the glossary of terms.
- one group project.

ASSESSMENT/EVALUATION

- post or distribute criteria at beginning of project so students know on what they will be marked.

Criteria for Scrapbooks

- neat and error-free.
- minimum of five different entries, entries at least 10 lines each.
- entries “written in role” and sounding like the authentic voices of the characters; thorough and interesting.
- entries accompanied by mementos as one might find in a scrapbook (train tickets, picket signs, a napkin from a party or union meeting, an old leaflet, a songsheet, or a ballot, etc.).

Criteria for Group Projects

NEWSPAPER

Presentation

- neat and error-free.
- two dates of publication.
- visually attractive and realistic—looks like a newspaper.
- reflects clear understanding of events, power relationships, and outcomes.

Contents

Newspaper elements include:

- editorials giving opinions for and/or against the strike.
- advertisements.
- other news stories, letters to the editor for and against the strike.
- advice columns.
- photos, cartoons, etc.

LIVE RADIO SHOW

- live reports covering events at minimum one picket line and at Bloody Saturday.
- three different days of coverage.
- interviews with “real” people at the events—average people and leaders (both union and government).
- features from everyday life.
- voices in character.
- voices clear and understandable.
- authentic background sounds.
- performed live for class or handed in on cassette.
- reflects thorough understanding of causes, events, and outcome of the general strike.

RE-ENACTMENT

- based on a real event from the strike.
- all members of the group participate and contribute meaningfully.
- all participants in character throughout presentation.
- professional, serious presentation, carefully planned and blocked.
- vocal projection clear and understandable.
- audience understands the power structure and the decisions facing the people who were there and the debates they had over the action to take.
- shows clear understanding of events and issues.

ILLUSTRATED TIMELINE

- contains all significant events leading up to, during, and following the General Strike.
- shows understanding of the relationships between events as they occurred, impact of events, and causes of events.
- illustrations are visually appealing; colour, shading, space are used effectively; events are clearly depicted.

MAP OF WINNIPEG

- contains all important sites and summaries of events that occurred at each site.
- show other important Winnipeg sites.
- uses appropriate mapping skills, including scale.
- visually appealing, colour, shading, and space used effectively.
- shows understanding of the events and issues of the general strike.

BIOGRAPHY OF HISTORICAL FIGURE

- neat and error free.
- research is thorough; contains personal and public information about figure.
- numerous sources are consulted (at least four), and cited correctly.
- bibliography.
- shows clear understanding of events of the strike, role of the figure in the strike, and what motivated the figure to become involved.

CRITERIA FOR CLASS PRESENTATION

- clear, audible, good projection.
- organized, efficient, interesting—keeps the class's attention.
- all group members participate meaningfully.
- questions answered confidently and knowledgeably.

CRITERIA FOR AUDIENCE PARTICIPATION

- active, engaged listening (eyes forward, nodding, responding to presentation).
- polite and respectful at all times.
- silent until asked to question.
- relevant questions reflecting understanding of presentation.

WINNIPEG GENERAL STRIKE ANTICIPATION GUIDE

1. More work days were lost to strikes in Canada in the last five years than ever before.
2. Canada has never experienced a general strike in which all services and industry were shut down.
3. After World War I, workers in Canada experienced unprecedented prosperity.
4. It is helpful, when workers from one workplace are on strike, for workers from other workplaces to go on sympathy strikes.
5. Workers in Canada have always had the right to form unions and negotiate collective agreements.

DISCUSSION POINTS FOR ANTICIPATION GUIDE

1. Actually, no. They are better reported now, but more work days were lost to strikes in 1919 than in any year since.
2. There have been only a rare few national general strikes (for example, 1976, protest against wage controls). However, there have been general provincial and city strikes. For example in B.C. (1918) there was a one-day general strike to protest Ginger Goodwin's death, and there was a threatened general strike in 1983 during solidarity.

3. Actually, no. This was more the case in the 1950s after WWII. In 1919 and the 1920s, the return of soldiers to the workforce, crop failures on the prairies, and the closure of munitions plants meant post war was a period of economic uncertainty and difficulty for many working people.
4. It can be, but this discussion will be up to teachers and students to reach their own conclusions, after studying the Winnipeg General Strike, and perhaps much later after studying other general strikes and collective actions. Seldom have such strikes achieved all the strikers' goals. However, pressure from other sectors has often led to long-term effects like labour legislation that allowed for the formation of unions and achievement of first collective agreements or weakened governments that fell in later elections or trained leaders who went into politics and contributed to legislation that helped workers. In most labour codes, strike action is legal only after the current collective agreement has expired and a new one has not been reached. Therefore, sympathy strikes are not legal, and the decision to go out is a very difficult one. Consider why workers and unions would even consider such action.
5. Obviously, no. Labour laws and workers' rights have been hard won through political and collective struggles.

WINNIPEG GENERAL STRIKE

World War I ended in 1918. Times were hard for Canadian workers. People were angry that corporations had made huge profits during the war while others suffered. Prices were rising much faster than wages. Jobs were hard to find. The government made organizing hard for unions and radical groups by keeping wartime orders limiting free speech and assembly. Some left-wing organizations were made illegal. Many workers saw the Russian Revolution as the beginning of the end of class exploitation. The idea of workers overthrowing their oppressors was attractive to many.

On May 15, 1919, Winnipeg workers—union members and unorganized workers—went on strike. They shut down Canada's third largest city for six weeks. Workers went on strike for recognition of their unions and the right to bargain collectively for their wages and working conditions.

Factories, stores, restaurants, offices, public transportation, fire departments, newspapers, telephone, postal system—everything stopped. The Winnipeg General Strike was the most complete general strike in North American history. Thousand of war veterans demonstrated in support of the strikers. Many strikes and demonstrations took place in other cities across Canada.

The government and businesses saw the strike as the beginning of a worker revolution. Winnipeg business people organized the "Committee of 1000" to oppose the strike. The government promised to use all resources, military, financial, and legislative, to crush the strike. Armoured cars, troops, and machine-gun units were moved to Winnipeg. The strike leaders were arrested and threatened with deportation. The police violently attacked a peaceful Winnipeg parade of strikers and war veterans. Dozens of people were injured. The strike was smashed.

In the provincial election after the strike, 11 labour representatives were elected. Three of those elected were strike leaders still in jail. Many labour representatives were elected to Winnipeg City Council as well. The following year, J.S. Woodsworth was elected to the House of Commons. He had been arrested but never went to trial for his involvement in the strike. In 1933 Woodsworth helped to establish the Co-operative Commonwealth Federation, a political party sympathetic to workers, farmers, and the poor.

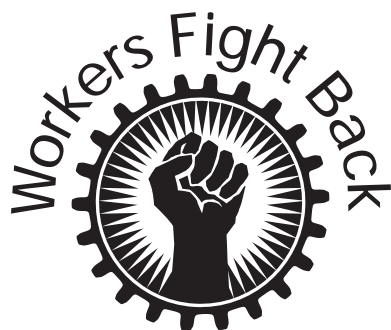
THE DAY WINNIPEG STOPPED

On May 15, 1919, Winnipeg stopped working. It was the first day of the Winnipeg General Strike, the climax of many years of workers' frustration and anger. First the metal workers walked out; their bosses had refused to give them a raise, a nine-hour day, and union recognition. Then the firemen, postal workers, and telephone operators struck. They were joined by office clerks, railway workers, streetcar drivers and conductors, delivery people, and garbage collectors. In all but two of the 96 unions in Winnipeg, every member walked off the job. Thousands of World War I veterans demonstrated in support of the strikers. Tens of thousands of workers in British Columbia, Alberta, Ontario, and the Atlantic provinces staged sympathy strikes. Even the Winnipeg policemen publicly supported the strikers. All 240, including the chief, were fired, and a special force of 2000 untrained anti strike constables took over.

Late on the night of June 6, the federal cabinet rammed through a change in the immigration act permitting the arrest and deportation of "enemy aliens." On June 18, six British-born strike leaders and a few strikers born in other European countries (who were later deported) were arrested and taken to Stony Mountain Penitentiary. The workers and many thousand of non-union people who supported them were outraged. They held a parade and rally the following Saturday, June 21. On that day, "Bloody Saturday," the Winnipeg General Strike exploded in riots, violence, and death. A troop of Mounties galloped again and again into the crowd, firing their guns. The special constables, swinging baseball bats, came behind them, forcing the workers into the back streets. By nightfall, one person was dead, one was dying, and more than a hundred were injured.

In one way, the Winnipeg General Strike failed. The workers had gained nothing and lost much (including, in many cases their jobs). Winnipeg unions were nearly destroyed. But in another way, the strike succeeded. In the years that followed many of the strikers' demands became law, and many of the strike leaders were elected to the provincial and federal governments. One of those leaders was J.S. Woodsworth. In 1933, he founded a new political party, the CCF—the Co-operative Commonwealth Federation. The CCF was sympathetic to workers, farmers, and the poor; it later became the New Democratic Party (NDP). And in 1969, 50 years after the Winnipeg General Strike, Manitoba elected an NDP government. The workers had won at last.

Previous material excerpted, with authors' permission from "Heritage of Struggle" (1996); and, "Paycheques and Picket Lines" (1987).



On-to-Ottawa Trek, 1935

LESSON 2—GRADE 11

PRESCRIBED LEARNING OUTCOMES

- compare and contrast the forces that have united and divided Canadians.
- describe economic cycles in Canada and the world, including the Great Depression.
- recognize the importance of both individual and collective action in responsible global citizenship.
- assess the role of values, ethics, and beliefs in decision-making.
- develop and express appropriate responses to issues or problems.
- collaborate and consult with others.
- describe the role of women in the development of Canada.

TITLE

On-to-Ottawa Trek, 1935

OBJECTIVE

To introduce students to the efforts of the unemployed in the 1930s. Students will be able to empathize with the living conditions of the unemployed in the “Dirty Thirties.”



Fraser Wilson cover illustration from book *Recollections of the On-To-Ottawa Trek, 1935* by Ronald Liversedge, 1961.

INTRODUCTION

The On-to-Ottawa Trek ranks as one of the most important events in Canadian labour history. In the 1930s, with so many unemployed, the focus of working-class organizing became the unemployed. The social safety net: unemployment insurance, welfare, universal medical care, and worker's compensation didn't exist in the 1930's. The “Dirty Thirties” led to a marked swing toward radical left-wing organizations, from block committees growth in memberships of the Communist Party of Canada and a new socialist party: the Co-operative Commonwealth Federation (CCF). The three divisions of unemployed, led by Slim Evans, that left Vancouver for Ottawa in 1935 to demand action from Bennett's Conservative government are part of that radical workers movement. The “Dirty Thirties,” with its strikes, unemployed workers' unions, riots, occupations, street demonstrations, sit-ins, a dramatic increase in unionized workers, the rising popularity of socialism, the CCF, and the almost universal feeling that classical capitalism had failed, will have long-term consequences that will help shape contemporary Canadian society.

MATERIALS NEEDED

Article, On-to-Ottawa Trek (highly recommend resource—the video On-to-Ottawa Trek, directed Sara Diamond). The video is being added to the web page. Check the web site: <http://www.ontotoottawa.ca>. This site is maintained by the On-to-Ottawa Historical Society, which also offers background on the depression, the relief camps, the trek and the aftermath.

TIME

One to two periods

PERIOD ONE

Divide class in groups of four students.

Read the introduction (On-to-Ottawa Trek) to the class, and discuss.

DISCUSSION QUESTIONS

1. Do you know someone who is or has been unemployed?
2. Is unemployment a problem only for the unemployed? Explain why or why not.
3. What do people do today when they are unemployed?
4. Why do you think the unemployed were so desperate in the 1930s?

Students will read to each other the article "A Trekker Remembers," divide the questions, report to the group, come to a consensus on the answers, and record the answers in their notebooks.

1. Why were so many people supportive of the trekkers?
2. Comment on the effects of the depression in Saskatchewan.
3. Why did the meeting between R.B. Bennett and Slim Evans end in mutual insults?
4. What were the long-term consequences of the trek?
5. Describe the role of women in the article.
6. What would you have done if you were unemployed in the 1930s?
7. What was a relief camp, and what were the conditions like in the camps?
8. Quote the sentence that tells you there was no need for people to go hungry.

After students have finished discussing and writing down their answers, take up their responses with the class. (This could be done at the beginning of the next period.)

PERIOD TWO

In their groups, students will collaboratively write one friendly letter from the point of view of Ronald Liversedge, the trekker. The letter will be addressed to his parents back in Vancouver. The letter should describe what he sees and hears, the people he meets, his inner frustrations about being young and unemployed.

Have each group read its letter to the class. At this time, the class can do a variety of activities, including asking questions to each of the groups and/or discuss the similarities and differences in the letters. The letters could be sent to another group, and then have the groups collectively or individually write back to Ronald, from the point of view of his parents.

EVALUATION

Collect and mark questions and letters.

THE ON-TO-OTTAWA TREK—INTRODUCTION

The On-to-Ottawa Trek in the summer of 1935 captured the hearts and minds of Canadians. The Depression of the 1930s—The “Dirty Thirties”—was a time of despair and fightback. Thousands of people were thrown onto the streets without jobs, without money, without savings, without hope. By 1932, 1,800,000 Canadians were on welfare. More than one-third of the labour force was unemployed. There was no unemployment insurance in those days. Those who were working also suffered. Employers could cut wages and increase hours without fear of strikes.

Families broke up. Men left home to look for jobs. Boys were cut off their families’ relief on their 16th birthday. They travelled the country on freight cars to look for work and food. In 1932 the federal government set up relief camps in isolated areas for unemployed single men. Over the next four years, more than 100,000 young Canadians lived in those camps. The camps were run by the army. Pay was 20 cents a day in addition to bad food and poor accommodation.

The relief camp workers in British Columbia were organized into the Relief Camp Workers Union. They wanted “work and wages.” The union demanded an increase in wages, a five-day workweek, unemployment insurance, and Worker’s Compensation coverage, the right to vote, and to have the camps taken out of control of the Defence Department.

In 1935, about 1500 left the camps in B.C. to protest the bad conditions. They gathered in Vancouver over several weeks. The relief camp workers organized a trek to Ottawa by freight car to protest directly to the federal government. Starting with 1500 in Vancouver on June 3rd and joined along the route by more unemployed, 2000 trekkers reached Regina two weeks later. In Regina on July 1 (Dominion Day), citizens and trekkers were brutally attacked by the RCMP and city police on orders of Conservative Prime Minister R.B. (Iron Heel) Bennett.

The trek was stopped. Its leaders were arrested. But the trekkers maintained their unity and organization. They won the right to return to their homes as a group in railway passenger cars.

Within months, the Tory Bennett government was defeated. Soon after, the relief camps were abolished. Although the trekkers didn’t make it to Ottawa, they won their battle. They raised people’s spirit to fight for jobs and a better life. They helped change Canada.

Adapted from *Heritage of Struggle Canadian Labour History Workbook*, published by Metro Labour Education Centre

A TREKKER REMEMBERS

Ronald Liversedge took part in the On-to-Ottawa Trek and was a member of the CPC.

Ronald Liversedge Remembers

We boarded the CPR boxcars and huddled together on top of the cars preparing ourselves for the long, cold ride ahead. We were slowly moving east to the shouted good wishes of the people of Vancouver. At every crossing, there were people to bid us good luck, until Victoria Drive where the train picked up speed, and soon it was goodbye to Vancouver, and that was the start of the trek.

After one night in Kamloops, the trekkers headed east again. Their next stop was Golden, as Calgary was too far to go in one stretch.

I was wondering about Golden in the heart of the Rockies. From what I could remember, having passed through a few times riding freight, there was nothing at Golden except a station, a hotel, and a few shacks. Trek leader Slim Evans was very optimistic. He said, "There is a large farming area there with lots of good farms." What's more, there was a little white-haired lady living on one of those farms, a communist, and a personal acquaintance of Evans, to whom Slim had sent a telegram from Kamloops telling her the time of our arrival in Golden, and stating, "Please prepare food and welcome for one thousand."

We pulled into Golden shortly after noon. We very soon marched onto a large expanse of park like land, richly grassed with large shade trees scattered here and there. Under a half dozen of the huge shade trees were cooking fires, and suspended over the fires were various kinds of make-shift cooking vessels full to the brims with simmering, bubbling, thick, heavenly-smelling beef stew. Over one fire (and this is the gospel truth) was suspended a full size bathtub, also full to the brim with beef stew. There were long trestle tables with thousands of slices of golden crusted bread. Around each fire were just two or three quiet, smiling women, salting, peppering, and tasting.

It was incredible, it was heartwarming, it was beautiful.

The next day, we left Golden with reluctance, but we had to pass on. There was one bad spot on this lap of our journey, the Connaught tunnel. The tunnel, which spirals through the heart of a mountain, is about seven miles long. It was a nightmarish trip. I think the two locomotives pulling the train were coal burners. The tunnel was filled with dirty, brown, billowing, gritty, warm smoke. The acrid sulphurous stench was overpowering, and gave one a choking sensation. We all lay on top of the boxcars, covering our mouths and noses with handkerchiefs or rags. The trip through the tunnel took about 30 minutes, and it was a wonderful sensation to finally emerge into the fresh air.

After Calgary, soon we were rolling across the lone prairie, where the coyotes howl, and the sheriffs were busy delivering more closure notices

to the poor farmers. In Saskatchewan alone during the depression, 5,000 farms were seized for debt by the mortgage companies, the banks, and the farm machinery companies. There was very little in the way of crops evident as we travelled along on the boxcars. What was the use of growing wheat when all the elevators were full to the bursting point. No matter that millions of people in the world starved, along with scores of thousands in our own country. As long as the people didn't have money to buy, then the goods and food would remain locked away and guarded by armed men.

One entry into Regina was something of a triumph. We had been successful up to now, had built our forces up, and we were a proud little army. As we marched through the city streets, throngs of people lined the sidewalks to give us a rousing welcome. At the official welcome, there were gathered representatives of all the working people's organizations, communist, CCF unemployed, trade union, and there was a large choir from the Ukrainian Labour Farmers Temple Association.

Hundreds of unemployed workers joined the trek as it moved east. Public support was growing. In a manoeuvre to stop the trek, the federal government invited a delegation to negotiate in Ottawa. They met Prime Minister R.B. Bennett.

There sat Bennett behind his desk, surrounded by officials and guards. There were the press, and in front of Bennett, the eight representatives of the trek. The Prime Minister wasted no time, but went into his diatribe of abuse, condemnation, and threats, his face crimson with hatred.

He then singled out Slim Evans and roared, "We know you down here, Evans! You are a criminal and a thief!" At this, Slim calmly rose to his feet, and looking the Prime Minister in the eye, he said, loudly and distinctly, "And you're a liar, Bennett, and what is more, you are not fit to run a great country like Canada."

The offer of negotiations, openly and cynically a trap to get the delegation to Ottawa, the heaping of verbal abuse on their heads, with no intention of negotiating, all this, even coming from Bennett, was, in the eyes of the Canadian people, shameful and inexcusable.

The trek representatives returned to Regina by July 1; plans were made to call off the trek. But at the outdoor meeting to announce the decision, the federal mounties launched an attack. Dozens of people were injured, 100 were arrested, and there was much damage in downtown Regina.

What a price to pay for the defeat of a government and extinction of a political party. Although R.B. Bennett was too great an egotist to admit the fact, he had on that Dominion Day in 1935, signed the death warrant of his government and party for the next two-and-a-quarter decades.

Adapted from *Heritage of Struggle, Canadian Labour History Workbook*, published by Metro Labour Education Centre

NOTICE

In the absence of the leader of the marchers at the Stadium Friday morning, the following notice was handed by the railway companies' representatives to Bert Canaven, who stated that he was qualified to receive it and would undertake to see that it got to the leader of the relief camp strikers:

REGINA, 14th June, 1935

To Whom it May Concern:

We are instructed to inform you that no person or persons will be permitted to further ride on the trains of the Canadian National Railways or on the trains of the Canadian Pacific Railway without authority or without holding proper transportation entitling such person or persons to do so.

It is requested that you will accept this notice and refrain from unlawfully boarding or riding on the trains of either Railway Company, and that you will notify and instruct those that may be associated with you or under your directions not to unlawfully board or ride on any train of either Railway Company.

We are further instructed to inform you that if you or those associated with you further persist in unlawfully riding on the trains of either Railway Company, the proper authorities will give every assistance and use every means available to ensure that the law in this respect is observed.

You are requested to disperse and return to your respective homes. If you will do this the Railway Companies will take up with the Dominion authorities the question of providing some means by which you can so return.

THE CANADIAN NATIONAL RAILWAYS.
THE CANADIAN PACIFIC RAILWAY.

Courtesy of Saskatchewan Archives.
Regina Commission Exhibit.

National Historic Site for Trekkers

The federal government has announced its intention to designate a National Historic Site to commemorate the On-to-Ottawa trek of 1935.

Sometime in early June 2001, Heritage Canada will unveil a plaque and cairn in Regina—likely in Victoria Park—telling the magnificent story of the trek.

The On-to-Ottawa Trek came out of the hardship and desperation of the Great Depression.

With close to a third of the workforce unemployed the Canadian government, led by millionaire Conservative prime minister R.B. Bennett, decided to set up “relief camps” to get jobless men off the streets and out of the reach of “agitators.”

“Slave camps” set up

Bennett established over a hundred such work camps, most of them in remote areas of northern Ontario and the interior of B.C. The relief camps were under the control of the Canadian military, and living conditions were harsh and primitive. All work was done by hand with picks, shovels, and wheelbarrows. Pay was 20 cents a day. There were no radios and little reading material. The relief camp workers were not even eligible to vote in elections. They began referring to themselves as “inmates of slave camps,” and some began organizing the Relief Camp Workers Union (started by the CPC) to fight for real jobs, real wages, and a decent life.

Strike starts

In the early spring of 1935, the RCWU called the camp inmates from the Rockies to the Pacific out on strike. Many of the strikers converged on Vancouver in early April and held large demonstrations, parades, and protests calling for implementation of their slogan “Work and Wages.”

Vancouver unions and supportive citizens kept the strikers going with food and money.

The strikers’ call for federal assistance was ignored, so they decided to take their protest to the nation’s capital, riding the rails as they were used to doing.

On June 2, 1935, over a thousand unemployed young men left Vancouver on top of a CPR freight train, thus starting the famous On-to-Ottawa Trek. They were led by Arthur “Slim” Evans, a veteran trade union organizer, labour militant, former Wobbly and Communist.

Riding the rails

Through Kamloops, Revelstoke, Golden, Calgary, Medicine Hat, Swift Current, and Moose Jaw, the Trek rolled on. An advance party that included Regina’s Matt Shaw managed to scrounge food for the growing band of jobless men. The Trekkers slept in public parks or baseball diamonds.

Bennett ordered the RCMP to halt the Trekkers—now 2000 strong—at Regina on June 14. He feared a revolution if the protesters got to Ottawa.

Trekkers reach Regina

The Trekkers were housed in the barns and display buildings at the Regina Exhibition Grounds and issued meal tickets for local lunch counters and cafes. Donations of food also came in from Regina citizens.

An eight-member delegation from the RCWU, which included Slim Evans and Doc Savage, was allowed to travel to Ottawa and meet with R.B. Bennett, whom they unsuccessfully lobbied for job-creation measures. The meeting ended in a yelling match between the Tory prime minister and Evans.

On the evening of July 1, 1935, a large meeting of Regina citizens sympathetic to the Trek was held in the downtown area. The police and RCMP used the gathering to arrest the Trek leaders.

Regina Riot

This obvious provocation initiated the Regina Riot on the evening of Dominion Day 1935. Scarcely any windows were left unbroken in downtown businesses, dozens were wounded by bullets fired by the police, one plain clothes police officer was killed.

Within days the Trekkers returned to their camps or homes and the Trek was over.

But the effects were lasting. In the fall of 1935 the Bennett government was decisively trounced in a general election. The camps were closed soon after. Before long the new federal government started planning an unemployment insurance system, and governments also started paying social assistance to single unemployed people. And from 1935 onward politicians could no longer simply ignore high rates of unemployment.

Trek important

The Trek is important to the labour movement for a number of reasons.

It was workers who organized and took part in the On-to-Ottawa Trek, the majority of them young, single, unemployed men from western Canada.

A majority of the most committed Trekkers were union members, and all the prominent leaders of the Trek were trade-union activists. Many of them went on to long and distinguished careers with a variety of unions after the Depression. Doc Savage with the Canadian Seamen's Union (a CPC affiliated union, Harry Linsley with the Packinghouse Workers, and Bob Jackson and George Edwards in the Woodworkers.

The Trekkers deserve to be recognized for the bold stand they took against oppression and injustice.

So come out to whatever unveiling ceremony there is in early June and in the future when you pass the On-to-Ottawa Trek National Historic Site, show some respect for those honoured there. They were some of the great pioneers of the labour movement.

CLASS DISCUSSION QUESTIONS TO SUPPORT THE FILM *ON-TO-OTTAWA*

What was the situation for single unemployed men in the early 1930s?

What was the situation for women?

Who was the prime minister, and what was he like?

What was the situation for Indians? How were some First Nations people caught in a "catch 22"?

What was the situation for immigrants? What happened to some of them?

What was the "red menace"?

Why did people stand together?

Who were the "flying pickets", and what did they do?

Name two songs of the day.

What were the relief camps, and how did they start?

Describe the conditions in the relief camps. Mention at least five things.

How did the relief camps eventually improve? Who caused the change?

Why did they stamp "G" on the men's papers?

Describe two or three actions used to repress the protesters and organizers.

Who was Joe Hill? What did he do?

Who was Slim Evans? Describe his organizing style. Why did he insist on discipline? What did he mean by discipline?

Who was the mayor of Vancouver?

What were the women's organizations like?

Why did McGeer get an iron door put on his office?

What is May Day?

What was the influence of women on the relief-camp protests? Why were the women involved? What are three actions that they took?

Why does the film suddenly show a picture of Hitler? What do the film-makers want you (the viewer) to think about?

If you were given the same choice as the boys who had no money to pay for their restaurant meals, 48 hours to leave town or 90 days at Okalla, what would you choose? Give three reasons why. Consider the consequences of your decision and the message that it will give.

What did each of the three divisions do?

Give three reasons why the strikers thought it was a good idea to take the strike to Ottawa.

When and where did the strikers first meet with the government?

What was the government's offer? Cite three aspects of it.

What were two reasons to reject the government's offer? What were two reasons to accept it?

Describe the meetings with Bennett. How did the strikers act? How did Bennett act?

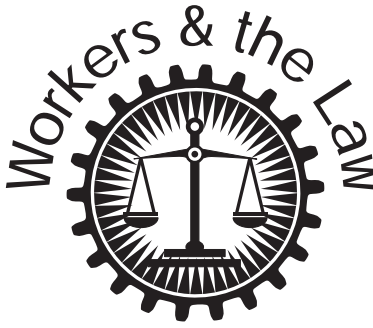
What were three ways the government prevented the trek from going on from Regina?

Did the "On-to-Ottawa" trek work? What was gained? What was lost?

What event brought an end to the Depression?

In this film biased or unbiased? If it is biased, whose side are the film-makers on? Give three examples from the film to support your interpretation.

Many of the strikers and unemployed called upon the government to provide relief, to sustain their families, to provide jobs, etc. What should government have done? What is the responsibility of government in times like the Depression? Who is the government?



After the War: Unions Improve Their Position

LESSON 3—GRADE 11

PRESCRIBED LEARNING OUTCOMES

Students will:

- identify and assess political issues facing Canada.
- identify and assess critical legal issues facing Canadians.
- identify and assess economic issues facing Canadians.

LESSON TITLE

After the War: Unions Improve Their Position

TIME

1 hour and 15 minutes.

OBJECTIVES

Students will be able to:

- apply book knowledge to a simulated real-life situation.
- articulate a set of demands that address specific needs.
- reflect upon a role play and draw some historical conclusions from that experience.

INTRODUCTION/OVERVIEW

The advent of World War II had a huge impact on the working people of Canada. No longer were they competing with one another for the few jobs available, a condition that existed for the decade of the 1930s during the Depression. Now employers were competing with each other over the remaining workers still available. While thousands of women flocked to the businesses, industries, and worksites across Canada to fill the spaces left by men in uniform, those men who remained in Canada had their pick of the best jobs and could leverage the scarcity of the labour force into higher wages and better working conditions. Finally, the workers' decades-old demands for union recognition and increased rights could be pressed on the government for action. The following role-play will allow students an opportunity to try their hand at negotiations and get a sense of the power, or lack of it, in a negotiating situation.

BACKGROUND INFORMATION

Students' texts: chapters on the Depression and W.W. II and sections on unions (*Towards Tomorrow: History*, chapter 4, pp. 130–132 and pp.148–149).

1935—Americans win the right to collective bargaining under Roosevelt's New Deal.

1944—Canadian government signs the National War Labour Order, which recognizes the right of unions to organize and bargain fairly for their members. The law defines and makes illegal unfair labour practices

(like firing without due process).

1945—Rand formula is passed. All workers who benefit from the results of union collective bargaining must pay the union dues established by the union. The Rand allowed workers to bargain through a well-financed union bargaining structure since unions no longer had to spend time collecting individual member dues, and instead got the dues deducted and transferred to the union by the employer. However, unions also surrendered the right to strike without notice, or between contract negotiations.

MATERIALS NEEDED

- make sure students have read the appropriate sections of their texts.
- hand out the timeline listed in Background Information.
- also: many good photos in Supplementary Resources Section.

ACTIVITIES

Role Play

Students are going to role-play factory workers in 1942. They should keep in mind the experiences of workers in the past decade. The depression had a great effect on reducing the pay and worsening the working conditions of workers as there were so many unemployed (surplus) workers in Canada during the 1930s. However, by the third year of W.W. II, a labour shortage had developed, and any available worker was being pressed into service. Companies were desperate to maximize production to feed the war needs of the Canadian government and as demand rose for products, so did the need for workers.

1. Create three or four groups of four or five. Have each group hold a “meeting of workers” in a munitions plant. Each group should elect a spokesperson and a secretary. Each person should contribute to the development of a list of changes the workers want their union to negotiate for them and what they are prepared to do if their demands are not met.
2. Create one group of four or five to play the role of the employers. This group should plan its strategy on how to talk to the workers about their demands and try to figure out ways to discourage the workers from pressing their issues. (Hint: Try using the type of threats used during the Depression, or try to appeal to the workers nationalism “helping the war effort.”
3. One person should play the role of the government representative. Go back and forth between groups, listening to the discussions, and then make recommendations on how to ensure that production is not disrupted by strike action. Your main responsibility is to ensure that the war munitions keep being produced.
4. Hold a “company meeting” at which the spokesperson for each group presents the list of demands for improvements. The company employers should respond to the demands in whatever way they see fit, keeping in mind they want to maximize company profits. The gov-

- ernment representative should make notes about possible legislative changes the government may have to introduce to ensure labour peace.
5. If an agreement is reached, write up what has been agreed to. If an agreement is not reached between the workers and the employers, then the workers should decide what they are prepared to do to press their case to the employers.
 6. After the negotiations session, students should complete a journal type entry in their notebooks that addresses the following issues and feelings: How did you feel as a member of your group? powerful, important, frustrated, angry, etc. Focus on feelings. When did you feel you were making the most headway; what arguments did you feel were most persuasive? If this were real negotiation, between workers and employers, what other factors could your side have brought into negotiations to try to win your case? What did you think of the government's response to your situation. Was it reasonable? Would you vote for that person in the next election? What other ideas and feelings did you have during this role play? Overall, what do you think gives the advantage to workers/employers in negotiations?
 7. Discuss the ideas written in the students' notes within a whole class discussion.

EVALUATION

Take in the students' notebooks and give their journal entries a mark out of five based on the completeness of their response.



Plant workers' shift managers pose with pride below production schedules and war-time propaganda posters at Burrard Dry Docks, 1943. (Photo courtesy of the City of North Vancouver Archives, 27-692)

Unions and Racism



LESSON 4—GRADE 11

PRESCRIBED LEARNING OUTCOMES

Demonstrate the ability to think critically, including the ability to define an issue or problem.

- develop hypotheses and supporting arguments.
- gather relevant information from appropriate sources.
- compare and contrast forces that have united and divided Canadians during the 20th century, including Quebec separatism.
- identify and assess social issues facing Canadians.
- demonstrate awareness of disparities in the distribution of wealth in Canada and the world.
- identify and assess economic issues facing Canadians.

TIME

One hour and 15 minutes.

OBJECTIVES

- students will be able to gather relevant data from classroom textbook(s).
- students will be able to critically analyse the issue of racism, differentiating reasons from justifications.
- students will present a cohesive argument for inclusive union membership.

INTRODUCTION/OVERVIEW

Using the examples of early 20th century immigration policy and the building of the CPR, this lesson will focus students on the racial conflict that existed between European and Chinese workers. Students will have to read the section of their text regarding the differential treatment of workers and then, through group discussion and brainstorming then individual reflection, grapple with the difference between a reason and a justification. Students should read the appropriate section of the text on Canada's immigration policy (pp.273–275 in *Horizons: Canada Moves West* or pp.15–19 in *Towards Tomorrow, History*) and the building of the CPR for homework, before doing this lesson, if it is to be completed in one class period.

BACKGROUND INFORMATION

In the late 1880s, the U.S.-based Knights of Labor organized local assemblies of railroad workers in Vancouver and New Westminster. They had taken the opportunity of the need for workers to complete the CPR in British Columbia to do union organizing.

They agitated for the nine-hour workday but just as vehemently argued against employing imported Chinese workers. In 1887, the Knights of Labor tried to rid Vancouver of Chinese workers. They were opposed to the Chinese workers because of their willingness to work for cheaper rates and in dangerous conditions.

As early as 1878, government legislation discriminated against Asian workers. In that year, the B.C. legislature passed a law that prohibited any Chinese worker from being employed on a public works project. In 1907, the Asiatic Exclusion League was formed as a response to Lieutenant-Governor James Douglas's refusal to sign a bill into law that would have stopped Asian immigration to British Columbia. (The federal government had directed him to not sign the bill.) The league called for immediate restrictions on Asian immigration in order to maintain a "white Canada."

On September 7, 1907, the Asiatic Exclusion League held a rally that culminated in rally participants' running amok through Vancouver's Chinatown, smashing buildings and terrorizing residents. When the mob tried to attack the homes and businesses in Japantown, a few blocks away on Powell Street, they were met with resistance from the Japanese and Japanese-Canadian business people and residents. While there was no loss of life because of the riot, thousands of dollars worth of damage was done to property. The members of the Asiatic Exclusion League included local politicians, business, church and social leaders, and trade unionists.

MATERIALS NEEDED

Several sheets of 11 x 17 paper.

Student extension readings as handouts:

- Indian Workers in B.C.
- Reaction to Chinese Migrants

ACTIVITIES

1. Form students into groups of three or four, and have each group brainstorm definitions of the words *racism*, *reason*, and *justification*.
(Time: 3 minutes)
Take up the brainstormed ideas as a whole class, and decide on complete definitions that every group will use for the duration of this activity.
(Time: 5–7 minutes)
2. Share the background information above with the class, and have the students find the relevant section in their texts about the building of the CPR and immigration policies in the early 20th century. (If they haven't read it previously, have them read it now. Add 15 minutes to this part of the activity.) Ask the students to create two columns on a piece of paper, one labelled *justification* and the other labelled *reason*, with a heading on the page entitled, "Racism Against Asian Workers by European Workers" and place information or "facts" about the discriminatory treatment of Chinese, Japanese, and Sikh workers in the column the students think most appropriate. They should include information about how the employer, European workers, and labour leaders treated the Asian workers. For example, under *reason*, might be "works for lower wages"; under *justification* might be "made fun of because they eat food different from Europeans." (Students will be both fact finding and categorizing.)
(Time: 15 minutes)

3. As a whole class, take up the different points under the two headings, and create a class list, which all students should use for the next part of the activity.

(Time: 10 minutes)

4. Have students, in their groups, discuss the negative effects on both groups of workers the racist practices had. Have the students, using the flip side of the paper they already have, categorize the effects under the headings, social and economic. For example: "cheaper wages for Chinese workers kept the Europeans' wages lower too" would go under economic; "not speaking to one another" would be an example of a social effect.

(Time: 10 minutes)

Have each group report out and build a master list for the class.

(Time: 5–7 minutes)

Evaluation

5. Have students write individual letters to the union leadership in the role of a worker on the railroad, stating reasons why the union should organize the Asian workers along with European workers.

(Time: 20 minutes)

The letters should make reference to the differences between reason and justification and the negative effects racist practices have for workers.

INDIAN WORKERS IN B.C.—*Rolf Knight*

1860–1950

Rolf Knight is the author of *Indians at Work: An Informal History of Native Indian Labour in British Columbia*. 1858–1930, it has recently been published (1998) by New Star Books.

There is every reason for Indians to be as proud of their history as commercial fishermen, longshoremen, sawmill workers, union organizers and small ranchers as they are of their traditional culture. But, the history of B.C. Indians, as workers, has yet to be compiled and written. Much already may be lost and unrecoverable. Much, however, still remains in the sometimes fresh, sometimes fading memories of the aging men and women who helped build B.C. Here are a few fragments gathered from personal memoirs, newspaper articles, and unpublished manuscripts.

Seventy-five years ago, Indians worked throughout the B.C. economy. This may seem an awfully long time ago, but that's the point. B.C. Indians didn't just appear on the wage labour scene from traplines and "isolated" reserves during the last five, ten, or twenty years.*

By the beginning of the 20th century, B.C. Indians worked in sawmills and logging, as stevedores, commercial fishers, and cannery workers. They worked in packing and freighting, in construction, in railway maintenance, and in a range of small-scale ranching, farming owner-operated enterprises throughout the province. In some areas, they were, by 1999, the second and third generation of Indian wage labourers.

Even this leaves out the previous 100-year history of commercial trapping and trading and the recurrent employment of some Indians on sealing and whaling vessels, and around fur trading establishments.

FISHING

In 1900, the approximately 35,000 status and non-status Indians in the province were a substantial portion of the total population. In many regions, they were still the majority. About 60% of the Indian population lived on or near the coast. The most important industry, in terms of the strategic role of Indian workers, was the coastal fishing industry.

Export fishing in B.C. got its start in the early 1870s, with the installation of canneries, first on the Fraser River and later on the Central coast and Skeena estuary. During the first two to three decades of commercial fishing and canning, Indian fishers and cannery workers provided the bulk of the labour. Even after the influx of Europeans and Japanese. Indian fishermen still accounted for at least a third of the fishing fleet, and were in the majority of some upcoast areas. Indian women were half the cannery workers north of the Fraser River.

Around the turn of the century, fishers along the lower Fraser River were pressing the canneries for the guaranteed purchase, at a flat 25 cents per fish, of all salmon landed at the cannery docks during the fishing season. To achieve this demand, groups of fishers engaged in sporadic boycotts of the canneries they deemed particularly unresponsive. Indian fishers under "traditional" leaders supported white and Japanese fishers in the boycott of canneries at New Westminster and on the Fraser River. They did that in spite of the fulminations and intervention of the superintendent of Indian Affairs on behalf of the canneries.

Indian fishers gave steadfast support to the Fraser River Salmon Fishermen's Strike of 1900. The strike marked the beginning of serious attempts to unionize the industry. Most white fishers, and virtually all Indian fishers honoured the picket lines, which held firm through much of the fishing season. The Tsimshian's Port Simpson Brass Band toured the towns and coastal outposts giving concerts and raising funds for the striking Indian fishers on the Fraser River. Even 600 Japanese fishers supported the strike, despite intense intimidation by the canneries (which held their licenses), by the Department of Immigration, and by many Japanese fishing "bosses."

The strike was eventually broken through the use of militia troops, a technique of labour arbitration much in favour then. Indian fishers were among those holding out to the very last in this strike.

A generation and more later, Indian fishers were still in the thick of the struggles to win a decent rate from the canneries. During the desperate and chaotic strikes of the 1930s, some Indian orators visited the cannery camps and outposts of the Central Coast and North Coast attempting to convince Indian fishers to hold on, despite great deprivation.

LOGGING

Indian workers were employed in some of the earliest sawmills in B.C. During the 1860s and 1870s, they laboured in the Crofton-Chemainus area, and soon after in some of the mills around Burrard Inlet and New Westminster. In the two decades prior to World War I, the Prairie demand for B.C. lumber spurred rapid growth in the industry. In the Southern Interior, numbers of local Indian people were able to find work in sawmills. The penny-ante lumber and tie mills of the Central Interior, which began during roughly the same period, also employed Indian workers from the start.

Indians entered logging probably a bit later than they entered commercial fishing. However, before 1900, Indian handloggers worked along the coast as individuals, as members of teams, or as partners with hand loggers. Some of the earliest were from the Sechelt Peninsula and the North Gulf Coast. Others were employed by large logging companies throughout Vancouver Island. By 1910, members from 50 separate Indian bands were employed in logging or sawmilling throughout the province.

Boom work employed substantial numbers of Indians on the coast from WW I on. Indian brakemen were common on the logging railroads of some of the big Vancouver Island logging outfits. The autobiography of Harry Pennier, who worked in the logging industry in the Lower Mainland from 1920 to the 1950s, makes it plain that Indian loggers were quite common by the time he started.

LONGSHORING

Indian workers have been important for over a hundred years in longshoring and stevedoring. Indian longshore gangs loaded export lumber onto ships from some of the earliest sawmills on Vancouver Island, Burrard Inlet, and the Fraser River mills. From 1878 on, wage work in sawmills and in longshoring was an important source of income for members of the Squamish-North Shore Indian bands. In the 1880s and 1890s lumber barques sailing into the myriad of small lumber ports of the B.C. coast would frequently pick up crews of Indian longshoremen from Cowichan and other Vancouver Island points.

August Jack, one of those early longshoremen, recounted that the working "lingua franca"^{***} of lumber loaders in many areas at that time was Chinook jargon. At the turn of the century, probably well over half of the lumber being loaded out of B.C. ports was being handled by Indian longshoremen.

In 1906, the Lumber Handlers' Union, Local 526 of the International Workers of the World, was organized among the mainly Indian lumber loaders of North Vancouver. The union meetings, held in a community hall of the Capilano reserve, were attended by Indian and non-Indian longshoremen. In 1912, after the original union had foundered, lumber loaders organized the Independent Longshoremen's Association. In July 1913, Local 38-57 was formed, composed mainly of Indian lumber handlers on the North Shore. William Nahanee, a member of the Squamish Indian Band, became the local's first president.

The ILA was broken in a strike during 1923 and its membership blacklisted. It was replaced by a company union known as the Vancouver & District Waterfront Workers' Association. During the 1930s many Vancouver longshoremen, including some Indian workers, came under the influence of the Communist-led Workers

^{***} *Language used by speakers whose native languages are different.*

Unity League. In 1935, the VDWWA was smashed in one of the most famous, and bloodiest dock strikes in Vancouver history. As part of the strikebreaking effort, the Shipping Federation recruited families that had been blacklisted in 1923.

Mass arrest, the power of the Shipping Federation and its allies, and the large number of unemployed led to the collapse of the strike. Another company union was formed. The North Vancouver lumber loaders, mainly Indian, were permitted a separate organization (the North Vancouver Longshoremen's Association) and given some 85 jobs on the Burrard docks.

In the succeeding years, the North Shore longshoremen, Indian and non-Indian, reconstituted themselves under the leadership of another Capilano man. They entered the International Longshoremen and Warehousemen Union in 1942, as the first ILWU local in Western Canada.

SOMETHING OF THE INTERIOR

Indian communities stretch along the Pacific Great Eastern railroad line from Cheakamus to Clinton. Until the mid-1950s, that was a fairly representative region of the B.C. interior. It was not particularly isolated or depressed, nor was it close to any of the growing industrial centres. By the early 1920s, many Indian communities in this region already had a 50-year history of wage labour. By then, many of the section hands and section bosses maintaining the PGE track from Squamish to Quesnel were Indian people from local communities. Some Indians were in the running trades: brakemen, firemen, and even locomotive engineers.

Many of the sawmills scattered from Squamish to Cheakamus, at Devine and D'Arcy and further up the track, employed substantial numbers of Indian workers. At Mount Currie, Shalath-Seton, Fountain and elsewhere, Indian gardeners engaged in a modest export sale of fruits and vegetables. North of Lillooet, through the lower Bridge River, around Pavillion, Big Bar, and the Meadow Lake, Indian families were making a go of small-scale cattle ranching. They did as well, or as poorly, as other hard scrabble ranchers.

Indian entrepreneurs operated hunting lodges and guiding outfits, ran trading posts and rural stores, and struggled along with shoestring freighting companies. A small logging and sawmill operation was owned by one Indian family in D'Arcy during the 1920s and 1930s.

Finally, there was an assortment of craftsmen and jacks-of-all-trades—handymen throughout many Indian communities who could do first-rate carpentry, repair a wagon, produce ornamental carvings, and, in general, provide the range of skills necessary to maintain the semi-isolated communities in Western Canada at that time.

AND MORE

What about other industries? In transportation, Indian deckhands were usually on the scores of steamers that plied most major rivers and lakes of the B.C. interior until the 1920s, linking the struggling pioneer settlements and mining towns. In northern B.C., throughout the Cassiar and Peace River regions, scow freighting was mainly run by Indian crews, pilots, and captains.

On land, Indian contractors operated packing and freighting outfits throughout the Cariboo and Central Interior from the 1870s to the 1920s. On railroads, Indian workers and foremen were a significant part of the section gangs that maintained and repaired the track on most of the rail lines throughout the province. In construction, Indian workers accounted for at least a small proportion of the men who laid the rails and roads between about 1880 and 1920.

There were a substantial number of small Indian entrepreneurs and owner-operators, 50 and more years ago; traders, small farmers and ranchers, prospectors, and placer mining operators. We should not forget, however,

that in that period, very large numbers of people wove together a life both as wage workers and as owner-operators.

Richard Slobodin's social history of the Peel River Kutchin, compiled in 1947 is one of the only published accounts to give a quantitative overview of the initial involvement of one Indian group in wage labour. It includes the work histories of 38 Kutchin men and women, in a total population of about 300, who worked in the Klondike mining boom.

The Klondike mining boom was a single temporary situation. But it indicates the rapidity and effectiveness with which Indian people, long ago, could and did master the novelties and problems of a new culture and economy in the most tumultuous of Canadian frontier societies, British Columbia. They did so when given the opportunity and incentive. The experience of the Kutchin is unusual only in that it occurred so late, so rapidly, and in so dramatic a "boom and bust" manner. In an earlier period, (and on a somewhat slower, more extensive and diverse scale), Indian people throughout B.C. faced and dealt with similar problems and opportunities.

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* *Where not referring to a specific group of individuals, I have used the terms Indians, Native Indians, or Indian people, in preference to the currently more fashionable First Nations people. I have done so with the belief that such is still the general usage of most Indian people themselves, and that "First Nations people" is partly the creation of the external mass media. None should consider Indian, as used here, to imply a distinction between status and non-status Indian people.*

REACTION TO CHINESE MIGRANTS EXPOSES GLOBALIZATION'S DOUBLE STANDARD

by Seth Klein

Nothing lays bare more clearly the contradictions of free-market globalization than the hysterical and often ugly reaction to the arrival of the Chinese migrant ships on B.C.'s coast.

Perhaps the recent Chinese arrivals are genuine convention refugees (a definite possibility, given China's human rights record), or perhaps they are mainly economic refugees. Only due process and a proper refugee board hearing will tell. In either case, the nasty "send them back" reaction is unwarranted and based on a troubling lack of understanding about global migration and the world economy.

It is interesting indeed that many of the same people who push for the free movement of goods, services, investment and business professionals, react with outrage and xenophobia at the movement of workers. This double-standard represents the height of hypocrisy.

It is entirely predictable and understandable that people follow money. They always have. More than anything, this is the history of immigration. It's what brought most of us here.

Canada has now sent numerous Team Canada missions to Asia. One of the goals of these missions is to help Canadian corporations set up shop in the free trade export processing zones of Asia—industrial parks and cities where workers come cheap, taxes are virtually non-existent, and labour and environmental regulations go unenforced. It's wild-west capitalism, where national borders are already passé; for all but the workers.

This arrangement serves First World companies well, but it is premised on the exploitation of cheap Asian labour. Human-rights groups estimate that a living wage in China would be 87 cents per hour. Yet according to a study last year by the U.S.-based National Labour Committee, Walmart, Ralph Lauren, Ann Taylor, Esprit, Liz Claiborne, K-Mart, Nike, Adidas, and others, through their subcontractors, pay a mere fraction of this, some as low as 13 cents an hour. The profits flow back to First World shareholders. And now people are following the money.

The country with more export-processing zones than any other is China. By conservative estimates, there are 18 million people working in 124 export zones. One of the first of these was established in 1980 in Xiamen in Fujian Province, the source of the recent migrant boats. More recently, China has "opened" many of its coastal cities, including Fuzhou, the Fujian provincial capital, to foreign investment with various export incentives.

We cannot, in good conscience, continue to reap the rewards of this unjust system in the form of cheap goods from China, and then react with horror when the inevitable flow of people follows. Desperate economic, social, and political circumstances lead people to take desperate actions—and a month at sea on a rickety boat is certainly that.

Some are spinning a line that Canada's alleged lax immigration laws make us a global sucker—a target for many of the world's migrants. This is an absurd proposition. Our global economic order, in which both corporate profits and debt interest payments flow to rich industrialized countries (far outstripping the meagre level of foreign aid going to Third World countries), keeps billions impoverished and has resulted in millions upon millions of economic refugees. Yet the vast majority of these global migrants are being absorbed, not by wealthy countries, but by the poorest countries least able to afford the costs and with the bleakest economic prospects.

There are, according to UN sources, at least 100 million people on the move around the world. Of these, Canada accepted fewer than 200 thousand immigrants and about 25 thousand refugees last year, and our acceptance rate has been declining in recent years.

Thus far, the Chinese migrant boats have carried to B.C. a mere 600 or so people—a fraction of Canada's meagre immigration and refugee quota, and a drop in the global bucket. We can afford to treat these people with respect and to grant them due process.

Globalization has another effect—it understandably heightens Canadians' sense of economic insecurity. But responding to this growing anxiety with intolerance is misplaced. Ultimately, the migrant boats are the inevitable social fall-out of free market globalization. And until we have a global economic order based on justice and a great deal more social and economic equality, more boats (and planes) will come. Either we can respond with higher gates, a beefed-up military and other hypocritical measures, or we can push for a new international system that stops sucking the Third World of its resources and capital.

Source: The Canadian Centre for Policy Alternatives
www.policyalternatives.ca/



When Women Weren't Counted



LESSON 5—GRADE 11

PRESCRIBED LEARNING OUTCOMES

Demonstrate the ability to think critically, including the ability to:

- define an issue or problem.
- develop hypotheses and supporting arguments.
- gather relevant information from appropriate sources.
- develop, express, and defend a position on an issue, and explain how to put the ideas into action.
- assess the role of values, ethics, and beliefs in decision making.
- identify major Canadian social policies and programs and their impact on Canadian society.
- describe the role of women in the development of Canadian society.
- identify the role of women in the development of Canadian society.
- identify and assess social issues facing Canadians.
- describe Canada's role in international conflicts, including World War I and World War II, and assess the impact on Canada.
- describe economic cycles in Canada and the world, including the Great Depression.

LESSON TITLE

When Women Weren't Counted

OBJECTIVES

Students will learn more about:

- the difficulties women face in becoming active in unions.
- how women were thought of and treated by society in the late 1800s and early 1900s.
- how women are thought of and treated today.

LANGUAGE OBJECTIVES

- to practise reading and writing skills.
- to practise speaking and listening skills.
- to practise analytical skills.
- to build vocabulary and dictionary skills.

ACTIVITIES

- pre-reading group discussion.
- completing a comparison chart.
- reading about women and unions.
- reading comprehension questions.
- research project.

ACTIVITY 1

For homework, students are to find one male and one female union member and ask them about how they got involved in their local union. Complete the following chart.

Students as a class, or in groups compare the experiences of the men to the experiences of the women. How do they compare? Was it as easy for the women to be involved as it was for the men? If not, why not? Add to the chart below.

Men's Experience	Women's Experience

ACTIVITY 2

Read the passage about “Women and Unions.” Underline any words you do not understand.

STUDENT HANDOUT

WOMEN AND UNIONS

Women workers have always been in an unfair situation. In the late 1800s and early 1900s, most women workers were single. Employers would hire them as cheap labour at the lowest rates of pay. Women needed collective action to improve their conditions. But the jobs where women most commonly worked were often the hardest to organize. Domestic servants and saleswomen were isolated and the jobs were not recognized as skilled. They are also jobs that do not directly produce a profit and thus there is a real incentive to keep the wages down. Or, as in textiles, these are fiercely competitive—again, an incentive to keep wages down—that’s why women were hired. At the same time employed women only spent a few years in the labour force. They had little opportunity to build lasting organizations that could defend them.

Meanwhile the union movement was affected by society’s ideas of women as domestic and dependent creatures. Also most unions at the time were based on craft, or skilled trades organization. They did not include unskilled workers, or skilled trades organization. They did not include unskilled workers, male or female. The main exception was the Knights of Labor that did successfully organize women during the 1880s. There were also examples of individual unions or groups of male workers who supported the demands of working women.

Most married women were not allowed to work. Unions were faced with the reality that (from an organising stand point) women, usually single, were a small part of the labour force. The majority of married women depended on their men’s wages. Therefore from the union’s stand point, the best way to achieve a living wage for married couples and families was to bargain a living wage for the male union member. Employers, when they employed women, used them to undercut union men’s wages. Often unions failed to organize women workers because they were unable to move beyond the ideology of women’s domestic nature. Instead, unions turned to protective legislation and the idea of the family wage to deal with the “problem” of the working woman.

Protective legislation dealt with the physical and moral protection of women workers. The legislation aimed to restrict working hours for women and improve working conditions. However, most women were not covered by the Factory Acts since they worked mainly in private homes, stores and sweatshops. Even where it did apply, the legislation was poorly enforced.

Source: Julie White, *Sisters & Solidarity: Women and Unions in Canada*, Thompson Educational Publishing, Toronto, 1993, p 43.

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Now, answer the following questions:

1. How were women treated in the labour force in the late 1800s and early 1900s?

2. Did women join unions or other organizations to help them fight for their rights? Explain why or why not?

3. Did the union movement help to include women? If it did, how did it help? If not, explain why not.

4. The story mentioned a law called "Protective Legislation." Explain what it was.

5. Based on your experience, do women today face the same problems as their sisters in the story?

6. What things stop women from being involved in their unions today?

ACTIVITY 3

Note to Teacher: This would be a good activity to plan an outing to the library to research the answers to the questions.

In groups of three or four, look at the chart that shows the leading occupations for women in 1891 and 1921. If you see any occupation that you don't know, see if anyone else in your group knows it, then check your dictionary. If you don't find it there, ask your teacher.

Leading Occupations for Women, 1891 and 1921			
	1891		1921
Servant	77,644	Clerical	78,342
Dressmaker	22,686	Servant	78,118
Teacher	14,803	Teacher	49,795
Farmer	11,590	Saleswoman	35,474
Seamstress	10,239	Housekeeper	23,167
Tailoress	7,834	Nurse	21,162
Saleswoman	4,409	Dressmaker/Seamstress	16,612
Housekeeper	4,035	Farmer	16,315
Laundress	3,679	Textile Factory Worker	14,470
Milliner	3,277	Clothing Factory Worker	14,470
<i>Source:</i> 1891 Census of Canada; Janice Acton et al, <i>Women at Work 1850 - 1930</i> , Toronto, Women's Educational Press, 1974, reprinted in Julie White, <i>Sisters & Solidarity: Women and Unions in Canada</i> , Thompson Educational Publishing, Toronto, 1993, p. 7.			

In your group, brainstorm ways to find out the leading occupations of women in the 1990s. Where could we start?

- ✓ the library
- ✓ encyclopedia
- ✓ add your own...

Find the answers to the following questions:

What are the leading occupations of women in the 1990s?

How many women do each job?

Report your findings to the whole class.

ACTIVITY 4

Joan Gillatt (Gower)
The Story of a BCGEU Pioneer

CONTENT OBJECTIVES

In this lesson we will learn more about:

1. The contribution that Joan Gillatt (Gower) made to the labour movement.
2. The role women trade unionists played and continue to play.

LANGUAGE OBJECTIVES

1. To practise and improve reading and writing skills.
2. To practise and improve speaking and listening skills.
3. To build vocabulary and dictionary skills.
4. To develop and practise presentation skills.
5. To practise research skills.

ACTIVITIES

1. Reading about Joan Gillatt (Gower).
2. Cloze exercise.
3. Match words and meanings.
4. Reading comprehension questions.
5. Research project.

STUDENT HANDOUT

JOAN GILLATT (GOWER)

The Story of a BCGEU Pioneer

In 1943, the world struggled in the ravages of war. While young Canadians served overseas, the Canadian economy was producing “wartime jobs,” and record numbers of women joined the workforce.

Joan Gower was one of those women. Hired as a lab assistant in the Assay Office of the Department of Mines, Gower analysed strategic metals used in the war effort.

The grim reality of depression wages in a wartime economy greeted Gower and the other women and men who assumed wartime jobs. B.C.’s government employees had never recovered from the wage cuts imposed on them in 1931 and 1932 “to help the government out in its present financial stringency.” Many saw unionizing as a solution.

On February 4–5, 1944, the first convention of the B.C. provincial Government Employees’ Association was held. The association quickly became known as the B.C. Government Employees’ Association (BCGEA), and Gower joined right away.

The BCGEA grew quickly, recording a membership of 3,177 by January of 1945. Volunteers in each government department collected the association’s dues, and Gower did so in the Assay Office. Gower was the Mines Department representative on the Victoria Branch Executive.

When the war ended, women were expected to vacate jobs for the men returning from the armed services. Gower, who was single, saw no reason to comply. She was transferred to a Clerk 1 position in the Filing Office of the department.

Gower became vice-president of the branch “kind of by default” as “it wasn’t a very sought-after job.” The risks of belonging to the association were significant, and senior employees relied on the junior employees to take on executive responsibilities for the branch.

Joan Gower was raised and educated in Victoria. She won a scholarship from the Women’s Canadian Club to attend Victoria College. The scholarship covered first-year tuition (\$100), but Gower needed to work to finance the rest of her education. She began working for the Dominion Bank but joined the government service a year later in 1943. She had also joined the fight for workers’ rights and would come face to face with the premier as a strike hung in the balance. But that would come later.

By the mid-40s, Gower was the first woman to serve as first vice-president of the Victoria Branch. She convened special membership meetings for women only. Although the meetings were intended to raise awareness of women’s issues, and succeeded in doing so, Gower stopped having them because she feared they fed the notion of a women’s auxiliary, which would marginalize the female membership. Joan Gower always believed in mainstream participation.

She ran for the Victoria Branch presidency and lost. In 1948, however, Gower was elected to the 1948–49 Provincial Executive (PE) of the BCGEA—the sole female on the executive. Her Victoria Branch was the largest in the association, with a majority of women in its membership of 1,317. The influence of women was beginning to be felt in the association.

The association’s newspaper, *The Provincial*, begun in 1947, carried a regular column entitled, “A Women’s Place.” The January 1949 column suggested it should be the year “when women take the initiative and exert their influence” on association matters.

Gower's first term on the PE was a year of progress for the association's bargaining agenda. Although the BCGEA had adopted the practice of submitting an annual brief to government on wages and working conditions, the cabinet routinely ignored the brief. By the fall of 1949, however, the BCGEA reached a verbal agreement with cabinet. A joint advisory council made up of three cabinet ministers and three association representatives would be established to deal with the conditions of employment for provincial employees.

But 1949 would not be the year "A Women's Place" had contemplated. At the BCGEA's 6th Annual Convention, on November 4 and 5 in Penticton, Joan Gower, the only woman on the BCGEA Provincial Executive, was defeated. Her popular, decisive and assertive style was surpassed by regional and gender politics. She would not, however, be down for long. In 1950, Gower was elected president of the Victoria Branch.

Discontent among government workers was growing. The turnover rate in the government service in 1950 exceeded 17%; wages trailed other B.C. workers', and the Joint Advisory Council proved as valuable as the paper on which it was written. The association had more than 8,000 members and more than \$10,000 in the bank. But it was having no success getting through to government. Perhaps new leadership was needed.

In April of 1950, *The Provincial* openly speculated on the leadership of the association. If President Dave Monk did not reoffer, one of four people was his possible successor. Victoria Branch President Joan Gower was one of those cited. She was described as "very smart and efficient." "Our Joanie" was a hard-working, assertive woman who knew what needed to be done. And the time to do it was approaching.

In October of 1951, the BCGEA's 8th Annual Convention was convened in Kamloops. A record 110 delegates, 30 more than the previous year, reaffirmed its bargaining agenda and set the dues at \$1 per month. The convention prohibited a branch from making representations to the government without permission from the PE and elected Joan Gower to the Executive.

The government continued to make cosmetic efforts to placate the association. They appointed the Ashe Committee to review the legislation governing industrial relations in B.C. The move backfired as the committee recommended that the legislation be extended to cover all government employees in B.C. The government stalled, saying they needed six months to study the recommendations, but they never got the chance.

In June 1952, British Columbians elected a new government, a new party and a new premier. WAC Bennett's Social Credit Party took the reigns of power, and the BCGEA reacted immediately. The association offered to participate with the new administration in a study of the principle of collective bargaining for government employees.

The new government said, "The Crown can't be bound." The sense of optimism for much-needed change was quickly dashed. Membership frustration reached unprecedented levels.

The BCGEA's October 1952 convention demanded a 5% wage increase for its 8,500 members. The association's annual brief to cabinet was submitted in December, and, as in preceding years, it was disregarded.

One of the issues, however, was different from past submissions. A provision of the Superannuation Plan required women to retire five years earlier than men. As the only female on the PE, Gower was at the centre of the movement to have the discriminatory rule abolished.

The provincial executive was under great pressure. Association members wanted results, and the new government was not responding. Despite meetings with the cabinet in December 1952 and January 1953, the BCGEA was on a treadmill. Membership reached 10,000 in 1953, and the cabinet's only move was to establish a committee on cabinet-association relations.

With the re-election of a W.A.C. Bennett majority government in June of 1953, the-cat-and-mouse game between the Socreds and the BCGEA was renewed. In July, Bennett decreed a five-and-a-half-day work week for government workers, but it was not implemented in most operations. Many workers regularly toiled six or seven days per week.

The cabinet refused to increase wages in 1953. The last general wage increase had been in 1952, and the association was ready to turn up the heat.

The 1954 convention, in Nanaimo, authorized the taking of a strike vote. The 1953 convention had defeated a similar motion, but Gower, her executive colleagues, and the membership had had enough.

The president and vice-president of the Trades and Labour Congress (TLC) sought meetings with the premier on behalf of the BCGEA. The premier refused, citing the association's involvement in "politics." Recanting, Bennett offered to meet if the association appointed new representatives. The association refused.

A meeting was finally set for July of 1954, more than 18 months after the last meeting between the cabinet and the BCGEA. The meeting ended with the cabinet informing the BCGEA that the association had no right to argue with government. More meetings were held in June and July of 1955, but no progress was made.

When the BCGEA met in convention in Victoria October 21–22, 1955, the delegates, from 45 branches, were impatient for action. No general wage increases had been secured since 1952. The turnover rate in government had reached 29% in 1954, and purchasing power of government workers had fallen by 10% since 1953.

An influential group of the association's leadership discussed with Gower the possibility of her seeking the association's presidency at the 1955 convention. She had been on the provincial executive since the 1951 convention and had previously served on the PE. In 1948–49, Gower was interested, secretly coveting the opportunity to lead, but a safer strategy was agreed upon. She would be nominated for president, decline and run for a vice-presidential position.

The plan worked, and Gower was elected second vice-president, becoming the first woman elected as a executive officer of the BCGEA.

After the convention endorsed a public-relations campaign, the cabinet agreed to meet with the BCGEA's Negotiating Committee. The meeting took place a month after the 1955 convention and one day before the *Vancouver Sun* editorially called on Premier Bennett to establish an impartial public inquiry into the whole matter.

Finally in the Bennett government's February 1, 1956 budget, a wage increase worth \$1.7 million was promised for its employees. That meant an 8.5% general wage increase worth about \$44 per month for the average worker. Expectations were high, and a new militant tone was emerging. But more help would be needed.

In May of 1956, Vice-President Gower represented the BCGEA at the merger convention of the 600,000 member Trades & Labour Congress (TLC) and the 400,000 member Canadian Congress of Labour. Although the BCGEA had belonged to the TLC for more than a decade, the association would require the assistance of the new Canadian Labour Congress (CLC) in its battle with Bennett.

The BCGEA received a rude awakening in June of 1956. The 8.5% increase promised by Premier Bennett on February 1 was now to be 5.5%. As the BCGEA worked on a strategy, the wife of Association President Joe Christian died, and he resigned as president. John Murrel became the new president, and Gower became first vice-president. With her position came a spot on the Negotiating Committee.

At the 1956 convention, delegates elected George Horridge as president and Joan Gower as first vice-president, and they finalized the brief to cabinet that made six major demands, including the promised 8.5% wage increase, a 40-hour work week and a collective-bargaining procedure.

There had been no general wage increase since 1952, and the turnover rate among government employees was 36%. B.C. government workers were \$38 per month below B.C.'s Average Industrial Wage and 7.6% behind federal government employees.

The April 1957 provincial budget made no mention of a wage increase and cabinet failed to reply to the BCGEA December 14th brief. A strike was one of the few options available to the association.

The BCGEA called a series of mass rallies demanding a response to its brief. At the rallies, members demanded that a strike vote be taken. Government responded, proposing a 6% wage increase. Bennett had bitten, and the war had begun.

The BCGEA counter proposed a "proper bargaining procedure"; an adequate wage increase effective April 1; and a five-day, 40-hour work week.

On May 24, 1957, the provincial executive decided to conduct a strike vote. The BCGEA Negotiating Committee was about to obtain a first-ever BCGEA strike mandate.

The government moved to head off a confrontation by meeting with the negotiating committee on June 18. None of the main issues were resolved.

Negotiations reconvened on June 21. The BCGEA listened carefully as W.A.C. Bennett proposed a 6% increase effective July 1, well short of the 8.5% originally proposed. The offer was unacceptable, and the CLC pledged its support for the BCGEA, assigning its regional staff to assist the association in the looming crisis.

On June 29, the strike ballots were counted. With 9,612 of the BCGEA's 10,000 members casting a vote 8,576 voted in favour of strike action. The 89.2% strike vote was a solid endorsement of the association's position, but it represented much more. It was the start of a new era.

The association prepared for a strike. There would be no strike pay and no pay for picketing. The government threatened to fire any worker who struck, and the provincial executive discussed that possibility in detail. Gower was not frightened. She had decided that if supporting what was right meant getting fired, then so be it.

A strike committee was appointed to oversee preparations. Picket signs and other materials were distributed to the association's 47 branches as the first province-wide strike of the government service appeared inevitable.

On Sunday July 7th, the PE set the morning of July 12 as the strike deadline.

The BCGEA Executive met with the officers of the B.C. Federation of Labour on July 8 to secure Labour Movement support. Mass meetings were held the same day in Victoria and Vancouver. Woodlands and Essondale workers held similar meetings the next day, and the strike committee reviewed preparations.

On July 10, W.A.C. Bennett blinked. At 4 p.m., George Horridge, Gower, and the rest of the negotiating committee accompanied by representatives of the BCFI, and the CLC met with the cabinet in chambers to try to avoid a strike.

Bennett sat at the head of the cabinet table surrounded by his cabinet. He offered to appoint B.C. Chief Justice Gordon Sloan "as a one-man Commission to determine whether civil servants should have bargaining rights." As for wages, Bennett increased his offer to 7.5% effective July 1, and would look at implementing a 40-hour work week for all government employees at the earliest possible date.

The Union Committee caucused in a separate room and returned. The association did not trust the government, and Gower put it directly to Bennett: "What assurances are there that Sloan's recommendations would be acted upon?" The premier reminded the delegation that he had the whole cabinet present and they were in agreement to put Sloan's recommendations to the legislature. A deal was struck.

The strike was avoided, and Gower later described the feeling. "It was," she said "like having a tiger by the tail." In spite of the awe of the cabinet chambers and near certainty of being fired for her role as a strike leader, she had come face to face with the premier and "had done reasonably well" in the circumstances. Saying by-gones would be by-gones, Bennett also agreed to no recriminations for activities leading up to the agreement.

On July 11, the provincial executive voted to accept the tentative agreement.

When the association's convention met in Kelowna in October 1957, Sloan had begun his work, but Bennett had yet to implement the salary increase or the new hours of work. Delegates authorized the executive to take "militant action if necessary." On October 12, George Horridge and Joan Gower were re-elected to their positions of president and first vice-president.

The association made another submission to cabinet in December 1957. The government did not get around to implementing the increase until January 1958, but it was retroactive to July 1, 1957 as agreed. Another misfortune, however, befell the association. President Horridge died. Joan Gower became president of the association. Her desire to be president had been realized under tragic circumstances.

The first and only woman to lead organized government workers faced huge challenges. The government made no attempt to change the hours of work, and Sloan resigned in April 1958. Gower knew that Bennett was untrustworthy and worse. The BCGEA signalled its alarm by making a formal brief to cabinet in June, and it asked branches for feedback on what steps should be taken.

The 1958 convention was scheduled for October in Vancouver, but on September 19, Joan Gower resigned her Clerk 2 filing position in the Ministry of Mines. "It wasn't a great job," and the mere sight or sound of W.A.C. made her ill. She needed a change. She was going back to become a teacher.

The woman who had held almost every position at the branch and provincial level, from dues collector to president, and had put 14 years of her life into building a union left the association with a message. She urged the association to participate to the fullest in the Labour Movement.

Like most things she put her mind to, Joan Gower achieved her goal. She finished Victoria College and went on to teach at Oak Bay Junior High. In the fall of 1959, the BCGEA's 16th Annual Convention bestowed upon her the honour of life membership.

Joan Gower married Jock Gillatt and in 1960 moved to Duncan, raising three children and running an activity centre. She also joined the New Democratic Party.

When the NDP was born, in 1961, Gillatt was an active member, serving on the local executive and working in every election campaign in the Cowichan Valley including the by-election that sent national leader T.C. (Tommy) Douglas to Ottawa as member of Parliament for Nanaimo-Cowichan-The-Islands. She later was constituency assistant to MLA Barbara Wallace.

Joan Gillatt also served on the Duncan School Board as a trustee for 10 years and on the Duncan Town Council for another 10 years.

Joan Gower/Gillatt's lifetime of activism continues as she mentors her grandchildren and works as a volunteer in her church and her community.

Joan Gillatt is a pioneer in our union. On May 9, 1997, the BCGEU Provincial Executive unanimously voted to ask the 43rd Constitutional Convention to grant her a special life membership in the B.C. Government and Service Employee's Union. She is truly a special person and a worthy recipient.

Written by Gary Steeves, BCGEU director of Organizing and Field Services.



Gary Steeves awaits his turn at the mike at the B.C. Federation of labour Convention, November 1998.
(Photo courtesy of BCGEU Archive)

Joan Gillatt (Gower): The Story of a BCGEU Pioneer

Answer the following questions about Joan Gillatt/Gower and the early days of the BCGEU.

1. What was the worldwide event that allowed Gillatt (nee Gower) to be hired along with many other women? Why was the time important?

2. What was Joan Gower/Gillatt's first job?

3. What was expected of Joan and other women after World War II? What did she do, and why?

4. What was Joan's first union local position, what did she do, and how did she feel about it?

5. What was her first provincial union position in the BCGEA, and what did she do with it?

6. Complete the following table of reactions/actions from 1951–1958 (point form facts). Also include Joan's role.

GOVERNMENT	BCGEA	JOAN'S ROLE
1951		
1952		
1953		
1954		
1955		
1956		
1957		

7. How did Joan Gillatt/Gower become president, and when?

8. Using quotes from Joan, and your own impressions, list some of Joan's qualities and achievements.

9. What did Joan say when she left the association in 1958?

10. What did Joan do after leaving BCGEA?

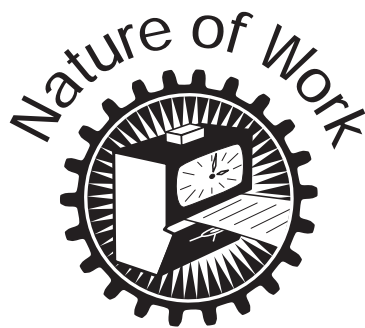
11. How did her union recognize her lifetime achievement in 1997?

ACTIVITY 5

Note to Instructor: For this writing project, learners are expected to do some research on their own. They should be encouraged to explore a local union, a labour council, or provincial labour federation for additional information. As a follow-up activity, class presentations would be interesting and fun!

Are there any women in the union local who made a difference for women members? If so, choose one. Find out as much information as possible about her and her contribution. Then, write as much as you can about her. Use the following chart to help you get organized.

Where will I go to get information about women in the local union?	<ul style="list-style-type: none">– union office– public library– other union members– ...add your own
What will I write about?	<ul style="list-style-type: none">– who she was (name)– what did she do?– is she still living?– maybe she will come to speak to the class– ...add your own
What if I can't find a woman activist in the local union to write about?	<ul style="list-style-type: none">– look at the local labour council or federation of labour– choose another woman activist not mentioned here– ...add your own



Working in a Logging Camp: A Case-Study Approach

LESSON 6—GRADE 11

PRESCRIBED LEARNING OUTCOMES

Students will:

- develop and express appropriate responses to issues or problems.
- recognize connections between events and their causes, consequences, and implications.

LESSON TITLE

Working in a Logging Camp: A Case-Study Approach

TIME

One class.

OBJECTIVES

Students will be able to:

- read a fictionalized account of life in a logging camp and identify the variety of working conditions that existed for loggers in early 20th century Canada.
- discuss the emotional impact such conditions had on individuals.
- offer solutions to the problems that arise in the account.
- assess the fairness of employer practices.

INTRODUCTION/OVERVIEW

A case study is a fictionalized account of an event or activity that presents facts and information in a composite format. In this case, Joe is a fictional character whose experiences are created from the composite stories outlined in Jack Scott's book, *Sweat and Struggle* (see bibliography). Having students read and work with case studies allows them a way into historical events that is both personal and emotionally engaging.

MATERIALS NEEDED

Individual copies of the case study, including the discussion questions that follow it.

ACTIVITIES

1. Have the students read the case individually.
2. Have the students form small groups of two or three.
3. Have them discuss the questions and as a group write down their responses.
4. Share the group responses with the class.

EVALUATION/ASSESSMENT (OPTIONAL)

Have students write a list of demands for changes to the working conditions experienced by the loggers that could be presented to the employer to rectify the terrible working conditions.

Give one mark for each suggested change that matches an unfair working condition, to a maximum of 10 marks.

WORKING IN A LOGGING CAMP: *A Case Study*

Joe scratched his leg. This dry, cold weather was terrible for his skin. He couldn't remember when he last wasn't itchy. The guys he roomed with laughed at him and said it was fleas, but Joe was a clean lad, and he knew it was the dry air that was causing his skin to scratch and chafe.

Joe finally heard his name called. He moved to the table where the recruiting agent for the logging company was sitting. He sat opposite him and removed his wool cap. The agent looked him over with a practised eye and began asking him questions.

"Name. Previous experience. Are you willing to agree to the terms of employment? Are you ready to leave on Saturday? Okay, you're hired. Sign here."

Joe made his mark on the paper and hoped that Uncle Albert had told him the truth about what was on the paper. If so, he had just agreed to spend five months in the bush, cutting trees for the company. In return, he would be paid a dollar a day for every day's work he did. His room and board would be provided, and living necessities for his five months in the bush would be available for purchase from the company store.

Joe felt the excitement rise in him as he walked from the hiring hall. He finally had a job. He would get out of this dry, windy town and see a part of the province he had never been to before. He hurried home to his flophouse to pack his few meagre belongings. He wanted to be ready when the train pulled out of the station Saturday morning.

Men milled around the train station, waiting for the signal to board. The steam rising from the engine warmed them in the cold morning air. The sun had not yet broken over the horizon, and there was a definite smell of snow in the air. The men smoked and drank tea or coffee, and some even ate a breakfast packed for them by someone they were leaving behind. The energy in the train station was exciting yet strained. Joe wanted to get going. He had tired of waiting these last few days since he had signed up for this job.

Finally, the train was moving, leaving the city behind it. The men slept, talked, sang, and played cards in the carriages that had been assigned to them. The hard wooden benches weren't so bad if you had some natural padding, but the skinny ones complained that their rear ends were getting bruised from the bumping and jarring motions of the train. The old timers laughed at the complaints.

"You'll look back upon these few sores and bruises with fondness in a couple of weeks," old Fred said. "Your bones and muscles won't know what hit them after a week in the bush. No fancy feather beds or lovely women to turn to either. Get used to the life boy. You're a logger now."

Joe smiled to himself. A logger. That's what he was. He'd been a good one, too. Loggers could make a lot of money he'd heard. That's what he wanted. A lot of money for a lot of work; he was willing to do that.

Soon the train reached the station, and the men got off. The teamsters were waiting with wagons pulled by sturdy horses to take them the 60 kilometres back into the bush where they would be cutting. The teamsters had been hired earlier to bring in supplies and set up the camp. All that was needed now were the loggers. The men piled onto the wagons, and Joe noticed that they were on sleighs. The snow surrounding them made sleds the only sensible mode of travel. If a river wasn't available for log transport, then winter logging was a common practice. The ground was firm in the winter, snow was easy to slide logs over, there was little chance of forest fire and the woods were as cleaned out as they were ever going to be.

Joe felt the silence of the forest surround him. Even though there were 40 other men beside him, he felt the isolation. As the wagon turned, he saw a man holding a shotgun salute the driver. Joe was surprised and wondered why on earth a hunter would be standing in the middle of nowhere as if waiting for the loggers to ride by. He asked old Fred about it.

Fred laughed and told him that was no hunter. That was one of the company guards. He made sure only company loggers were on the company's property. Logging a tract of land meant big dollars for the company that had the rights, and the company protected its rights. Joe shook his head. He had so much to learn about how logging was done.

When the men reached the camp, they saw the two shanties that had been built for them. One would be their bunkhouse, and other held the dining room, office, and company store. Joe filed into the bunkhouse. He noticed the places in the walls where the boards gaped. He felt the wind whistle through the walls. One window was not enough to light the place, but he figured he wouldn't be spending much time in the bunkhouse during the day. Beds were bunked and placed close together. He'd hear his neighbour sigh, they were so close together. There were no blankets on the beds. "Jeez, I'll freeze to death without blankets," Joe thought to himself.

Joe found out that the company would sell the loggers all the supplies they needed and put the bill on credit. When he went into the "store," he asked to buy one of the wool blankets they had. The storekeeper gave him a blanket that was filthy, crawling with lice and full of holes. He wanted \$5 for it. Joe was outraged. A brand new Bay blanket cost \$3.50 in town. This thing was definitely not new. He wasn't even sure it was a blanket. Looking at the other items for sale, Joe realized that all of the goods were shoddy and expensive. Oh great, he thought. At the end of the five months of work, the company would tally all that he had spent, including the \$4-a-week room and board he was being charged and deduct what he had spent from what he was owed in wages. Joe wasn't too worried though. At \$1 a day for each day worked, he'd still make a lot of money.

Three weeks into the logging job, the first storm hit. It blew for four days. The men were forced to sit in the bunkhouse or cookhouse, feeling the cold and chill of the storm. Joe's scratching was getting worse. He had bleeding sores on his arms and legs now. He went to the foreman to ask if a doctor was available, but the foreman just laughed.

"You can go walk to the city if you want a doctor, but then you'll have broken your contract and forfeit your wages. Don't forget, you'll still owe for all your room and board and the things you bought."

Joe's heart sank. He realized that this week he had made no money and yet still owed \$4. He couldn't get any real medical attention, and he didn't know if he could stick it out and stay alive. He'd ask old Fred what to do.

Fred told him about a few men who had taken off during night's cover to get away from the camp. The company would send the guards after them and ask for help from the local NWMP. If the worker was found, he'd be lucky if he was only put into jail. Often he'd be beaten for trying to rob the company of what it had been owed. He'd heard tell of one fellow who had fought back when he was found and beaten. That man had been killed by the guards for "resisting arrest." The guards were hired company men, who had no real legal authority, but the law backed them up all the same.

Joe's spirits sank even deeper. He figured he'd be working for the company for five months and owe them money at the end of it all. What a predicament.

What are your responses to this case?

What would you do if you were Joe?

What role do you think a union could play here?

What improvements to the working and living conditions would a union want?


How do you think the company would respond to these changes?

Does government have a role to play in this kind of situation?

From out of our PAST
Stuff they don't tell you!

1946

Public backs B.C. loggers



When temporary wage controls stayed after the war, British Columbia loggers didn't. The federal government's negotiations with the International Woodworkers of America had deadlocked, so the IWA's district executive board called a province-wide strike. The rallying cry was a 25¢ an hour raise, a 40-hour week and an automatic dues checkoff.

Its hard to imagine, but in 1946, the strike was very popular with the public. Not only were there massive parades involving thousands of citizens, including a huge march on the provincial capital in Victoria,

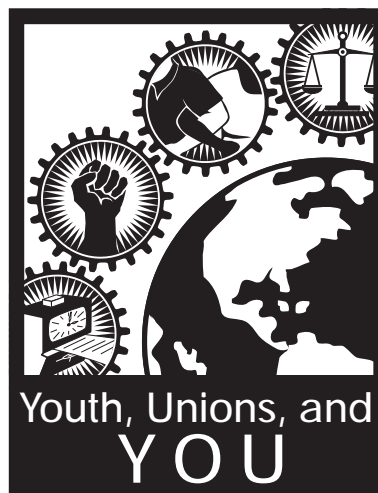
there were nearly no strikebreakers. When Vancouver City Council outlawed a tag day fundraising drive, the loggers did it anyway. Workers won union security, the right to strike, a wage increase, and a 40-hour week.

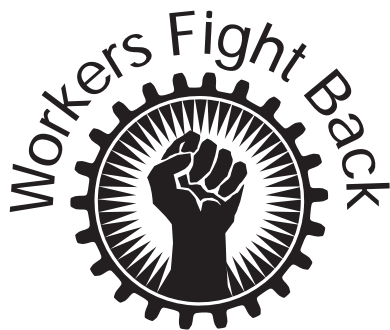
—TIMELINE—

1946: An explosion of industry-wide strikes as fed-up soldiers return from World War I. Shut downs include Ontario rubber industry, central Canada ports, the Southern newspaper chain, the national steel industry and auto plants. Workers win union recognition and the King government commits to a high employment policy and expanded social programs.

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CAPP





Rights and Responsibilities in the Workplace

LESSON 1—CAPP 9/10

PRESCRIBED LEARNING OUTCOMES

Students will:

- describe/evaluate a variety of decision-making structures that exist in the workplace.
- relate provincial employment relevant to work experience and career plans.
- demonstrate a knowledge of basic workplace safety regulations.

OBJECTIVES

To introduce different types of legislation that protects rights in the workplace, and discuss the difference between jurisdictions and the changing nature of legislation.

INTRODUCTION/OVERVIEW

As an introduction to the concepts of regulation in the workplace, students will play a Jeopardy-style game with three categories: Employment Standards, Health and Safety, and Unions. The teacher will gain a sense of the students' workplace experience so he/she can gauge the level of need and interest.

BACKGROUND INFORMATION

This is adapted from Job Smart, the Canadian Labour Congress course for young adults about rights and responsibilities in the workplace. Participants will understand the different types of legislation that govern their rights in the workplace, and gain skills to interpret and respond appropriately to situations that arise in their own workplaces. Job Smart covers a number of workplace issues, including minimum standards, health and safety, human rights, sexual harassment, unions, organizing young workers, collective agreements, child labour, and solidarity. Five of the modules are incorporated into this resource, but the whole package, including supplementary materials, is available through The B.C. Federation of Labour, or the Canadian Labour Congress free of charge.

Young workers are more vulnerable in their jobs for a number of reasons:

- they experience proportionately higher unemployment.
- they are concentrated in lower skilled jobs where they are fairly easily replaced.
- they are unfamiliar with their rights.
- they are unaware of how to exercise their rights.
- they are unfamiliar with procedures and the identification of hazards.
- they are eager to please and therefore willing to take risks.

As a result, one in three younger workers experiences violation of employment standards or human rights legislation.

As you are introducing this lesson, ask students if they think the minimum wage and employment standards are the same across the country. Tell them that Alberta's minimum wage is significantly lower (around \$5.90), and ask them to think about why. Governments committed to improving employment standards have been in power in B.C.; whereas Alberta has had a conservative government for many years. Point out that employment standards differ and are not static.

MATERIALS

Chart paper, tape, markers, Jeopardy Game questions.

ACTIVITIES

1. The Jeopardy Game

Ask who has watched Jeopardy, ask someone to explain to the group how it is played, and sort the class into teams to play. As they play the game, you have the opportunity to briefly discuss each issue as it arises.

(Approximate time: 20 minutes)

Teachers Key to Jeopardy Questions and Answers

CATEGORY: UNION		
500	How most (about 95%) union negotiations end. (hint: strike/no strike)	What is without a strike?
600	The proportion of workers belonging to unions in Canada. (hint: 1/2, 1/3 or 2/3)?	What is approximately 1/3?
500	What unions fight for besides wages.	What is better working conditions, human rights, women's equality, health and safety, medicare and disability plans, social justice issues like child labour, etc?
CATEGORY: EMPLOYMENT STANDARDS		
200	To hire someone under this age, employers have to have permission of parents and school.	What is 15?
400	The number of official holidays at Christmas.	What is 2? (Christmas Day and New Year's)
200	The pay for overtime after eight hours work in a day.	What is time and a half for the first three hours then double time?
100	Who must pay for a staff uniform.	What is the employer?
300	What an employer is allowed to take off staff's wages for broken plates, cash shortage.	What is nothing?
CATEGORY: HEALTH AND SAFETY		
300	The age group with the highest ratio of work-related injuries 15–24 or 24+	What is 15–24?
600	The percentage of deaths at work for (15–19 year olds) that occurred in the service industry.	What is 25%?
600	The industry where work related injuries for 15–19 year olds was the highest (service, construction, logging, manufacturing or retail).	What is retail? (almost 1/2 of all injuries for this age group)
400	The most common type of work related injury for 15–24 year olds (burns, cuts, strains, broken bones, tendonitis, or amputations).	What are strains?

Union	500
How most union negotiations end. (Hint: strike/no strike)	What is without a strike?

Union	600
The proportion of workers belonging to unions in Canada. (hint: $\frac{1}{2}$, $\frac{1}{3}$ or $\frac{2}{3}$)	What is approximately $\frac{1}{3}$?

<p>Union</p>	<p>500</p>
<p>What unions fight for besides wages.</p>	<p>What is: better working conditions, human rights, women's equality, health and safety, medicare and disability plans, social justice issues like child labour, etc.</p>

<p>Employment Standards</p>	<p>200</p>
<p>To hire someone under this age, employers have to have permission of parents and school.</p>	<p>What is 15?</p>

Employment Standards	400
The number of official holidays at Christmas.	What is 2? (Christmas Day and New Year's)

Employment Standards

200

The pay for
overtime after
8 hours work
in a day.

What is time and
a half for the first
3 hours then
double time?

Employment
Standards

100

Who must pay for
a staff uniform.

What is the
employer?

<p>Employment Standards</p>	<p>300</p>
<p>What an employer is allowed to take off staff's wages for broken plates, cash shortage.</p>	<p>What is nothing?</p>

<p>Health and Safety</p>	<p>300</p>
<p>The age group with the highest ratio of work related injuries 15-24 or 24+.</p>	<p>What is 15-24?</p>

Health and Safety	600
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<p>Health and Safety</p>	<p>600</p>
<p>The industry where work related injuries for 15–19 yr olds was the highest (service, construction, logging, manufacturing or retail).</p>	<p>What is retail? (almost 1/2 of all injuries for this age group)</p>

<p>Health and Safety</p>	<p>400</p>
<p>The most common type of work related injury for 15–24 yr olds (burns, cuts, strains, broken bones, tendonitis or amputations).</p>	<p>What are strains?</p>

2. Workplace Protection Brainstorm

With students, brainstorm the different workplace protections you have heard of. Have students put the different protections they come up with into the categories that actually exist in legislation, or match them to the legislation under which they are covered. Discuss each section very briefly, knowing that this can be expanded in subsequent lessons.

(Approximate time: 30 minutes)

DISCUSSION POINTS

The list should include the *Employment Standards Act*, the *Workers' Compensation Act*, the *Human Rights Act*, *Collective Agreements* and the *Labour Code*.

1. B.C. Employment Standards Act

This act covers minimum standards like the minimum wage. The act covers most if not all of their workplaces. Ask what other standards they saw in the jeopardy game. There were questions on minimum age for working, holidays, uniforms, and deductions from wages.

2. B.C. Workers' Compensation Act

This act governs health and safety in the workplace. It requires the employer to ensure that the work is safe and protects workers who are injured while working.

3. B.C. Human Rights Act

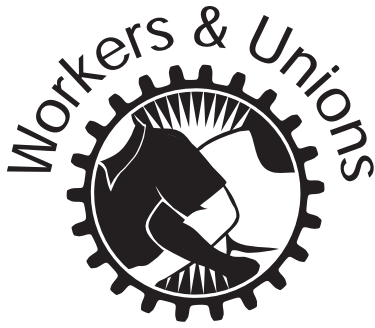
This legislation protects workers from discrimination on grounds ranging from their gender to their ethnic origins.

4. B.C. Labour Relations Code

This act deals with unions—how they organize, bargain, and operate. This act protects people who form unions or are in unions from being punished by management, and it forces management to respect the union in their workplace as the representative of the workers.

5. Collective Agreement

This is not a form of legislation like the others; it is nonetheless included because it is a legal document once it has been negotiated and voted on by the union members. This is the contract between the union and management setting out all the terms and conditions of employment such as the hours of work, vacations, and pay scales in a specific workplace or sector.



How are your rights protected in a unionized workplace?

LESSON 2—CAPP 10–12

PRESCRIBED LEARNING OUTCOMES

Capp 10–12

Career Exploration

Students will:

- identify, describe, and analyze the changes taking place in the economy, environment, society, and the job market.

Career Preparation

Students will:

- describe and evaluate a variety of decision-making structures that exist in the workplace.
- outline key features, and relate employment standards to their work experience and career plans.

Also for:

Social Studies 11

Skills and Processes

Students will:

- gather relevant information from the appropriate sources.
- develop, express, and defend a position on an issue and explain how to put the idea into action.
- collaborate and consult with others.
- recognize connections between events and their causes, consequences and implications.

Social Issues

Students will:

- identify major Canadian social programs and policies and their impact on Canadian society.
- recognize the importance of both individual and collective action in responsible global citizenship.
- identify and assess important social issues facing Canadians.

Political Issues

Students will:

- identify and assess political issues facing Canadians.

Legal Issues

Students will:

- demonstrate awareness of how to access the various levels of government in Canada.

Economic Issues

Students will:

- demonstrate awareness of disparities in the distribution of wealth in Canada.
- identify and assess economic issues facing Canada.

TITLE

How are your rights protected in a unionized workplace?

TIME

Two one-hour lessons.

OBJECTIVES

- to introduce the basic principles of legislation and the principles of collective bargaining.
- to develop students' beginning understanding of the collective bargaining structure and process.
- to explore what a collective agreement is and how contracts are negotiated.
- to outline the grievance procedure.

INTRODUCTION/OVERVIEW

This lesson is adapted from Module VII of the CLC's Job Smart course. Students will be introduced to B.C.'s labour law and union organizing activities and then will role-play the negotiation of a collective agreement. They will follow up with discussion of what comes after the collective agreement, will be introduced to the principle, "Grieve now, strike later," and will learn about the grievance process.

MATERIALS NEEDED

- Collective Agreement Role Play Roles
- Fairy Tales and Fables about Unions
- What About Unions
- CLC Labour Council Directory
- although not essential, an up-to-date copy of the B.C. Labour Code.
- breakout rooms for negotiating and caucusing to take place.
- a copy of your collective agreement or any other you might have as an example of CBA language.
- rubric for evaluating group participation and results.

ACTIVITIES

1. Introduction—Note taking activity (10–15 minutes)

On the board, write the italicized key words and discuss as follows:

Labour Relations Code—as with other types of legislations, there is a different labour code for each province and for the federal government

The Labour Relations Code is a law that *protects workers who form or participate in unions*. It says they cannot be punished in any way for their participation in a union. It also lays out the regulations for *forming unions* (e.g., they have to be voted for by a majority of members).

Once the union is elected, the law requires management to *recognize the union and bargain* with that union to decide the wages and working conditions for all employees.

The contract they negotiate and sign must be voted on by all the members (*ratified*), and it becomes the *collective agreement*. The collective agreement cannot be less/lower than the employment standards, and is usually better.

The labour code says that management has to negotiate with the union and both parties actually have to make compromises and *try to get an agreement* or a complaint can be made to the Labour Relations Board that they are not *bargaining in good faith*. (E.g., if management is stalling and seems not to be trying to meet or make efforts to reach an agreement or refuses to discuss certain items at all, the union can file a complaint with the Labour Relations Board that management is not bargaining in good faith.)

The Labour Relations Code also sets out the regulations for situations where management or the union charges the other with *breaking the rules*—such as where management fires someone for trying to organize a union, or the union organizers are persuading workers to join the union while they are actually supposed to be working.

2. Role Play: Collective Agreement (50 minutes including report back)

If students did the Employment Standards lesson, reconvene groups of three to five from that activity, or start new groups. Each group is then either the workers or the management from one of the four workplaces: McGrease Fast Food, You Think We Ink Printing Company, Gag Clothing Store, and Guzzle Gas Mart. Make sure that there are workers and management for each workplace. If there aren't enough students for eight full groups (management and union for each of the four workplaces), eliminate an entire workplace and conduct only three sets of negotiations (with six groups).

Explain the exercise: The groups will negotiate a collective agreement for each of the workplaces. One team in each company is management; one is the union. Now, instead of writing the employment standards, they will be negotiating a collective agreement. **The same set of issues will be negotiated: hours of work, vacation, and overtime.** They can definitely add to this if they have time and want to negotiate things like sick leave, other leaves, etc. **The only rule is that they must not be less than the employment standards, the minimum required by the law.** The groups are encouraged strongly to settle within the time limit, or they will be in a strike/lockout position. (If they do not know what a lockout is explain, this is where the management shuts the doors, not allowing the workers in until they agree to the management's terms for the contract.) Remember that according to the B.C. Labour Code, a strike or lockout cannot occur until negotiations have been conducted and both sides have acted in good faith and discussed all the articles but still are at an impasse.

This exercise is for them to refer back to the things they wanted in their employment standards and to negotiate with management—keeping in mind that both parties do want to keep the business running so jobs are kept (e.g. no ridiculous ideas—there are financial limitations) and that these have to be ratified by their membership. *For both parties, the key is to be reasonable but to get the best deal.*

Roles: The groups may want to elect a spokesperson (chief negotiator or co-chief negotiators) to deal with management, once they have agreed on the basic set of demands. They may also want to assign roles of note taker, observer, language writer.

Negotiations: Negotiations require some give and take. Usually, the groups start with a set of demands—the ideal—but they would settle for less if necessary in order to get a deal. The groups should meet on their own first, to decide exactly what their demands will be. Then they meet with the other party to negotiate. The groups can call a time-out to caucus if they need to speak in private about an offer or a compromise or a strategy.

Preparation: Give each group 10–15 minutes to come up with a set of demands to take to the table (also known as an objectives package).

Simulation: Bring the two groups for each workplace together to bargain. Tell them they have 30 minutes to negotiate a collective agreement. Circulate amongst the groups, making sure they are on track, and observing or keeping notes for evaluation. It's not a bad idea to end the class here if possible, and have the final collective agreement due the next day. Some students will meet outside of class to finish bargaining!

Report Back: Have someone from each company report the details of their contract. Record the main points of their agreements on the board, and compare them. Also compare them with the *Employment Standards Act* to ensure that they are better.

3. Conclusion: After the Collective Agreement (20–25 minutes):

Start a new flipchart sheet. Ask what main elements are in a collective agreement. List those the students discussed in the negotiations. Ask if they can think of others.

Possible answers:

- clauses on hours, breaks, vacations, holidays, sick leave and other leaves (like maternity, paternity, bereavement).
- pay scales.
- promotions/transfers.
- benefits (dental/eyewear).
- health and safety committees.
- discipline or dismissal.

Discipline: Discuss the concept of progressive discipline—this means that first, management speaks informally to the employee about a prob-

lem; then if the problem recurs, the employee gets a warning; if it happens again, the employee is given a one-day warning, then a suspension; then he/she is fired. These are the steps that must be taken before someone can be fired, unless what the person did was significant enough to be fired right away—stealing, threatening the supervisor (insubordination), or other just cause. Remind students that unions and collective agreements don't ensure that people can't be fired; they just provide a fair and objective process for discipline.

Introduce the Grievance Procedure: Another important part of any collective agreement is the procedure for solving conflicts—how complaints are made and solved and what is done when the other party is violating the agreement (not keeping their promises). Explain the concept of “Grieve now; strike later,” a guiding philosophy of the collective bargaining process that ensures stability on the workplace between rounds of bargaining. Usual grievance procedure looks like this:

1. Shop steward files complaint with supervisor on behalf of grievor.
2. If not solved, files complaint with supervisor's manager.
3. Files complaint with highest level of management (sometimes this is a hearing with a couple of managers and another employee).
4. The final step is to the Labour Relations Board for a hearing. This is pretty similar to going to court; only it's called arbitration.

Discuss some possible scenarios where the students' collective agreements could be violated and a grievance would be filed (two possible scenarios follow). Discuss the process. Note that going to arbitration can be costly for both parties. Ask each group to determine whether they would go to arbitration to ensure that the grievance was won (unions) or not won (employers) and why they would or wouldn't go to the trouble and expense of arbitration. (Groups need two to five minutes to discuss and report back)

a) Your collective agreement says you get overtime after 7 1/2 hours. You work 15 minutes overtime and get paid for only 7 1/2 hours.

b) Your collective agreement says those with more seniority get priority in bidding on particular jobs. A person with less seniority gets the job you bid on.

Conclusion Activity:

Assign journal entry (see criteria below) (15–20 minutes)

Extension Activity I: Have students write a speech or a newsletter item explaining why their collective agreement is a good deal, even though they don't have everything they wanted, to convince either their members (union) or their shareholders or board of directors (management) that it's a good deal for them and they should ratify it. Have them admit

the things they didn't get, but highlight what they did get and why it's the best they could do right now.

Extension Activity II: Have students follow a strike or lockout in your community as part of current events. Chart its progress according to the steps of the collective-bargaining process with which students are now familiar. Keep a wall-chart of newspaper clippings and photos. If job action occurs, have students go to the picket line to interview strikers, and have them contact the union and management for interviews as well. Possible assignments include essays, posters, television news programs, newspapers, scrapbooks, letter writing or writing in role, etc.

EVALUATION/ASSESSMENT

1. Evaluation of Collective Bargaining Role Play—use rubric provided and/or use following criteria

Collective Bargaining Simulation Criteria:

- all group members participated and contributed.
- all areas of collective agreement were bargained.
- negotiating team made an honest effort to compromise and reach a settlement without giving up its original objectives.
- students stayed in role and always had the interests of their group in mind when they were bargaining.

2. Evaluation of Collective Agreement

Criteria:

- neat and error free.
- all assigned areas were bargained.
- language meets or exceeds provisions of Employment Standards Act
- language is understandable.
- notes taken during bargaining are included (notes for both sides).

3. Journal entry reflecting on collective bargaining process. (What did you learn that you didn't know? What did you enjoy/not enjoy? Would you like to do this for your job? Etc.)

Criteria:

- neat and error free.
- entry shows thoughtful and serious consideration of the collective bargaining experience.
- entry mentions specific aspects of the negotiations that the student found interesting, new, surprising, challenging, etc.
- entry reflects on student's level of participation in the collective bargaining simulation.

Collective Bargaining Simulation: Rubric for Evaluation

	1	2	3	4
Participation	Group does not engage. Teacher has to intervene and redirect discussion more than once.	Group is engaged, but one person tends to dominate or compensate for the rest of the group's lack of involvement.	Group is engaged and works well together. They explore the topic thoroughly.	Group is engaged and explores the topic using a high level of discussion. All members are recognized and encouraged to contribute.
Role Play Characterization	Group's discussion is largely superficial or glib. Do not seem to be trying to be in role.	Group considers some details but is not practical or realistic.	Group's discussion remains realistic and grounded in details and practicality, but doesn't take all factors/influences into account.	Group takes into account the various factors and incorporates a good understanding of them. Students are in role and remain so throughout.
Collective Bargaining Process	Group negotiates but doesn't appear to understand the give and take of bargaining, or willingly gives away the things it should be holding out for.	Process is followed, but without particular enthusiasm.	Group is engaged in bargaining process. Discussion reflects understanding of their positions and bargaining goals.	Group is immersed in collective bargaining and shows thorough understanding of realities for both sides. Uses well-thought-out strategy.
Collective Agreement	Agreement is incomplete and would be difficult to follow. Not all clauses are negotiated. Work is shoddy and difficult to read.	Collective agreement includes all required clauses, but they are difficult to understand, do not factor in other contingencies, or would be impractical.	Collective agreement includes all clauses and would be easily implemented in a workplace.	Collective Agreement includes all required clauses and possibly more. It is comprehensive and "sounds like" real life contract language. Presentation is neat, grammatically correct, and easy to read.

CASE STUDY: EMPLOYMENT STANDARDS

You Think We Ink Printing Company

Employer

You have a medium-sized printing company with 100 employees and five retail outlets. There is often the need to do printing through the night because of last-minute rush jobs, but not always. The work during the day is usually the same and is constant. You have a regular day staff but have to get them to work on the nights when you have rush jobs. The company is doing well-making a profit, though not extremely profitable. There is high unemployment right now, and it isn't much of a problem to find casual workers and to fill a spot when it comes open. There is a fair bit of training involved in hiring someone.

Hours of Work

- Hours per day
- Days per week
- Breaks

Vacation

- In the first year
- After first year

Overtime

- How many hours per week are allowed before overtime starts
 - How much you pay for overtime
-

CASE STUDY: EMPLOYMENT STANDARDS

You Think We Ink Printing Company

Workers

You work for a medium-sized printing company with 100 other employees in five outlets. There is sometimes the need to do printing through the night because of last-minute rush jobs, and this requires extremely long days. The work during the day is usually the same and is constant, so the shifts are pretty regular. The company is doing well-making a profit, though not extremely profitable. You are being paid at \$10 hour. There is high unemployment right now.

Hours of Work

- Hours per day
- Days per week
- Breaks

Vacation

- In first year
- After first year

Overtime

- How many hours per week are allowed before overtime starts
- How much you get paid for overtime

CASE STUDY: EMPLOYMENT STANDARDS

McGrease, Fast Food Joint

Employer

You run a burger and fries company with five outlets. It has steady business and is fairly profitable. The business is 24 hours, and the pay is minimum wage. You have 40 employees, many of whom are immigrants or students. Turnover is high.

Hours of Work

- Hours per day
- Days per week
- Breaks

Vacation

- In first year
- After first year

Overtime

- How many hours per week are allowed before overtime starts
 - How much you pay for overtime
-

CASE STUDY: EMPLOYMENT STANDARDS

McGrease, Fast Food Joint

Workers

Work at a burger and fries company with five outlets. It has steady business and is fairly profitable. The business is 24 hours and the pay is minimum wage. 40 people work there, many of whom are students or immigrants. The work is okay but tiring because of the hectic pace and constant cleaning.

Hours of Work

- Hours per day
- Days per week
- Breaks

Vacation

- In first year
- After first year

Overtime

- How many hours per week are allowed before overtime starts
- How much you get paid for overtime

CASE STUDY: EMPLOYMENT STANDARDS

Guzzle Gas Mart

Employer

You have a franchise gas station/convenience store with 25 employees. The business operates 24 hours a day, seven days a week. The gas station is busy during the day and slower at night. All the employees work part-time. The company is making a profit, though not extremely profitable as other Guzzle Gas franchises in the area. It is a problem to find part-time workers who are willing to work the graveyard shift. There is some training involved in hiring someone new, and often they quit again within a few weeks.

Hours of Work

- Hours per day
- Days per week
- Breaks

Vacation

- In first year
- After first year

Overtime

- How many hours per week are allowed before overtime starts
 - How much you pay for overtime
-

CASE STUDY: EMPLOYMENT STANDARDS

Guzzle Gas Mart

Workers

You work for a franchise gas station/convenience store. The business operates 24 hours a day, seven days a week. The gas station is busy during the day and slower at night. All the employees work part-time. The work during the day is usually the same and is constant so the shifts are pretty regular, but afternoon and graveyard shifts are slower, and employees are required to work alone on the graveyard shift. The company is making a profit. You are making minimum wage. There is a constant turnover of staff, and you are required to train new employees.

Hours of Work

- Hours per day
- Days per week
- Breaks

Vacation

- In first year
- After first year

Overtime

- How many hours per week are allowed before overtime starts
- How much you get paid for overtime

CASE STUDY: EMPLOYMENT STANDARDS

GAG clothing outlet

Employer

You have a GAG (national company) franchise in the mall, and employ 25 people, full and part time. The manager is an adult, as are two or three of the staff, but the vast majority of the workers are teenagers. The store is open late Wednesday to Saturday and you need your workers to stay throughout the shift. The store is extremely profitable especially because of the high mark-up over the wholesale prices, although the mall rent is very high because of your high-traffic location, and you also pay high franchise fees to GAG clothing corp. international. Job training is minimal. What you need are friendly attractive workers who look good in the GAG clothes they wear. They also need to be flexible in terms of their hours, available weekends and evenings and on short notice.

Hours of Work

- Hours per day
- Days per week
- Breaks

Vacation

- In first year
- After first year

Overtime

- How many hours per week are allowed before overtime starts
 - How much you pay for overtime
-

CASE STUDY: EMPLOYMENT STANDARDS

GAG clothing outlet

Workers

You work for the GAG clothing outlet in the mall. It is a popular place to work because it seems really cool to wear these clothes. The work is frantic at times and boring at times. You have to fold clothes, ring in orders, clean the store, watch for shoplifters, size and sort the clothes, and encourage customers to purchase items. You are expected to help the store reach sales targets. The shifts aren't always regular, and it is really busy around September, Christmas, and spring break.

Hours of Work

- Hours per day
- Days per week
- Breaks

Vacation

- In first year
- After first year

FAIRYTALES & FABLES

About Unions

Most Canadians don't really get a chance to know much about unions. You might think that unions are greedy, always on strike, support violence on picket lines and try to wreck the economy. The little you have learned in school, read in newspapers, or seen on television might have you convinced that every time you hear the word *union* you associate strike action with it.

This article will not make you love unions. What arguments could possibly offset the images and myths conjured up by exposure, or lack of exposure, to the television and newspaper stories you get? Instead, you may find a view of the working world and its politics that you probably won't find on tomorrow's editorial page or on the evening news. You may find some fresh answers to questions you might have heard. Who knows? You may have asked them yourself.

1. "Why are people forced to join unions and pay dues?"

A union is created in a workplace when the majority of workers there sign membership cards—usually in secret—to join the union. That action leads to a secret government-supervised vote to determine whether the majority of people want the union to represent them or not. However, most people in unions don't take part in a vote or organizing drive, and join existing unions in their workplace when they are hired.

It takes a lot of courage for workers to organize a union. The employer uses all kinds of tactics and strategies to try to persuade their workers not to join. The employer usually resorts to fear and intimidation tactics to keep the union out, and in many instances workers get fired. Despite employer opposition, unions exist because the majority of workers believe very strongly that the introduction of a union at their workplace will better their lives by improving working conditions, wages, and benefits.

People who oppose unions are not forced to join the union or sign membership cards. They are however, required to pay dues. There are several reasons for that.

First, if every worker in a workplace benefits from a union contract, everyone should pay dues. If a union wins a wage increase, the increase goes to every worker, not only to those who pay dues. If the union negotiates other benefits such as vacation, entitled leave, or job security, the same holds true.

Second, union members pay dues to finance the operation of their union. Arguably, if the union costs nothing, it probably wouldn't be worth anything. Union dues pay for operating a local union, bargaining, hiring staff, legal services, sending delegates to conventions, strike funds, insurance, education and per capita portions to central bodies such as the CLC.

Another large portion of most unions' dues is spent on "organizing the unorganized." About one-third of all Canadian workers are represented by unions. There are millions of people without protection, and employers are able to use those workers to undercut hard-won and decent union contracts by operating non-union workplaces and competing with unionized establishments. How much unions get in wages and benefits depends on how strongly they have organized the industry or service.

Another reason that people should pay dues is that in democratic countries, where democratic principles apply, the will of the majority usually determines the outcome. Unions, being democratic institutions where members participate and have a vote, recognize that if the majority of people want a union in their workplace, that majority should be represented by a union. When that happens, the law says that unions must represent all people in the workplace—even those who voted against the union.

There are a lot of phony arguments about forcing workers to pay dues if they opposed the union. If you examine those arguments, they disappear. People pay municipal, provincial, and federal taxes, whether or not they voted for the person or political party in office. You get your street cleaned, the protection of fire fighters and police, and the protection of federal laws and agencies because you pay for them. You simply cannot opt out.

It's the same in the workplace. Every worker is protected by the union. Every worker gets the benefits of a union contract. Every worker should belong. Anti union free riders are undemocratic. If a union negotiated a wage increase and benefits, would those same anti union people refuse to take their raises?

2. "Unions are always making unreasonable demands."

What is a reasonable wage demand? One that meets the workers' needs? One based on the employer's ability to pay? One that's tied to productivity? Or one that the media thinks is responsible?

The fact is that nobody has yet devised a workable formula for determining wage increases that would be considered reasonable by the workers, by their employer, by the public, by the press, and by the government. One group or another will always be unhappy.

Besides, most employers-except occasionally, when in genuine financial stress-still refuse to open their books to union negotiators. Unions are thus denied access to the data on profits, productivity, and labour costs that they must have in order to formulate "reasonable" demands. The only alternative in our private-enterprise society is to go for as much as unions think their members are entitled to. To some segments of our society, anything they try to negotiate is too much.

3. "Unions are only interested in money."

Who isn't? Only people with enough money not to worry about lay offs, job security, or on-the-job injuries don't have these worries.

But unions have always been concerned about more than wages. Some of the first goals of organized labour were better working conditions: eliminating the child sweat shops, expanding public education, and reducing the number of working hours. Over the years, labour has led the fight for medicare, workers' compensation, occupational-health laws, tougher human rights codes, and equal pay for work of equal value.

Unions have also spearheaded all serious attempts to make jobs less boring and less dangerous. Unions know that productivity increases when work has more meaning and that absenteeism falls and the economy and community are improved.

Unions must always be responsive to their memberships' needs and desires. Times have changed, and the world has become much more competitive. Today union memberships are primarily concerned with issues such as job security, health and safety, retraining, and education. It should come as no surprise that union demands reflect those concerns.

4. "Unions are strike happy."

Unions negotiate for agreements-not strikes. No union wants a strike. Strikes develop when both sides can in no other way reach an agreement. To union members, a strike means sacrifice to themselves and their families. Workers won't go on strike unless the issues involved are so great they are worth the sacrifice. Unions always conduct membership votes before taking strike action, and a strike occurs only when it has been approved by a clear majority.

It is inconceivable that workers would walk a picket line in all kinds of weather, sometimes having confrontations with police and strikebreakers, existing on strike pay that is only a fraction of their normal income, if a majority of them were opposed to the strike. It simply couldn't happen.

Most union leaders measure their success by the extent to which they can avoid strikes, and they do manage to settle 97 out of 100 contract negotiations without a strike. But a 0.970 batting average evidently doesn't satisfy some of the public and the press. Strikes are controversial, and controversy makes news. This, no doubt, is why many people think strikes are the rule rather than the exception.

Management can trigger a strike simply by refusing to bargain. But the union has to take the first overt action, and the strike is the first visible sign of dispute. This probably accounts for the public's blaming unions for strikes in many cases.

But the right to strike—or the right to withhold one's labour in unison and agreement with fellow workers—is crucial to maintaining democracy. In totalitarian countries, the right to strike is prohibited, along with all other freedoms. The right to strike is a matter of freedom, and a democracy cannot function without freedom.

5. "Aren't unions too big and powerful?"

Comparing "BIG UNIONS" to "BIG CORPORATIONS" and "BIG GOVERNMENT" is a favourite trick of the media and other groups like the Canadian Chamber of Commerce.

"Big" and "powerful" are relative terms. Most Canadian unions are quite small, and together they represent less than 40% of the country's workforce.

Even the largest unions, in terms of size and resources, pale by comparison with multinational corporations such as INCO, EXON, Canadian Pacific, and General Motors.

In Canada, few politicians dare interfere with "free enterprise." Business can set prices, sell products, and throw money into anything from advertising to a new executive washroom without supervision or restraint. Governments will usually give business money or tax breaks to do that.

Politicians feel differently about unions. They have required legal certification, formal backing from a majority of the workers the unions wish to represent and a long, complicated legal process before they can call a strike. Government can intervene in strikes, force workers back to the job, and impose a settlement. It can fine or jail workers who refuse to work. Do you ever see governments try those tactics on companies?

Unions are made up of all kinds of people. They're human. They negotiate for what they can get. After all, they get plenty of examples from the business world. We all have ringside seats to watch profiteering by oil companies, supermarket chains, and banks.

If unions were even one-tenth as powerful as they are thought to be, they would be able to organize the six million Canadian workers still outside unions. They would be winning more of their strikes and increasing their members' wage rates a lot more than they actually are.

6. "Unions were good at one time, but haven't they outlived their usefulness?"

The Toronto Globe and Mail made this argument on May 6, 1886. Over 115 years have passed, and unions continue to grow and become a more acceptable part of Canadian life. Unions will never be out of date so long as some people control the lives of others by determining how much they earn or work or what kind of job they are entitled to.

Since the time of the *Globe and Mail* editorial, thanks almost wholly to unions, Canadian workers have made impressive progress. Historians admit that union bargaining power, not government or corporate charity, has helped move millions of Canadian out of poverty. Unions have also given workers the purchasing power that has kept our economy functioning. Some of our strongest unions are in industries like steel, mining, and pulp and paper, where Canadian workers have also achieved a productivity second to none in the world.

Without unions, in 1886 or now, how many Canadian workers would have ever been granted a decent wage or the leisure to enjoy it? You can't have prosperity or social justice when two-thirds of the people are broke. Thanks to the wage levels established by the Labour Movement, even unorganized and anti union workers have benefited.

It is more important than ever to recognize that without a collective agreement outlining the conditions of work, wages, and benefits, the employer has the right to treat its workers in any way it wants. Workers would have no protection from a management that could alter any work process or pick favourites and pit worker against worker. Without a union, acting as a form of insurance and security, workers are like sitting ducks in a shooting gallery.

7. "The public is not represented in-and is the innocent victim of—strikes by workers in the public sector."

Unions in the public sector have to bargain directly with government officials or their agents. Who are these officials representing if not the public? The mandatory conciliation process, along with the other legal rituals that must be followed before a legal strike can begin, are all imposed by government in the name of the public. Unions simply follow the rules.

Public employees are exactly what their label implies. They are the public's employees. They are our employees, and when they go on strike, they do so for the same reason employees in the private sector go on strike: because they are dissatisfied with the way we, through our elected representatives, are treating them.

If the service provided by postal workers, by garbage collectors, by hospital workers, and by workers in transportation and other key industries are truly essential, why are such workers so often among the lowest paid? If their jobs are so indispensable, why are they not treated accordingly?

The public, as an employer, really has no more right to claim immunity from strikes than any other employer that doesn't make an honest effort to treat its workers fairly. When government refuses to bargain in good faith, unions representing public employees have no alternative but to exercise their right to strike, when their members vote for that action.

People who may be hurt by such strikes should make an effort to look at both sides of the dispute to determine if their employees' demands are justified. If this is clearly the case, then public pressure should be directed at governments to offer a fair settlement, rather than force unions out on strike because it might be politically convenient; or once a strike is enacted, impose back-to-work legislation or strike-breaking laws.

8. "Unions protect the lazy...the people who should be fired."

No union contract requires an employer to keep a worker who is lazy, incompetent, or constantly absent or tardy. The union does make sure dismissals are for just cause—for real reasons—not personality clashes between supervisors and employees.

Research into decisions by neutral arbitrators who have reinstated workers deemed wrongly fired shows that most of those workers were still on the job a year later. They got a second chance to keep their jobs, thanks to the union.

That's what a union contract is—job insurance for good employees. If you can't do the job, you can't keep it.

Older employees can't be fired as they once were when they're considered not as useful to their employer. Women who have a union can't suffer discrimination from their boss because the boss fears they may get pregnant, for example. In that way, unions do protect people's jobs. That's the purpose of a union.

Some management people understand that and support it. Robert S. Hatfield, former chair of the Continental Group, one of the world's biggest firms, said, "When I first started working in a factory in 1936... The whim of the boss could make the difference, and sometimes that meant swallowing a lot of abuse, with no way to talk back... It came home to me then, as never before, that human dignity is very precious... Now when I think of the humanity

and dignity that underpins the relationships today of all working people... I know that our unions have a lot to be proud of, because it was the union movement that spearheaded the effort and made it happen."

9. "Unions only care about themselves."

If you look back at Canada's history, you'll observe that many of the rights and benefits we all enjoy were initially fought for and won by unions. The Labour Movement was in the forefront of the struggles for public healthcare, for public education, and for minimum wages and employment conditions.

We work 40 hours a week or less instead of 60 or more because the unions periodically went on strike for a shorter work week, despite the warnings of employers that they'd never be able to afford it. Many of us will receive pensions from our employers when we retire because unions went on strike for that benefit too. And pay-equity provisions have recently been added to many workers' benefits, largely because their unions fought for it. No matter where you look, unions are involved in things that make the community better. Unions have always lobbied to pass on to others the benefits won in bargaining: medicare, prepaid dental insurance, income when you're off sick, and pensions.

In cities around Canada, you'll find union-built, non-profit housing. You'll find unions working with the United Way, providing scholarships for young people to go to university, providing unemployment counselling, and promoting sports for youngsters. Unions inspired the civil rights movements in Canada and helped found, and still support, the Canadian Civil Liberties Association, the Canadian Council of Retirees, the co-operative movement in Canada, many credit unions, the Canadian Health Coalition, and numerous environmental and peace groups. Far from caring only about themselves, unions represent the public interest.

10. "Why do these fairytales and fables about unions exist?"

The fables and fairytales we hear about unions are attempts by people who don't have real information to explain things they cannot or will not understand. Unions are not loved by the captains of industry, big business, and the media. Time and time again, Labour is presented by newspapers, radio, and television as the most unreliable and disruptive part of our national economy.

The unions, and the circumstances involved, may be different at various times, but the media message is almost always the same. Trade unions are an unpredictable and destabilizing element in the otherwise smoothly operating machinery of the country.

This type of journalistic presentation neatly splits the individual's role as a worker from his/her role as a consumer and a member of the public. News media seem to be more concerned with our temporary inconveniences as consumers because of strikes than with the ongoing struggle to improve pay, job security, and working conditions.

If one were to believe the media, one would think that unions are ready to go on strike at the drop of a picket sign. But the hard facts tell another story. 97 out of every 100 collective agreements are negotiated by unions without a strike. This side of the picture is not "sexy" enough for the newspapers. Unions seem to make news only when they are in some kind of confrontation.

Not all media reporting of the Labour Movement is negative, but whatever journalists have to say about the achievement of trade unions seems to get drowned out in the continual clamour of unfavourable coverage. The major electronic and print media in the country are owned by the government or private business—the entities that hold an unfavourable view and adversarial position toward the Labour Movement.

News coverage cannot be taken in isolation from the entertainment and commercial output of the media. Images of workers presented in the news are supported by their depictions in sitcoms, dramas, movies, soap operas, and even advertisements. Unions are rarely allowed to intrude into the unreal worlds of TV and film.

Workers in TV and movies usually have simplistic minds and lack real substance in their characters. They are almost always unorganized and presented as individuals rather than as having group interests—their concerns are generally trivial and remain secondary to those of their employers. Should we be surprised that many Canadians are labour illiterates?

Perhaps unions have “image” problems because they make people face unpleasant realities. There really is unfairness in the workplace. Many people don’t earn enough money to live on. Many people must work on jobs that are beneath their dignity or make them unhappy. When people feel a sense of powerlessness or helplessness on their jobs or in their workplaces, most turn to unions to help resolve their problems. Only when that happens do workers realize that the fairytales and fables they once believed about unions are exactly that.

WHAT ABOUT UNIONS?

Unions are groups of working people who join together to talk to employers about wages and conditions of work instead of talking to employers on an individual basis. Joining a union is your right as a Canadian, guaranteed in the Charter of Rights and Freedoms. The Labour Relations Code of British Columbia protects your right to join a union. Union workers receive higher wages and better benefits. Unions act for your interests in areas such as:

- unsafe working conditions
- harassment in the workplace
- disputes over promotions
- job security
- wages and benefits

Unions also help members with cases at Workers’ Compensation Board and with EI claims during layoff.

Unions can also play a part in working for social justice in the larger community and society. Before unions were established there was no: job security, seniority, representation, grievance procedure, promotional opportunities, job classifications, health and safety programs, protective equipment, preference of shift, relief periods, work standards, uniform pay scale, guaranteed wage increases, cost-of living raises, overtime pay after eight hours, time and a half for Saturdays, double time for Sundays, shift premiums, call-in pay, rotation of premium time, paid vacations, paid absence allowance, jury duty pay, bereavement pay, life insurance benefits, sickness and accident benefits, medicare protection, supplemental unemployment benefits, short-work-week benefits, severance pay, early retirement, prescription drugs, dental program, voluntary overtime, health-and-safety committee, paid holidays, employee-assistance program.

HOW TO BRING THE UNION TO YOUR WORKPLACE

A majority of the workers must sign a membership card. Once a solid majority has signed up, the union will apply for certification to the Labour Relations Board. Once the board checks to see that enough people have signed up, it will certify the union to represent you in contract negotiations with the employer.

Your decision to join the union is kept confidential—the employer does not find out who signs up or how many signed up.

Your right to join a union is *protected by law*. It is illegal for the employer to threaten or discriminate against anyone for union activity.

All important decisions about your contract are made by a vote of you and your co-workers only.

Joining a union is your right, but few employers welcome the idea of having to deal with a union and some will punish, even fire, workers who try. So organize effectively, but quietly.

Pacific Region—Labour Council's Directory

**CAMPBELL RIVER, COURTENAY
& DISTRICT LABOUR COUNCIL**

2-830 14th Avenue
Campbell River, BC V9W 4H4
Tel: 250-287-3884
Fax: 250-336-2100

**EAST KOOTENAY
& DISTRICT LABOUR COUNCIL**

104-105 - 9th Avenue South
Cranbrook, BC V1C 2M1
Tel: 250-489-4518
Fax: 250-417-0917

**KAMLOOPS & DISTRICT
LABOUR COUNCIL**

Box 562
Kamloops, BC V2C 5L2
Fax: 250-314-0435

**KITIMAT, TERRACE
& DISTRICT LABOUR COUNCIL**

PO Box 238
Terrace, BC V8G 4A6
Tel: 250-635-5080
Fax: 250-635-5080

**MT WADDINGTON,
NORTH VANCOUVER ISLAND
LABOUR COUNCIL**

PO Box 2105
Port Hardy, BC VON 2P0
Fax: 250-956-4699

**NANAIMO, DUNCAN
& DISTRICT LABOUR COUNCIL**

PO Box 822
Nanaimo, BC V9R 5N2
Tel: 250-753-0201
Fax: 250-754-5544

**NEW WESTMINSTER
& DISTRICT LABOUR COUNCIL**

722-12th Street
New Westminster, BC V3M 4J9
Tel: 604-524-9311
Fax: 604-524-0996

**NORTH OKANAGAN
LABOUR COUNCIL**

Box 789, Station A
Kelowna, BC V1Y 7P4
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Fax: 250-491-3668

**PEACE RIVER DISTRICT
LABOUR COUNCIL**

10516-96th Street
Fort S. John, BC V1J 3R2
Tel: 250-785-5050
Fax: 250-785-6700

**PORT ALBERNI &
DISTRICT LABOUR COUNCIL**

3940 Johnston Road
Port Alberni, BC V9Y 5N5
Tel: 250-724-7966
Fax: 250-724-7966 *manual

**POWELL RIVER &
DISTRICT LABOUR COUNCIL**

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Powell River, BC V8A 4K4
Tel: 604-483-9800
Fax: 604-483-3369

**PRINCE GEORGE &
DISTRICT LABOUR COUNCIL**

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Prince George, BC V2L 4V4
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Fax: 250-564-1171

**PRINCE RUPERT
LABOUR COUNCIL**

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Prince Rupert, BC V8J 1R1
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Fax: 250-627-8833

**QUESNEL & DISTRICT
LABOUR COUNCIL**

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Quesnel, BC V2J 3J3
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Fax: 250-992-7725

**SUSHWAP COLUMBIA
LABOUR COUNCIL**

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Revelstoke, BC VOE 2S0

**SOUTH CARIBOO
LABOUR COUNCIL**

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Williams Lake, BC V2G 2V6
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Fax: 250-398-6218

**SOUTH OKANAGAN
BOUNDARY LABOUR COUNCIL**

206-598 Main Street
Penticton, BC V2A 5C7
Tel: 250-493-7252
Fax: 250-492-7252

**SUNSHINE COAST &
DISTRICT LABOUR COUNCIL**

PO Box 1391
Gibsons, BC VON 1V0
Fax: 604-886-2785 *manual

**VANCOUVER & DISTRICT
LABOUR COUNCIL**

140-111 Victoria Drive
Vancouver, BC V5L 4C4
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Fax: 604-254-0701

VICTORIA LABOUR COUNCIL

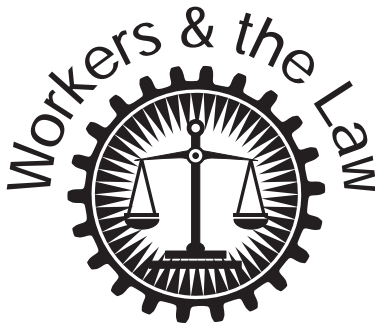
1-2750 Quadra Street
Victoria, BC V8T 4E8
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Fax: 250-383-1603

**WEST KOOTENAY & DISTRICT
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c/o 101 Baker Street
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**MACKENZIE & DISTRICT
COMMITTEE OF LABOUR**

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What Are Employment Standards? (Dream Minimums)

LESSON 3—CAPP 9–12

PRESCRIBED LEARNING OUTCOMES

Students will:

- outline key features of the Employment Standards Act (CAPP 9).
- relate provincial employment standards relevant to their own work experience and their career plans (CAPP 10–12).

LESSON TITLE

What Are Employment Standards? (Dream Minimums)

OBJECTIVES

To foster an understanding of the general purpose of the Employment Standards Act, its evolution, and why it is needed, and to familiarize participants with the basic rights under the act.

INTRODUCTION/OVERVIEW

Students will role play as employers and workers from different workplaces, and, in role, will devise ideal minimum work standards.

BACKGROUND INFORMATION

Make sure you are familiar with the content of the handouts for this section.

MATERIALS NEEDED

Highlights of the employment standards act.
Handouts for group exercise (Dream Minimums).

ACTIVITIES

- | | |
|--|--------|
| 1. Introduction | 5 min |
| 2. Brainstorm <i>Areas in the Act</i> | 5 min |
| 3. Role Play <i>Dream Minimums</i> | 20 min |
| 4. Discussion <i>Areas under the Act</i> | 15 min |
| 5. Summary | 5 min |

Introduction:

Discuss the *purpose* of employment standards legislation.

Discussion points:

The main purpose is to ensure that B.C. Workers have at least *minimum standards in terms of wages and terms of employment*. The law sets out certain basic *rights for employees and obligations of employers to promote fair*

treatment. These minimums such as the minimum wage apply to most workers with a few exceptions that will be discussed later.

History Discuss the fact that in the late 1800s and early 1900s there weren't any employment standards and workers were struggling and being jailed for trying to get these standards. The printers who were jailed for going on strike in the 1870s were only asking for a nine hour day. In those days child labour was legal, with 8 year olds working around machines from 6:00 a.m. to 6:00 p.m. Some employers beat their employees and, in Montreal, one company had a black hole or pit where they put workers to discipline them.

Slowly and over many years, the employment standards evolved as workers pressured the government to enact legislation to prevent these atrocities. Thus we have the employment standards and other workplace legislation which we struggle to protect from erosion today.

BRAINSTORM AREAS UNDER THE ACT

Ask, What are some of the basic areas covered by the act?

If the students don't come up with answers, try suggesting prompts such as breaks in the day-this is under hours of work. Don't expect exact words here, (If they say, firing, put termination of employment), and don't wait too long for students to come up with the answers. Just write them up. Do not discuss these in detail. This is just to list them quickly; they will be discussed in detail after the role play. The list should include:

- hiring employees
- hours of work
- leaves
- overtime
- paying wages
- statutory holidays
- termination of employment
- vacation

DREAM MINIMUMS ROLE PLAY

a) Break the participants into an even number of groups with four or five per group. You will need a set of case studies (the *employer* and the *worker*) for each workplace.

- You Think We Ink (printing company)
- McGrease (fast-food restaurant)
- Guzzle Gas Mart (gas station/convenience store)
- GAG (clothing store)

See case studies from Lesson 2, pages 199–202.

b) Explain the exercise: The idea is to make employment standards up. Each group gets to make up standards, keeping in mind their perspective, either as employer or worker, and their workplace. Ensure that each team is paired up with the employer and worker group

for their company to feel more personally involved in the standards set by the company. This will be important for the negotiations in a later module. They will only be deciding on three categories: hours of work, overtime, and annual vacation, though they may add others if they have time.

c) Give the case studies to each group—employer and worker for their worksite.

d) Role-play: Give them 10 minutes to work as groups on the dream minimums. Have a spokesperson report back from each group. Write their standards on the chalkboard or flipchart. Discuss the similarities and differences between the groups.

e) Discussion: This exercise should show the difference between the interests of the employers and workers. It clarifies the role of the government in determining the minimum wage and other standards to ensure decent working conditions and to find a middle road between different interests.

CLASS DISCUSSION—AREAS UNDER THE ACT

Return to the items on the list initially (BRAINSTORM)—categories under the Employment Standards Act. Refer back to their ideal minimums—compare these to the realities of the Employment Standards Act. It may be surprising that the most conservative of employers among them may appear generous in light of the actual minimums.

Discuss the areas under the act in more detail. *For each of the areas, ask students if they have ideas of what may be covered and what the minimums are.* Ask if they have examples. Encourage discussion of real situations to get them to put this into the context of their own experience. Note that if they have specific questions on their own case and are asking for an interpretation of the act, they should contact a branch. (Bring attention to the poster and guide to the code.)

HIGHLIGHTS OF THE EMPLOYMENT STANDARDS ACT

i. Hiring Employees:

To hire someone under 15, the employer must have permission of the board, school, and parents.

ii. Paying Wages:

- Minimum wage—(\$7.65/hr at present, increasing to \$8/hr in November 2001).
- Pay—Staff must be paid at least twice a month.
- If an employer fires someone, they must be paid within 48 hours in full.
- If you *quit*, you must be paid in full within six days.
- Deductions—costs like broken items, car insurance deductibles, dine and dash, and shoplifting cannot be deducted from the wages of staff.

iii. Hours of Work:

- Notices of shifts—employers must post notices saying when shifts start and end and when the breaks are scheduled.
- Change of shift—you must be given at least 24 hours of notice or paid overtime.
- Breaks—a half hour meal break has to be given after an employee has worked five hours in a row. The employer isn't required to pay for the break unless the employee is expected to be available for work (take your break at the counter in case you are needed). Note: coffee breaks are not required to be given.

iv. Overtime:

- Standard hours: are eight per day and 40 per week. Overtime is daily or weekly, calculated separately. (In Alberta, the weekly hours are 44 before overtime kicks in.)
- Daily overtime is paid for hours over eight hours at time-and-a-half for first three hours and double time after that.
- Weekly overtime time-and-a-half for the first eight hours over 40, then double time after that.
- Flexible work schedule arrangements are possible—by agreement. Example: 10 hours per day for four days.

v. Holidays:

- Nine Statutory holidays: New Years Day; Good Friday; Victoria Day; Canada Day; British Columbia Day; Labour Day; Thanksgiving Day; Remembrance Day; Christmas Day. Note: This doesn't include Easter Sunday, Easter Monday or Boxing Day.
- To get paid for the holiday, you have to have worked for at least 30 days. If you work the holiday: time-and-a-half for the first 11 hours then double time plus another day off with pay. If the statutory holiday falls on a day off, then you get another day off with pay.
- Part-time: you have to have worked at least 15 of the last 30 days before the holiday and have a regular schedule of hours—then you get a day's pay.
- Part time irregular hours—you get an average pay.

vi. Annual Vacation:

- General—two weeks after 12 months employment the three weeks comes after five years (must be consecutive) under one year. If you work more than five days but less than one year, the vacation must be paid out at 4%.

vii. Special Clothing:

- An employer that requires you to wear a uniform or special brand of clothing has to provide, clean, and maintain it. Note: There was a recent decision that where the employer requires a specific colour and style of clothing, the employee may be required to pay unless it is specified what brand, even if the employer provides the clothing.
- An employer cannot withhold wages or require a deposit for clothing that is a uniform or special brand.

NOTE: Special clothing includes “special brand” (Club Monaco, Gap, Benetton, etc.). It does not cover what is referred to as “dress code.” You may be required to wear black slacks (style and fabric to be determined by the employer), black leather runners and white blouse/shirt in your job. The employer may even offer to (bulk) buy the clothing he/she requires you to wear to ensure uniformity, and reduce the employee’s cost. THIS IS NOT SPECIAL CLOTHING BUT IS DEFINED AS “DRESS CODE.” In this case, your employer does not have to provide the clothing, clean, or maintain it.

viii. Termination of Employment:

- Just cause—no notice required. Generally the government encourages the employer to use a step by step process for discipline in situations where an employee repeatedly does something wrong. The steps include: verbal warning first, second verbal warning, then a written notice saying that you may be terminated, fourthly, a suspension without pay, and finally, termination without further notice or compensation. Where the incident was very serious such as stealing or assaulting a co-worker, then these steps are not necessary and the employer can go immediately to termination without notice or pay. This is called “just cause.” Where someone is dismissed without just cause, a complaint can be filed with employment standards and they will investigate.
- Notice or severance for dismissal without cause—after three months but under one year, one week; after one year, two weeks; after three years, three weeks plus one for each additional year. (Note this can be in notice, pay or a combination of both.)

SUMMARY

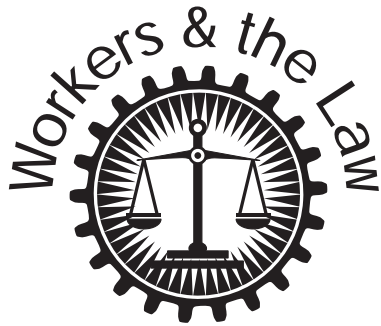
Use the chalkboard/flipcharts from the session to summarize the materials covered.

EVALUATION/ASSESSMENT

See attached rubric to help you analyze the group work. Give all the students or groups a copy of the rubric before you start the exercise so they know what you will be looking for.

Role-play activity: Rubric for evaluating group participation and results.

	1	2	3	4
Participation	Group does not engage. Teacher has to intervene and redirect discussion more than once.	Group is engaged, but one person tends to dominate or compensate for the rest of the group's lack of involvement.	Group is engaged and works well together. They explore the topic thoroughly.	Group is engaged and explores the topic very thoroughly including using higher thinking and having a high level of discussion.
Practical aspect	Group's discussion is largely superficial or glib.	Group considers some details but is not overly practical.	Group's discussion remains realistic and grounded in details and practicality, but doesn't take all factors/influences into account.	Group takes into account the various factors and incorporates a good understanding of them.
Originality/ imagination	Group has ideas, but they are unoriginal, and members of group haven't activated their imaginations particularly.	Ideas are adequate but are not particularly original.	Group's discussion is original. They have used details/practicalities combined with good, imaginative ideas.	Group's discussion is creative, original, and interesting. They successfully incorporate practical details with visionary ideas.
Presentation	Message is unclear. Group is not working together, and it shows. Didn't keep the class's attention, or was not understandable.	Group delivers its message, but it may not be very clear. One person may dominate.	Group explains its results competently. It is clear the group has worked together.	Group clearly explains their role and results to the whole class, then outlines their decisions convincingly with exciting delivery style. Group has clearly worked together closely.



Knowing and Protecting your Rights Under Employment Standards

LESSON 4—CAPP 10/11 (and Possibly CAPP 9)

PRESCRIBED LEARNING OUTCOMES

CAPP 10 & 11

- relate provincial employment standards relevant to work experience and career plans.

CAPP 9

- outline key features of the *Employment Standards Act* relevant to work experience and career plans.

LESSON TITLE

Knowing and Protecting your Rights Under Employment Standards

TIME

Approximately two hours.

OBJECTIVES

- to practise using the Guide to Employment Standards to answer questions.
- to practise using the Employment Standards poster as a resource to answer questions.
- to identify general types of work that are not covered by the Employment Standards Act.
- to identify and discuss options available for addressing problem situations in the workplace, and possible consequences.
- to apply students' learning about the act to real case studies.

INTRODUCTION/OVERVIEW

The lesson is based on Module III from the CLC's Job Smart course. Students will become familiar with employment standards that exist in B.C. and will consider how they relate to their own workplace experience. They will be given questions and enact scenarios in which those questions would arise; they will brainstorm employment standards violations of which they are aware, and they will enact scenarios in which they respond to those violations; they will examine real case studies of employment standards violations and apply the act to them.

BACKGROUND INFORMATION

Abbreviation to know is IRO—industrial relations officer, Employment Standards Branch, Ministry of Labour.

When discussing situations in which the *Employment Standards Act*, or part of it, does not apply, students will find some issues particularly relevant: part-time workers and temporary contract workers, the danger that under-the-table work may not be covered as with self-employed or contract workers; paper deliverers, and babysitters; work within and for schools. Consider also the variances to exclude some workers from coverage under the act, where special regulations are granted for such workers as farm workers, fishers, truck drivers, and others whose work isn't as regular as other types of work.

MATERIALS NEEDED

- Guide to Employment Standards (2001 version available in this package, additional copies available from Employment Standards branch—check in the blue pages under Employment Standards for branch in your community).
- Handout—Employment Standards Questions for Groups.
- Handout—B.C. Labour Council Contacts.
- Handout—Employment Standards Case Studies.
- A copy of the *Employment Standards Act*.
- Handout—Tips for Restaurant Workers (give out after completion of lessons).
- Handout—12 Important Facts about the Employment Standards Act (give out after completion of lessons).

ACTIVITIES

PART I (40 minutes)

1. Hand out copies of the Guide to Employment Standards, and discuss briefly its layout and different sections.
2. Hand out “Group Questions on Employment Standards.” Ask if the students have questions from their own or their friends’/families’ work experience. Record suggestions on the board.
3. Break students into groups of four, and assign each group one of the questions or one of the questions from their own experience. Groups should all have different questions.
4. Task: Find the answer to the assigned question, and enact a scene in which this question would arise and be answered.
5. Have groups perform scenes (criteria for grading to follow).

ACTIVITIES

PART II (15 minutes)

1. Ask groups to brainstorm ideas of situations in which the employment standards would not apply, and report back (two to four minutes). Create class list on board, discussing reasons for exclusions. You may need to make additions so that the list includes the following:
 - **Part-time workers**—minimum standards apply with a few exceptions (e.g., holiday pay is pro-rated, calculated on average number of hours worked instead of on a full day's pay).

- **Temporary Contract Workers**—as a temporary worker, you are still covered by the act with exceptions: for vacation, you have to work five days to be eligible; for holidays you have to be employed at least 30 calendar days; under termination of employment, you get no notice or severance if you have worked less than three months or if you are hired for a specific period of time.
- **Working under the table**—may not be covered by the act. Working under the table means working without registering with the government or paying taxes. If an employer does not ask for your Social Insurance Number, you are probably working illegally.
- **Government sponsored employment creation programs, or on the job training programs** may not be covered by the act.
- **Self-Employed/Contract Workers and Volunteers**—people who make their own agreements for a set project or period of time are not covered by the act. However, if you are treated as an employee and do work similar to that of regular employees, you may be able to argue that you are one. When the Employment Standards Board is contacted, it will investigate to find out if the relationship looks like that of an employee. Contract workers need to keep track of all hours worked and expenses.
- **Professionals** (e.g., doctors, lawyers)—not covered by act.
- **Irregular workers—truck drivers, fishers, and farm workers** in particular have such irregular hours and work circumstances that the provisions of the Act are impractical. Instead they are able to arrange different standards for pay and hours of work.

ACTIVITIES

PART III (30–40 minutes)

1. Ask for examples from the class in which a student's employer (or a case students have heard of) was not fulfilling the terms of the act. Compile as many situations as there are original groups (if students don't have examples, have them develop examples from their original questions and scenes).

Task: Have groups brainstorm possible responses to the violation. Consider as many options as possible, even if ill advised. Record on flip chart, noting pros and cons of each. Have groups report back options, with the teacher compiling a master list on the board. The master list should eventually include the following:

- anonymously calling Employment Standards Branch for more information or advice.
- calling the district CLC office.
- discussing with family or friends.
- discussing with supervisor's manager.
- doing nothing.
- filing a formal complaint with the Employment Standards Branch.
- going to your union.
- informally talking to supervisor.
- quitting.
- waiting until you leave the job, then taking an action.

2. **Task:** Have groups enact their violation and the follow up. Debrief each enactment with the class to determine whether it was realistic, whether the action was effective, and what alternatives the worker had.

Discussion Points for Debriefing

- Encourage students to discuss the issue with family, Employment Standards, their union, or the District Labour Council office before taking action.
- It is also a good idea to approach the supervisor first to try to resolve an issue, to try to prevent more tension in the future. However, that may not be an option and may not be successful.
- Consequences to consider: The law says that the employer cannot punish you for filing a complaint, but that doesn't mean that they can't make your life difficult. There have been incidents where the employee who complained was fired and then had to file a second complaint with Employment Standards for unjust dismissal. There are also situations where a part-time employee's hours are significantly reduced after he/she goes to Employment Standards. There will definitely be tension. Even in situations where an anonymous call is placed to Employment Standards requesting that it investigate, if the workplace is small, the employer may guess or assume who called. For these reasons, choosing to do nothing, or to quit, or to do nothing until you quit, may be realistic and understandable options. It may be that the job is short term (e.g., a summer job) and you can wait until the end of the contract to file a complaint that falls within the six-month time limit.
- Filing a Complaint: If you choose this route, you must do so within six months of the incident or of the incident's coming to your attention. The Employment Standards Branch will investigate and make a decision. If either the employer or the employee disagrees with the decision, he/she can appeal it to a tribunal—a mini-hearing. (The IRO will review only the past two years of records for back pay.)
- Employment Standards has a backlog in the Lower Mainland, so it could take up to six weeks before starting to investigate a complaint. If you can't get through on the phone, make a complaint in writing to the IRO.

ACTIVITIES

PART IV (20–30 minutes)

1. Hand out Employment Standards Case Studies. Have students respond to case studies and fill out You Be The Tribunal responses (in groups or individually).
 2. Hand out Employment Standards Case Studies Verdicts, and have students compare their responses with the tribunals' responses.
- OR
3. Collect Case Study responses for marking, and then hand out the verdicts and discuss.

EVALUATION/ASSESSMENT

1. Criteria for Group Scenarios

- all members of the group participate and contribute meaningfully in the group activities.
- group members all have roles of similar importance in enactment(s).
- issue is clearly represented and easily understood by viewers.
- issue and response are realistic and believable.
- presentation reflects accurate understanding of the provisions of the act.

2. Criteria for Case Studies—You Be The Tribunal

- responses are complete and comprehensive.
- responses show understanding of provisions of the act.
- responses refer to specifics of the act or the Guide to Employment Standards.

EMPLOYMENT STANDARDS QUESTIONS FOR GROUPS

1. Do I have to work *overtime* if my boss asks me to?
2. If I am at work for an hour, but it is slow, can my boss send me home?
3. Can I work a split shift of 6 a.m. to 10 a.m. and then 7 p.m. to 11 p.m.?
4. Can I work at a restaurant for \$5 per hour plus tips, which would most likely bring my salary to about \$8 per hour?
5. Do I have to attend staff meetings scheduled on my day off?
6. Can I have time off work if my dad is sick, to go to my grandmother's funeral, or to study for my Chem 12 provincial exam? Would that time be paid if I were sick?
7. If I get fired, does my boss have to give me notice or pay me severance? Does she or he have to give me a reason?
8. Will I get time and a half if I work on Christmas? Boxing Day? New Year's Eve? New Year's Day?
9. Can I work through my annual vacation and be paid for this time as well as receive vacation pay?

ANSWERS TO “EMPLOYMENT STANDARDS QUESTIONS FOR GROUPS”

1. Do I have to work *overtime* if my boss asks me to?

Answer: Yes. Overtime can be required as long as the appropriate overtime rate is paid and the hours worked are not excessive or detrimental to the employee's health or safety.

Found on page 28 of Guide to Employment Standards under Frequently Asked Questions section.

2. If I am at work for an hour, but it is slow, can my boss send me home?

Answer: Yes, but you must receive four hours' pay for situations where you show up and start work, but the employer sends you home; two hours if you show up but do not start. Two hours for students on a school day. Students can also be scheduled for two-hour shifts on school days.

Found on page 10 of the Employment Standards Guide under Hours of Work section.

3. Can I work a split shift of 6 a.m. to 10 a.m. and then 7 p.m. to 11 p.m.?

Answer: No, the shifts have to fall within 12 hours. Additionally, you must be given at least eight hours off between shifts and have at least 32 hours off in a row each week.

Found on page 10 of the Employment Standards Guide under Hours of Work section.

4. Can I work at a restaurant for \$5 per hour plus tips, which would most likely bring my salary to about \$8 per hour?

Answer: No. Nor can an employer pay a salesperson a wage below minimum wage plus commission.

Found on the Poster under Minimum Wage section.

5. Do I have to attend staff meetings scheduled on my day off?

Answer: Yes, you have to attend, but if the meeting is on a day off, then you may be entitled to overtime or minimum daily pay. The employer must pay for attendance at staff meetings, job orientation, or training according to the hours-of-work requirements.

Found on page 28 of Guide to Employment Standards under Frequently Asked Questions section.

6. Can I have time off work if my dad is sick, to go to my grandmother's funeral, or to study for my Chem 12 provincial exam? Would that time be paid if I were sick?

Answer: Yes, you can take time off, but you will not be paid. You are permitted five days per year of unpaid leave to meet family responsibilities such as care, health, or education.

Found on Page 15 of the Employment Standards Guide under Leaves and Jury Duty Section.

7. If I get fired, does my boss have to give me notice or pay me severance? Does she or he have to give me a reason?

Answer: No. If you have worked less than three consecutive months, the employer is not required to give you notice or pay you severance. If you have worked more than three months, the employer must give you notice or severance if there is no cause; however, if there is cause (e.g., theft, failure to show up for work, etc.) they need give you neither notice nor severance.

Found on page 19 of the Employment Standards Guide, under Termination of Employment Section.

8. Will I get time and a half if I work on Christmas? Boxing Day? New Year's Eve? New Year's Day?

Answer: Christmas Day and New Year's Day are statutory holidays. Boxing Day and New Year's Eve are not. Statutory pay provisions are in effect for Christmas and New Year's.

Found on the Poster under Statutory Holidays section.

9. Can I work through my annual vacation and be paid for this time as well as receive vacation pay?

Answer: No. An Employer must ensure that an employee takes his or her annual vacation as time off from work. That is what vacation means—time off with pay!

Found on Page 28 of the Employment Standards Guide under Frequently Asked Questions.

EMPLOYMENT STANDARDS CASE STUDIES

1. *Via Contracting Ltd. v. British Columbia (Director of Employment Standards) (May 31, 1996), 112/96 (B.C.E.S.T.) S. Wolfgang (6 pages).*

ISSUE: Hiring—Wage Rate advertisement—Wage Claim

FACTS: The employees provided the employer with a record of hours worked. The employer crossed out those hours he felt were inflated. No record of hours worked was supplied to the employees. The employees alleged they were offered \$10 per hour when they first heard about the job. The job was advertised as having a salary of between \$10 and \$16 per hour. The employer, in fact, paid only \$8 per hour.

YOU BE THE TRIBUNAL

What are the pertinent facts to consider?

Has employer violated the *Employment Standards Act*? Yes No

How? Quote relevant aspects from the guide:

What should be the result?

2. *Van Isle plywood Sales Ltd. V. British Columbia (Director of Employment Standards) (February 29, 1996), 018/96 (B.C.E.S.T.) R. Sollis (seven pages).*

ISSUE: Hours of Work—Overtime

FACTS: The employee worked nine hours per day Monday to Friday and seven-and-half hours Saturday. The employee was paid a monthly wage that did not include overtime payments.

YOU BE THE TRIBUNAL

What are the pertinent facts to consider?

Has employer violated the *Employment Standards Act*? Yes No
How? Quote relevant aspects from the guide:

What should be the result?

3. *Fleetwood Coffee House Inc. V. British Columbia (Director of Employment Standards) (May 1, 1996), 080/96 (B.C.E.S.T.) J.W. Brown (three pages).*

ISSUE: Wages—Deductions—Shortfall in cash

FACTS: The employer withheld wages. The employer submits that the deduction was for shortfalls in cash (i.e., the employee's cash register balance was short.)

YOU BE THE TRIBUNAL

What are the pertinent facts to consider?

Has employer violated the *Employment Standards Act*? Yes No
How? Quote relevant aspects from the guide:

What should be the result?

CASE STUDY VERDICTS

1. *Via Contracting Ltd. v. British Columbia (Director of Employment Standards) (May 31, 1996), 112/96 (B.C.E.S.T.) S. Wolfgang (six pages).*

RESULT: The employer was obliged to pay the employees \$10 per hour salary. The job has been advertised as paying a minimum rate of \$10 per hour and it is contrary to the act to induce a person to employment through false representations.

REASONS: The failure of the employer to maintain records left the tribunal no alternative but to accept the employees' records. The job was advertised at a minimum rate of \$10 per hour. It is contrary to the act to induce a person to employment by misrepresenting wages. The employer was obliged to pay a salary that was at least equivalent to the minimum amount advertised for the positions.

STATUTES CONSIDERED: E.S.A., ss - S (c), 21, 79, 86, 88(1)

DECISIONS: Employees were owed wages at advertised rate.

2. *Van Isle plywood Sales Ltd. V. British Columbia (Director of Employment Standards) (February 29, 1996), 018/96 (B.C.E.S.T.) R. Sollis (seven pages).*

RESULT: An employer will be required to pay overtime rates for hours worked in excess of eight hours per day or 40 hours per week.

REASONS: The employer failed to post an hours-of-work notice or to maintain an accurate record of hours worked, both of which are required by the act. Time worked over eight hours per day or 40 hours per week must be paid at overtime rates.

STATUTES CONSIDERED: Employment Standards Act, S.B.C. 1980, c 10.

DECISION: The employer must pay the employee overtime.

3. *Fleetwood Coffee House Inc. V. British Columbia (Director of Employment Standards) (May 1, 1996), 080/96 (B.C.E.S.T.) J.W. Brown (three pages).*

RESULT: "It is not appropriate to try to effect recovery of allegedly missing money by refusing to pay an employee."

REASONS: The act is quite clear than an employer must not, directly or indirectly, withhold, deduct or require payment of all or part of an employee's wage for any purpose other than in accordance with the act. Shortfalls in cash are not deductible from an employee's pay. "It is not appropriate to try to effect recovery of allegedly missing money by refusing to pay an employee."

DECISION: The employee is entitled to wages.

12 IMPORTANT FACTS ABOUT THE EMPLOYMENT STANDARDS ACT

- Secondary students working at their schools, newspaper carriers who attend school and work 15 hours a week or less, and baby-sitters are not covered under the act.
- The minimum wage in British Columbia is \$7.65 per hour, increasing to \$8 in November 2001.
- Overtime pay is time-and-a-half after eight hours in a day or 40 hours in a week and double time after 11 hours in a day and 48 hours in a week.
- An employer may require an employee to work overtime as long as the applicable overtime wage rates are paid and the hours worked are not excessive or detrimental to the employee's health or safety.
- A school student who starts work on a school day must be paid for a least two hours. On non-school days, a student who starts work must be paid for at least four hours.
- All employees must be paid at least twice a month in Canadian currency.
- An employee must not work more than five hours in a row without a half-hour meal break. Employers are not required to provide coffee breaks.
- There are nine statutory holidays in British Columbia. Full-and part-time employees who have been employed for 30 calendar days qualify for some holiday pay.
- An employee is entitled to two weeks paid vacation after one year of consecutive employment. Vacation pay must be at least 4% of the employee's total earnings from the previous year.
- An employer must post notices stating when work starts and ends, when each shift starts and ends, and when meal breaks occur.
- An employer must give an employee 24 hours notice of a change in shift unless the employee is paid overtime for the time worked or the shift is extended before it ends. A split shift must be completed within 12 hours from the start of the shift.
- An employee must have at least 32 hours in a row free from work each week.

If you have any questions about your rights under the act,
Call 1-800-663-3316.

RESTAURANT WORKERS INFORMATION SHEET

TIPS

Tips or gratuities are not considered wages.

Restaurant workers must be paid at least the minimum wage, even if they receive tips or gratuities.

UNIFORMS

If an employer requires an employee to wear special clothing, including a uniform or a specific brand of clothing, the employer must provide, clean, and maintain it. Where the employer and a majority of employees agree that the employees will clean and maintain the clothing, the employer must reimburse the employees for these costs.

An employer must not withhold wages or require a deposit from an employee for special clothing provided by the employer.

DID YOU KNOW?

An employer cannot require an employee to pay any of the employer's business costs. For example, if the cash is short or you break a dish, your employer must cover the costs.



Hackers: The new Luddites

When anti-nuclear computer hackers broke into the computer of Inua's main reactor, they recalled the machine-smashing Luddites of 200 years ago. Born of the British industrial revolution, they fought back against the new textile mills that put small weavers out of work, destroyed village life and built hellish factory towns. Both groups were reacting to a capitalist class wielding powerful new machines that threatened their way of life without their consent. Like the Luddites, hackers of the 90s believe that technology should benefit all of society and not just the wealthy few.

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Change the World... How? (WebQuest)

LESSON 5—CAPP

PRESCRIBED LEARNING OUTCOMES

Skills and Processes 1

Students will:

- communicate effectively in written and spoken language or other forms of expression.
- demonstrate an ability to think critically, including the ability to define an issue or problem and develop hypotheses and supporting arguments.
- gather relevant information from appropriate sources.
- assess the reliability currency and objectivity of evidence.
- assess the influence of mass media on public opinion.
- develop, express and defend a position on an issue, and explain how to put ideas into action.

Skills and Processes 2

Students will:

- demonstrate skills associated with active citizenship, including the ability to collaborate and consult with others.
- demonstrate appropriate research skills, including the ability to:
 - develop pertinent questions about a topic, an issue or a situation
 - collect original data.
 - use a range of research tools and resources.
 - compile and document task-specific information from a wide variety of print and electronic sources.
 - evaluate and interpret data for accuracy, reliability and point of view.
- recognize connections between events and their causes, consequences and implications.

Social Issues 2

Students will:

- recognize the importance of both individual and collective action in responsible global citizenship.
- identify and assess social issues facing Canadians.

Political Issues 2

Students will:

- describe and assess Canada's participation in world affairs.
- identify and assess political issues facing Canadians.

Ministry mandated integration of information technology skill development in all the curricular areas is also satisfied by this project's activities.

INTRODUCTION

You are a young person who would like to make a difference in today's world. That's natural. When we watch TV, read the newspaper, and look around ourselves even in our daily lives, we see things that distress us; violence, poverty, injustice, sexism, racism, you name it, there are problems in this world, and we would all like to see some real changes. The problem is how to get things rolling. Everyone seems to have their own interests and focuses. People are really busy these days! How can we get people to work together on a local, provincial, national or even global scale to bring about progressive change?

Of course you may have heard about celebrities who speak up on certain issues. You may know about people in your province or city who have cleverly pursued an issue to help change come about. These people are fairly rare. What really gets change happening is groups of ordinary people working together in an organized and inspired way to learn about, understand, and develop plans about issues; and who then start acting to bring about change. The key is working together, what union activists call solidarity, and this is possible today more than ever before.

One of the greatest tools available to activists today is the Internet. Never before in the history of the world has there been such a resource for information and communication available to so many people who are working to improve our world. Instead of isolated individuals or groups trying to solve a problem, now we have access to experts and veterans of past struggles. We find solidarity all around the world for the issues we care about. Also the voices of youth are a driving force in activism especially now in the world of organizing on the Internet.

When we use the Internet for our research we must be careful because many people post their personal opinions or only know a sliver of the whole story. In the following WebQuest, you will use the power of teamwork and the abundant resources on the Internet to learn all about activist strategies. Each person on your team will learn one piece of the puzzle and then you will come together to get a better understanding of the topic. You will notice a theme among all these campaigns: regular people trying to enact change. Join them, it is your opportunity to participate as a world citizen. Welcome to this activist world.

THE QUEST

What is the best strategy for enacting change in this world? How can a regular citizen make a difference? Your group will explore three popular strategies for mass campaigns. Strikes and other union actions, boycotts, and international "shame" campaigns. You will then develop a plan for a campaign about an issue you care about. Watch out world!

THE PROCESS AND RESOURCES

In this WebQuest you will be working together with a group of students in class. Each group will answer the task or quest(ion). As a member of the group you will explore Webpages from people and groups all over the world who care about problems in our world today. Because these are real Webpages we're tapping into, not things made just for schools, the reading level might challenge you. Feel free to use the online Webster dictionary or one in your classroom.

You'll begin with everyone in your group getting some background before dividing into roles where people on your team become experts on one part of the topic.

Phase 1—Background: Something for Everyone

Use the Internet information linked below to answer these basic questions:

1. What is a union?
2. What is a boycott?
3. What is an international "shame" campaign?

Be creative in exploring the information so that you answer these questions as fully and insightfully as you can.

- Just do it! Boycott Nike!
<http://www.geocities.com/athens/acropolis/5232/>
Website about the NIKE boycott. Includes updates and accomplishments.
- The International Labour Solidarity Website
<http://www.labournet.org/>
Website that helps co-ordinate international solidarity for workers and strikes.
- Free the Children International
<http://www.freethechildren.org/>
Great homepage about the campaign against child labour.

Phase 2—Looking Deeper from Different Perspectives

INSTRUCTIONS

1. Individuals or pairs from your larger WebQuest team will explore one of the roles below.
2. Read through the files linked to your group. If you print out the files, underline the passages that you feel are the most important. If you look at the files on the computer, copy sections you feel are important by dragging the mouse across the passage and copying/pasting it into a word processor or other writing software.
3. Note: Remember to write down or copy/paste the URL of the file you take the passage from so you can quickly go back to it if you need to prove your point.

4. Be prepared to focus what you've learned into one main opinion that answers the "Big Quest(ion)" or task based on what you have learned from the links for your role.

BOYCOTTS

Use the Internet information linked below and other sites you may find with a browser or by following boycotts:

1. What is a boycott? How does it work?
2. Explain how the Nestle boycott worked and whether or not it was successful.
3. What is the focus of the NIKE boycott?
4. What other boycotts are there going on?
5. How did the Montgomery bus boycott have a long term lasting effect?

- Infact homepage

<http://www.infact.org/>

Home Page of Infact, a national grassroots corporate watchdog organization.

- Why boycott Nestle? Risks of artificial feeding

<http://www.geocities.com/heartland/8148/nestle.html>

Website with many links about the Nestle baby formula boycott, includes history of the boycott.

- Yes! The Nestle boycott is on!

<http://www.infactcanada.ca/newsletters/spring95/boycott.htm>

Article about the nestle boycott, clear and concise.

- The Montgomery bus boycott page

<http://socsci.colorado.edu/~jonesem/montgomery.html>

Historical site about the famous Montgomery bus boycott, including links and a teacher/lesson guide.

- Clean Clothes Campaign Europe

<http://www.cleanclothes.org/index.htm>

Excellent site about the anti-sweatshops campaign. Links, resources, details about urgent appeals, NIKE boycott etc.

- Boycott Nike Home Page

<http://saigon.com/~nike/>

The title says it all! Homepage, links, updates, urgent reports.

- Global Exchange Nike Campaign

<http://globalexchange.org/economy/corporations/nike/protests.html>

Articles about protests that took place at the opening of a NIKE store in San Francisco!

INTERNATIONAL "SHAME" CAMPAIGNS

Use the Internet information linked below, and other sites you may find with a browser or by following links, to answer these questions specifically related to international campaigns:

1. Explain the main purpose behind the 'Free the Children' campaign.
2. What are sweatshops and why is there a campaign to prevent this type of workplace?
3. What is the link between the conditions of the NIKE workers and the students in your school?

4. How many different people or groups can you find out are working on the "Sweatshops" campaign?
5. Explain how sanctions against the apartheid regime in South Africa were a part of a historically successful international "shame" campaign.
 - Blood, Sweat and Shears, the campaign against sweatshops
<http://www.corpwatch.org/feature/sweatshops/>
 Facts and information about the anti-sweatshop campaign
 - Nike must stop exploiting my students!
<http://www.corpwatch.org/feature/sweatshops/students.html>
 Article about how teens in North America are used as unwitting advertising agents for NIKE.
 - NIKE demonstration results
http://www.summersault.com/~agj/clr/alerts/nike_demo_resul.html
 Personal account of a demonstration inside a mall.
 - A tribute to international solidarity support
<http://www.anc.org.za/ancdocs/history/aam/symposium.html#Katjavivi>
 A tribute given to the support by the international community that helped bring about the end of the apartheid system in South Africa.
 - Anti-apartheid and solidarity movements
<http://www.anc.org.za/ancdocs/history/aam/>
 A site about the struggle for freedom in South Africa. We can see how international pressure paid off!

UNIONS, STRIKES, AND SOLIDARITY

Use the Internet information linked below and other sites you may find with a browser or by following links, to answer these questions specifically related to unions, strikes, and solidarity:

1. What is a union?
2. How does a strike work? Are they usually successful? Why or why not?
3. What is the point of international solidarity? Do we need it here in Canada?
4. Do unions have anything to do with workers your own age?
5. What is a current strike, lockout, or other action going on TODAY? Explain this issue to your group.
 - Campaign for Labour Rights
<http://summersault.com/~agj/clr/index.html>
 Campaign for Labour Rights mobilizes grassroots activism throughout the United States for campaigns to end sweatshop abuses and child labour.
 - UFCW child labour campaign
<http://www.ufcw.ca/pubs/clabour/index.htm>
 United Food and Commercial Workers union links and information about child labour.
 - Youth, work and unions
<http://www.clc-ctc.ca/youth/unions.html>
 Canadian Labour Congress website about youth, work and union issues, explains various aspects of organizing. Also includes many links.

- Washington Alliance of Technology Workers
<http://www.washtech.org/organize.php3>
Homepage of WASHTECH, the union busy organizing the high-tech workers in the Seattle area.
- Women organizing to defend their rights!
<http://www.fiet.ch/commerce/Walmart2.htm>
Website describing the campaign for the defense of worker's rights in Wal-Mart—overview of the global scope of the anti-Wal-Mart campaign.
- May Day on the web!
<http://www.mayweek.ab.ca/>
A site with information and history about May Day, the international workers' holiday.
- Comprehensive labour directory
<http://www.xpdnc.com/>
Fantastic site of information and links, including a glossary of terms and a labour history index.
- Labour start, where trade unionists start their day
<http://www.labourstart.org/>
Great site of updated campaigns and organizing. Check it out!
- Trouble at work, a place to seek help
<http://www.troubleatwork.org.uk/>
A site with information, links and advice for people having trouble with their workplace.

Phase 3—Debating, Discussing, and Reaching Consensus

You have all learned about a different aspect of the many common activist strategies. Now group members come back to the larger WebQuest team with expertise gained by searching from one perspective. You must all now answer the task/quest(ion) as a group. Each of you will bring a certain viewpoint to the answer: some of you will agree and others disagree. Use information, pictures, movies, facts, opinions, etc. from the Webpages you explored to convince your teammates that your viewpoint is important and should be part of your team's answer to the task/quest(ion). Your WebQuest team should write out an answer that everyone on the team can live with.

Phase 4—Real World Feedback

You and your teammates have learned a lot by dividing up into different roles and learning from websites about different campaigns and strategies. Now's the time to put your learning into action!

1. As a group, brainstorm ideas about problems in the world that bother you. Decide which of these problems you would most like to work on and see real change. Do not focus on one of the campaigns you have researched in Phase Two.
2. Give background information that shows you understand your chosen topic/problem/issue. This could be backed up by Internet or print-based research, or could be your original work that you explain thoroughly.

STATE THE TASK/QUEST(ION) AND YOUR GROUP'S ACTION PLAN

3. Develop a plan for your campaign. Make sure to be specific in terms of your actions. Please address these questions specifically:
 - a) How will you attract people to act with you for your cause?
 - b) How will you know your activism is successful?
 - c) What are your short-term, mid-term and long-term goals for the action?
 - d) What sacrifices will be required of you in terms of time, money or other resources for the action to be successful?
4. Have each person on the team take an active role in this development of the campaign. Divide up the work so that one person doesn't experience burnout or frustration. You will present your action plan to the class. If you have done a good job, the other students may want to join the campaign or help you find more people with that concern! See how the dream grows? You may want to write letters together to government or business... or start petitions, or link with someone else working on the same issue on the other side of the world... or develop resources for others... the possibilities are limited only by your imaginations and the depth of your commitment to this issue you have chosen.
5. Report as a group as your teacher advises you. Perhaps you will be required, to present in front of the class, present "your issue" in a web site format, link your campaign to your school's website, or submit it in print format to your teacher. A further idea would be to submit your ideas and work to the webmaster of a site related in some way to your issue of choice. The teacher must receive a copy of this submission.

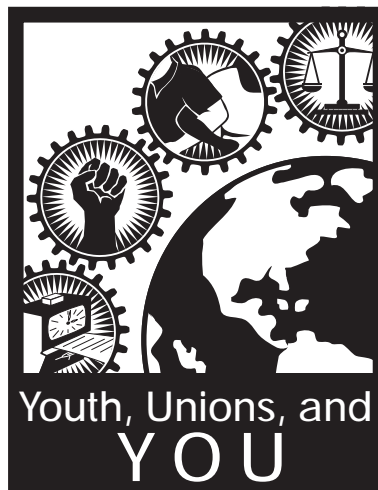
CONCLUSION

So you have finished your project. Is it possible for an individual to make a difference in today's world? Is it easy? Is it worth it? When you start to understand a topic as broad or complex as activist strategies you may realize that when you only know part of the picture, you only know part of the picture. Now you all know a lot more. Nice work. You should be proud of yourselves! How can you use what you've learned to see beyond the black and white of a topic and into the grayer areas? What other activist strategies could still be explored? Remember, learning never stops.

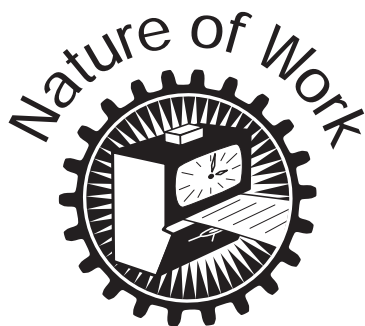
WebQuest Marking Rubric for Change for “Change the World...How?” Group Work

	Beginning 1	Developing 2	Accomplished 3	Inspiring and exemplary 4	Score
Presentation of campaign topic	Basic idea there but unfocussed and not original	Original idea presented somewhat incomplete	Very interesting, clearly presented, original	Immediately captures imagina- tion of audience, clear and original	
Supporting information and originality	Vague or sketchy background information	Gives informa- tion that is accurate but perhaps not broad	Interesting and relevant infor- mation from a variety of sources	Original ideas, great variety of background resources, sup- port position cleverly	
Well organized	Elements are related to each other, but scattered	Organized and fairly clear	Very well organized	Organization of presentation is inspiring to reader/audience	
Format/ grammar/ spelling	Errors in spell- ing/grammar/ writing style inhibit reader or listener's under- standing	Some errors, or style might occasionally distract reader/ listener	Clear, mostly correct, only minor errors that don not distract reader/listener	No discernible errors, punchy, clear and gripping writing/speaking style	
Finding appropriate (international?) person to report to or ask questions of or collaborate with	Formulated a basic question/ consultation to ask but didn't find anyone to send it to	Found/identified someone to communicate with and have successfully developed a question/consul- tation for them	Found a relevant person to communicate with and have communicated a topical, thoughtful, and well-developed question/ consultation	All of the “ac- complished level's achieve- ment, plus a useful response from this person has added to your project and is used in your presentation	

ENGLISH and



HUMANITIES



"The Moose and the Sparrow" —workplace harassment

LESSON 1

ENGLISH AND HUMANITIES 8–11

PRESCRIBED LEARNING OUTCOMES

- appreciate the use of metaphor and character description in story telling.
- write a dramatic monologue.

OBJECTIVES

Students will:

- appreciate a Canadian short story set in B.C. earlier in our history.
- appreciate the harassment and violence many workers had to endure earlier in our history.
- be able to identify and demonstrate an understanding of definitions and a variety of forms of harassment unacceptable in B.C. workplaces today.
- be able to identify and demonstrate an understanding of for harassment in B.C. workplaces today.

LESSON TITLE

"The Moose and the Sparrow" —workplace harassment

NOTE TO TEACHERS

Hugh Garner's *The Moose and the Sparrow* is a Canadian short story that has appeared in many anthologies, particularly in the junior grades, including *Singing Under Ice*.

INTRODUCTION

Many workers in B.C., in isolated places such as logging camps and mining camps, have had to endure bullying and harassment as part of their working and social lives. Protections against such abuse are available today in many unionized workers' contracts, through the Labour Relations Board, and the B.C. Human Rights Commission.

Lesson 1

ACTIVITIES

1. Introduce the story with some discussion of bullying and harassment in the workplace.
2. Assigns students the task of reading *The Moose and the Sparrow*. Have students complete the following as they read: List incidents of bullying or harassment Moose inflicted on Cecil, "the Sparrow." Which acts were harmful, dangerous, perhaps even life threatening? Was it

fair to transfer Cecil, or should Moose have been transferred? What is harassment? What is harassment in the workplace? What safeguards—institutions such as police, churches, schools, unions—were absent from the environment at that time? Why does the foreman not question Cecil about the marks on the trees? What do the marks on the tree suggest?

3. Collect the students' responses, and assign credit/marks for attempts to complete the assignment.
4. Review the answers with the students in an open discussion of the theme of harassment in the story.
5. Invite students to imagine themselves as Cecil, and assume that he tied the wire between the trees and tricked Moose into tripping over it. Have them record thoughts and feelings they imagine going through Sparrow's mind when he decides to set the trap. Have them write a dramatic monologue for Cecil in that situation.

TIME

Approximately 90 minutes.

Lesson 2

ACTIVITIES

6. Review with students the concept of metaphor, and discuss why "Moose" and "the Sparrow" are appropriate labels for these characters.
7. Review the story of David and Goliath and its message that brains can triumph over brawn; however, violent solutions are no longer acceptable. You might then ask, What solutions are available to us today in our workplaces?
8. Make available to students through overheads, or other means, definitions of harassment in the workplace, forms of harassment, and remedies for harassment, such as those that follow from the British Columbia Human Rights Commission web site:
www.bchrc.gov.bc.ca/docs/PreventingHarassment.doc
9. Assign students the task of identifying aspects of the definition that fit Cecil's situation, the forms of harassment that Moose used, and the remedies that should be available to Cecil. Notes and discussion groups might be used.
10. Then assign students the task of demonstrating their understanding of what might occur in a workplace today that is harassment, a form it might take, and a remedy that might be achieved. Brainstorming and other devices for generating ideas may be required. Each student may choose to demonstrate understanding through an essay, a short story, a poem, or other forms acceptable to you.

TIME

Approximately 90 minutes.

EVALUATION

Of lesson #2 above. Responses should reflect an understanding of the story, recognition of instances of harassment, and recognition that harassment can be demeaning, threaten someone's livelihood, even be dan-

gerous. Harassment might have been acceptable to some, may have been remedied unfairly, at times, perhaps violently. Mark out of ten. Marks 10 and 9: full, clear, accurate, and thorough responses. Mark 8: full answers. 6 and 7: most answers attempted, but not all. Mark 5: though some responses are missing, and serious misunderstandings exist, answers have been attempted in most instances. Less than 5 marks: only a few responses attempted, and responses attempted do not demonstrate an understanding of the story.

Of #5 above. Demonstrates an awareness of the humiliation, physical pain, and fears for his future, his livelihood, and physical well being that Cecil feels. Motivation and planning for setting the trap are provided. Demonstrates effective use of language, spelling, punctuation, paragraphing, and attention to physical factors necessary to capture a voice for Cecil. An extra point is given for notes or outlining, and two points for an edited rough copy.

Of # 10 above. Provides an example of a behavior that is unwelcome to a person in a workplace. The behavior continues in spite of the victim's informing the harasser that the conduct is unwelcome. The complaint is taken to a person of authority. A remedy that ensures the victim's dignity, livelihood, and well being is achieved. The student also displays skill in the use of the form chosen to demonstrate understanding. The understanding of the concepts is communicated clearly, accurately, and thoroughly. An extra point is given for notes or outlining, and two points for an edited rough copy.

HARASSMENT

—SOME DEFINITIONS, FORMS, AND REMEDIES

Taken from *Preventing Harassment in the Workplace*. British Columbia Human Rights Commission.

"i. General definition. Harassment in the workplace may be broadly defined as unwelcome conduct related to a prohibited ground of discrimination that detrimentally affects the work environment or leads to adverse job-related consequences for those experiencing harassment." And "Harassment is a demeaning practice. Harassment in the workplace requires an employee to contend with unwelcome and offensive behaviour. It attacks the dignity and self-respect of the victim both as an employee and as a human being. It is important that everyone be ready to change their behaviour in reasonable ways to ensure the inclusion and equal participation of women and minorities. The way someone talks, dresses, or acts should never be used as an indication that the person is entering into anything other than a normal workplace relationship. Different styles of dressing, talking, and acting reflect our multicultural society as well as individual taste." and "Not every member of a group may be subject to harassing behaviour. Most usually a person harasses one individual. The reason that one person is picked is irrelevant. Others may not be subject to the harassment because the harasser perceives them as empowered enough to put a stop to harassment or simply be-

cause the harasser picks one person to harass (at a time)."
www.bchrc.gov.bc.ca/docs/PreventingHarassment.doc

"iii. Harassment can take many forms

Depending on whether the behaviour is welcome or not, any of the following could amount to harassment:

- a) material that is racist, sexist, ageist, sexually explicit, anti-gay or anti-lesbian, or insulting because of any of the prohibited grounds of discrimination that is displayed publicly, circulated, or put in someone's workspace or belongings, or on a computer or fax machine;
- b) verbal abuse or comments that put down or stereotype people generally, or an individual particularly, because of: their sex, pregnancy, race, sexual orientation, disability, or other grounds of discrimination;
- c) jokes based on gender, race, marital status, sexual orientation, disability, or other grounds of discrimination. There is a difference between harmless humour which may refer to gender, race, etc., and using a racist or sexist joke to have a "dig" at someone and therefore harass them. If this difference is not clear, or if someone is offended, the behaviour should stop immediately.
- d) sexually or racially offensive gestures;
- e) ignoring, isolating or segregating a person or group because of their sex, race, sexual orientation, etc.;
- f) staring or leering in a sexual manner;
- g) physical contact of a sexual or aggressive nature;
- h) repeated behaviour which a person has objected to and, therefore, is known to offend."

www.bchrc.gov.bc.ca/docs/PreventingHarassment.doc

"Remedies for a person who has been harassed will include any of the following, depending on the nature and severity of the harassment:

- a) an oral or written apology from the harasser and XYZ Company;
- b) lost wages;
- c) a job or promotion that was denied;
- d) compensation for any lost employment benefits, such as sick leave;
- e) compensation for hurt feelings; and/or
- f) a commitment that he or she will not be transferred, or will have a transfer reversed, unless he or she chooses to move."

www.bchrc.gov.bc.ca/docs/PreventingHarassment.doc



Animal Farm—George Orwell

LESSON 2

ENGLISH AND HUMANITIES 10

PRESCRIBED LEARNING OUTCOMES

Students will:

- recognize Boxer and other characters, including Benjamin and Clover, as symbols of labour and working people.
- appreciate some of the struggles of working people as a theme in literature.
- develop and write a paragraph demonstrating awareness of Boxer or others as a symbol(s) of labour.

LESSON TITLE

Animal Farm—George Orwell

TIME

Approximately 45 minutes.

OBJECTIVES

- to recognize Boxer and other characters, including Benjamin and Clover, as symbols of labour and working people.
- to appreciate some of the struggles of working people as a theme in literature.

INTRODUCTION TO TEACHERS

You might use this lesson as one of several to bring students to an appreciation of literary symbolism and theme in *Animal Farm*.

Boxer is the hardest worker on the farm, and a symbol of labour and working people. Many of the other animals are workers also, including Benjamin, and Clover. Benjamin is intelligent and literate but cynical, and Molly is caring and comforting.

During the course of his life, Boxer suffers from lung disease, split hooves, and long hours of overtime, for which he receives no appreciable overtime, sick leave, or paid time off, and no medical attention from a doctor or veterinarian.

He and the other working animals are also promised pensions and a plot of land on which to enjoy their retirement years.

He, like Snowball, disappears under strange circumstances, is murdered before he receives his pension, and the plot of land promised for retirement is used to grow barley.

ACTIVITIES

1. Explain to the classroom the concept of symbolism—an object, a character, or an event that takes on more than its literal meaning through the course of the story. Generate examples from other works of literature and *Animal Farm*, such as Squealer's representing media, Molly's representing selfishness and materialism.
2. Make the following information available to students through notes on the board, an overhead, or other means:
The following labour leaders in B.C. also disappeared or died under strange circumstances.
 - Frank Rogers—vice-president of the Fishermen's Union murdered by thugs said to be working for the CPR, for supporting a railroad workers' strike, 1903.
 - Joseph Mairs—sentenced to 18 months of hard labour for "unlawful assembly" during a mine strike. Died of tubercular peritonitis due to negligent medical attention, 1914.
 - Ginger Goodwin—organizer for mineworkers, shot to death near Nanaimo, 1918 (see elsewhere in guide for poem of Ginger Goodwin).
 - at Blubber Bay, Bob Gardinar, the vice-president of an International Woodworkers of America local, after a brutal strike, was arrested and so badly beaten, he later died. The officer who beat him got six months in jail, 1937.You may wish to include or substitute current, national, or international examples. See the web site www.labourstart.org
3. Invite students to recall and find in the text of the story the circumstances surrounding Boxer's death: What did Benjamin see printed on the side of the lorry that took Boxer away? What does he believe happened to Boxer? Where does Squealer say Boxer was taken? What is his explanation for Boxer not returning to the farm?
4. Invite students, in pairs or groups, to explore and list parallels between Boxer's disappearance and the circumstances around the deaths of others connected to labour. Snowball and others from the story might be included in the discussion also.
5. Invite students to explain and list possible motives for Boxer's disappearance, Snowball's disappearance, the disappearance and deaths of others in the story, and possible motives for the disappearance of the labour leaders mentioned above.
6. Invite students to discuss and list other aspects of Boxer's life as a worker.
7. Assign students the task of explaining Boxer as a symbol of labour in a well written paragraph.

EVALUATION

Evaluate each student's paragraph out of five marks. Criteria includes: use of a topic sentence; clarity—good spelling and clear use of language; a demonstrated awareness of one or more similarities and one or more differences between Boxer's experiences and those of others, at least three points must be made; and a concluding sentence.

Also give a mark for notes and two marks for an edited rough copy.

Lord of the Flies



LESSON 3 ENGLISH AND HUMANITIES 11/ COMMUNICATIONS 11

PRESCRIBED LEARNING OUTCOMES

- develop critical thinking in applying symbols to past and current world events.

LESSON TITLE

Lord of the Flies—William Golding—child labour

TIME

Approximately 150 minutes. Some students will need more time; others less.

OBJECTIVES

Students will:

- appreciate the littl'uns as symbols of child labour.
- appreciate child labour as a theme in the story.
- use web sites to collect information on child labour.
- represent their understanding of child labour.

INTRODUCTION

Hunters and workers are lured away from the democratic, responsible group with the promise of more fun and a more bountiful life. However, any desire to change political allegiances or question the status-quo is met with fear, torture, even death.

Sam'neric and other littl'uns are tortured, intimidated, and humiliated. Simon's murder is denied, and Piggy's murder is premeditated.

Such occurrences are not unknown in the story of child, labour past and present.

ACTIVITIES

1. Review with students the concept of symbolism, and examples, such as Ralph as a symbol of the democratic leader, Piggy as the logical thinker, and Simon as religion, the mystic, or spiritual person. Use evidence from history and current events to develop the concept and encourage critical thinking. Examples of such leaders might include Lester Pearson, Albert Einstein, and Jesus Christ. Encourage students to find similarities and differences between the literary characters and people from history and current events.
2. Offer the opinion that the littl'uns symbolize the abuse of children as labourers. Provide examples of torture, bullying, and intimidation of

littl'uns as evidence: Robert is used as a mock pig, Roger destroys littl'uns' sand castles, Sam'neric are beaten and tortured for information about Ralph, Simon is killed, and the murder is denied, and Piggy is a victim of premeditated murder.

3. If you wish, provide students with other examples of literary works that depict the tragedies of child labour such as in Charles Dickens's *Oliver Twist*, (Fagin's boys) or *Lyddie* (see bibliography).
4. Encourage students, in groups of three or four, to research and learn what they can of child labour.
Each group should answer from their research:
 - a) What is child labour?
 - b) Why do people object to child labour? Provide 5 specific examples of unfair child labour you found. Are girls and young women affected?
 - c) Name a well-known company or corporation and how it exploits child labour.
 - d) Is poverty a factor in exploiting children as labour?
 - e) What are people doing to correct the situation: Name at least one international organization, and one national organization that is fighting against child labour? Describe one strategy that has worked and provide evidence that it has been successful.
 - f) Who is Craig Kielburger? Where is he from? Who sponsors him? Describe at least one of his accomplishments in fighting child labour? (See bibliography.)
 - g) What might a person who wishes to fight child labour do?
5. There is useful information in the S.S.9 section of this guide on child labour.

The teacher may wish to assign specific resources and links to each group, depending on the number of groups assigned to the task. Resources might include encyclopedias and books available in the school library and from social studies teachers, and the following web sites:

CAMPAIGN AGAINST CHILD LABOUR

Child Labour Internet Resources

- Amnesty International, www.amnesty.org/
- B.C. Federation of Labour, www.bcfed.com
- Canadian Labour Congress, www.clc-ctc.ca
- Free The Children, www.freethechildren.org/
- International Global March, www.globalmarch.org
- International Labor Organization, www.ilo.org/
- ILO Kids, www.us.ilo.org/
- Labour Behind the Label, www.web.net/~msn
- Reebok Human Rights, www.reebok.com/humanrights/home.html
- Rugmark Home Page, www.rugmark.de/
- United Students Against Sweatshops (visit BCTF web site to access)
- Model Code of Conduct (visit BCTF web site to access)

Try these keywords in searches for other child labour resources:

- Iqbal Masih
- Codes of Conduct
- International Labor Organization
- Global March Against Child Labour
- Craig Kielburger
- Sweatshop Codes of Conduct

These links and web sites were copied from The British Columbia Federation of Labour web site.

1. You may wish to give each group large sheets of chart paper on which to record their answers and sources. Post the chart papers around the room. Each group may also comment orally to the rest of the class about their findings. Invite the class to move around the room reading what their classmates have found.
2. Require each student to represent what they have learned about child labour in any form acceptable to the teacher. For example, some may choose to write a dramatic monologue for a child cited in an example of child labour. Others may choose to write a letter to Disney or another corporation explaining an action they might take, such as no longer consuming a product until a commitment is made to a particular course of action. Some might write an essay revealing their thoughts, feelings, and anticipated actions for the future as a result of information, knowledge, or insight they have acquired. Others might write a well-prepared letter or e-mail to an organization fighting child labour.
3. You might also consider allowing or having a group(s) make a multimedia presentation on the topic. A visual display or poster might be created, along with print display of research, prose, poetry or song, and a dramatization or performance. Require bibliography of sources used. Check the bibliographic section of this guide for some sources to start with.
4. You might also require each student to write an essay in response to the interpretation of the littl'uns as a symbol of child labour. For what reasons is this interpretation accurate? For what reasons is it inaccurate? Approximately 150–250 words.

EVALUATION

Of 4 & 5 above. Give each student in each group a point upon their accessing each web site and resource assigned to the group. Up to 10 points might be given for responses to the questions assigned in 4. Keep in mind that while some sites will have answers to some of the questions, not all sites will have answers to all the questions. The points given should reflect effort and, perhaps, the group's report of their findings to the class. The teacher should explain the possible biases and reliability of online resources.

Of 6 above. Up to 10 points might be given. Each student's representation should include at least one clearly recognizable instance of abuse, an intellectual and also an emotional response to the event, and a remedy or solution that is possible. The representation should be clearly presented, accurate, and detailed and display some depth. The student should display competence in use of the form chosen.

Of 7 above. Up to 10 points might be given to each student for effective use of the medium chosen to convey an accurate understanding of aspects of child labour. An additional five points might be given for the effectiveness of the whole presentation, and each student in the group receives the same score.

Of 8 above. Marked out of 10. An opening sentence or paragraph in which the student states his/her opinion of the interpretation that the littl'uns are symbolic of child labour is required. The body of the paper should discuss the literary characters in detail, instances from their study of child labour that resemble the experiences of the children in the novel, and also differences between the characters and the children they researched. A concluding statement or paragraph is required. Depth, detail, logic, reason, and effective, clear use of language are also important.





Poetry and Labour

LESSON 4

HUMANITIES, ENGLISH 11, COMMUNICATIONS 11 AND 12

PRESCRIBED LEARNING OUTCOMES

Students will:

- identify lyrical, and narrative poetry, and ballads.
- identify literary devices including personification, metaphor, irony, paradox.
- identify poetic devices including rhyme, rhythm, alliteration, repetition, rhyming couplets, and stanzas.
 - interpret poems.
 - appreciates shifts in voice.
- work with others.
 - read and explain a poem to their classmates.

LESSON TITLE

Poetry and Labour

OBJECTIVES

Students will:

- discuss and appreciate themes in labour, poetry, and song.
- identify and write about labour as a theme in poetry and song.
- write their own poem or song about work or working people.

INTRODUCTION TO TEACHER

The poems that follow have survived the test of time. Several have become labour standards. Each develops in an entertaining and skillful way a theme and struggle that may be timeless.

ACTIVITIES

1. The teacher outlines the objectives and provides students with definitions for the literary terms mentioned above.
2. The teacher may wish to organize students into groups of about four. One of the poems and assignments that follow is assigned to each group. Students study the poem and complete the assignment. Each group records their answers on chart paper in note form.
(Time: 20–30 minutes)
3. The chart paper is posted around the room. Someone from each group reads the poem as best they can. Someone from each group explains the poem's theme, how it is achieved, and answers questions.
(Time: 5–10 minutes for each poem)

4. The teacher reviews with the class the themes identified by the groups. The teacher may wish to assign students the task of writing a paragraph or essay on one or more of the themes identified in their studies, (for example, struggle). Students may wish to move around the room to study the notes.
(Time: keep the review short, about 5 minutes. Paragraph or essay time will vary, 20–60 minutes.)
5. The teacher reviews the characteristics of lyrical poetry and song, and the characteristics of ballads. The teacher may also wish to review poetic and literary devices used in the works studied. The teacher assigns students the task of writing a poem or song of their own about work, working people, or a theme from the poetry studied. Students may wish to move around the room to study the notes.
(Time: keep the review short, 5–10 minutes. Writing the poem or song can be varied, 20–60 minutes or longer.)

CHICAGO

Hog Butcher for the World,
Tool Maker, Stacker of Wheat,
Player with Railroads and the Nation's Freight Handler;
Stormy, husky, brawling,
City of the Big Shoulders:

They tell me you are wicked and I believe them, for I have seen
your painted women under the gas lamps luring the farm boys.

And they tell me you are crooked and I answer: Yes, it is
true I have seen the gunman kill and go free to kill again.
And they tell me you are brutal and my reply is: On the faces
of women and children I have seen the marks of wanton
hunger.

And having answered so I turn once more to those who sneer
at this my city, and I give them back the sneer and say to
them:

Come and show me another city with lifted head singing so
proud to be alive and coarse and strong and cunning.

Flinging magnetic curses amid the toil of piling job on job,
here is a tall bold slugger set vivid against the little soft
cities;

Fierce as a dog with tongue lapping for action, cunning as a
savage pitted against the wilderness.

Bareheaded, Shoveling, Wrecking, Planning,
Building, breaking, rebuilding,

Under the smoke, dust all over his mouth, laughing with white
teeth,

Under the terrible burden of destiny laughing as a young man laughs,

Laughing even as an ignorant fighter laughs who has never
lost a battle,

Bragging and laughing that under his wrist is the pulse, and
under his ribs the heart of the people.

Laughing!

Laughing the stormy, husky, brawling, laughter of Youth,
half-naked, sweating, proud to be Hog Butcher, Tool
Maker, Stacker of Wheat, Player with Railroads and
Freight Handler to the Nation.

*Sandburg, Carl "Chicago." Gillanders, C., ed. Theme and Image I. Toronto,
ON: Copp Clark Pitman, 1976.*

QUESTIONS

This lyrical poem personifies or humanizes the city. While it doesn't tell a story or narrate, it does develop an idea, emotion, or theme. What characterizations does Sandburg give this city? What characterizations does Sandburg give working people? Is a sense of courage, physical toil, strength, youth, and change present? Provide examples. What activities seem to define the city? How would you characterize a large city like Vancouver and working people today? What is personification? What are lyrical poems?

WORKING GIRLS

The working girls in the morning are going to work—long
lines of them afoot amid the downtown stores and factories,
thousands with little brick-shaped lunches wrapped in
newspapers under their arms.

Each morning as I move through this river of young woman
life I feel a wonder about where it is all going, so many with
a peach bloom of young years on them and laughter of red
lips and memories in their eyes of dances the night before
and plays and walks.

Green and gray streams run side by side in a river and so here
are always the others, those who have been over the way,
the women who know each one the end of life's gamble for
her, the meaning and the clue, the how and the why of the
dances and the arms that passed around their waists and the
fingers that played in their hair.

Faces go by written over: 'I know it all, I know where the
bloom and the laughter go and I have memories,' and the
feet of these move slower and they have wisdom where the
others have beauty.

So the green and the gray move in the early morning on the
downtown streets.

*Written by Sandburg, Carl. From Poetry of Our Time. Louis Dudek, editor.
Toronto: ON. The Macmillan Company of Canada Limited. 1966.*

QUESTIONS

This lyrical poem uses the metaphor of a river to describe large numbers of women, young and old, on their way to work in the morning. It also uses alliteration or the repetition of initial consonant sounds, and long detailed lines and sentences to imitate their variety and movement. This poem was first copyrighted in 1916. In what ways might the movement of women on their way to work resemble a river? How does the rhythm of the lengthy lines imitate the movement of the women? "Green and gray streams run side by side..." the poem doesn't use rhyme, but it does repeat consonant sounds, especially at the beginning of some words in a line, and it does use frequent repetition of some words. Find 3 other examples of alliteration and repetition of words. Why does the poet choose alliteration, but not rhyme? Why has the poet divided the women into young and old? How are they different? Is the poem happy, or sad, in your opinion? In what ways does this poem describe working women today? In what ways does it fail in its description and imitation of working women today?

SOLIDARITY FOREVER

When the union's inspiration through the
workers' blood shall run,
There can be no power greater anywhere
beneath the sun,
Yet what force on earth is weaker
than the feeble strength of one?
But the union makes us strong.

Chorus: Solidarity forever! Solidarity forever!
Solidarity forever, For the Union makes us
strong!

They have taken untold millions that they
never toiled to earn,
But without our brain and muscle not a
single wheel could turn.
We can break their haughty power, gain our
freedom when we learn
That the union makes us strong.

Chorus: "Solidarity forever!..."

In our hands is placed a power greater than
their hoarded gold.
Greater than the might of armies magnified a
thousandfold.
We can bring to birth a new world from the
ashes of the old.
For the union makes us strong.

Chorus: "Solidarity forever!..."

*Words by Ralph Chaplin. Tune: "John Brown's
Body."*

*From Carry It On!. Seeger, Pete and Reiser, Bob,
ed. Simon and Shuster. New York: NY. 1985.*

RADICAL VERSION OF SOLIDARITY FOREVER

(previous verses removed)

Is there aught we hold in common with the
greedy parasite
Who would lash us into serfdom and would
crush us with his might?
Is there anything left to us but to organize
and fight?
For the union makes us strong.

Chorus: "Solidarity forever!..."

It is we who ploughed the prairies, built the
cities where they trade
Dug the mines and built the workshops,
endless miles of railroad laid
Now we stand outcast and starving 'mid the
wonders we have made
But the union makes us strong.

Chorus: "Solidarity forever!..."

All the world that's owned by idle drones is
ours and ours alone
We have laid the wide foundations, built it
skyward stone by stone
It is ours not to slave in, but to master and to
own
While the union makes us strong.

Chorus: "Solidarity forever!..."

QUESTIONS

This lyrical poetry is an anthem often sung at gatherings of union members. It develops the theme that when we stick together we are strong. It uses rhyme and a repeated chorus to provide harmony and unity. The tempo is usually upbeat and strong. How is the theme of strength in numbers portrayed in the first stanza? How powerful is the individual? In stanza two who are "They"? What forces does the anthem suggest union members are in conflict with? How are those forces characterized? Provide evidence. What do the workers have that the rich and powerful need? What will the workers gain from the struggle? What does the union provide? In stanza three what "power" do they have? Why is it more powerful than gold or armies? What does the song suggest we will see in the "new world"? What does "solidarity" mean? What is the rhyme scheme or rhyming pattern of each stanza? Where is repetition used? Why is the simple structure, rhyme scheme, rhythm, and repetition effective?

EXTENSION

Read and compare the previous (more radical) verses of Solidarity Forever, and those that remain.

- a) What do the early words mean?
- b) Why do you think they have been removed?
- c) Do you think it is better to now include or exclude these words from "Labour's anthem"? Why/Why not?

JOE HILL

I dreamed I saw Joe Hill last night, alive as you & me.
Says I, "But, Joe, you're 10 years dead."
"I never died," says he.
"I never died," says he.

"In Salt Lake, Joe," I said to him, standing by my bed.
"They framed you on a murder charge."
Says Joe, "But I ain't dead"...

"The Copper Bosses shot you, Joe, they killed you, Joe," says I.
"Takes more than guns to kill a man,"
Says Joe, "I didn't die."

And standing there as big as life, & smiling with his eyes,
Joe says, "What they could never kill
Went on to organize."

"Joe Hill ain't dead," he says to me. "Joe Hill ain't never died.
When workers strike & organize,
Joe Hill is by their side."

"From San Diego up to Maine, in every mine and mill
Where workers stand up for their rights
It's there you'll find Joe Hill."

Repeat stanza 1.

Words by Alfred Hayes. Music by Earl Robinson. From Rise Up Singing: Blood, Peter and Patterson, Annie ed. A Singout Publication. Bethlehem, Pennsylvania. May 1992.

Note: Joe Hill was previously discussed in Socials Studies 10, Lesson 5, including why he "never died".

QUESTIONS

As a ballad this song is a narrative, uses dialogue, rhyme and an iambic rhythm, and alludes to a mysterious event. It has been sung and recorded by many. The tempo is usually slow and sorrowful, much like a dirge or funeral hymn. Under what circumstances is the narrator talking to Joe Hill? For how long has Joe been dead? Who shot and killed Joe? What suggests that Joe's death was murder? In what sense and under what circumstances is Joe still alive? Why might workers remember Joe? Why might he have been murdered? What events must we fill in for ourselves? What paradox or irony exists in the poem? Are union organizers' lives still threatened today? Who are Los Desaparecidos?

UNION MAID

Verse 1

There once was a union maid
She never was afraid
of the goons and ginks and the company
finks
And the deputy sheriffs that made the
raid
She went to the union hall
When a meeting it was called
And when the company boys came 'round
She always stood her ground

Chorus

Oh, you can't scare me, I'm sticking to the
union
I'm sticking to the union, I'm sticking to
the union
Oh no you can't scare me, I'm sticking to
the union
I'm sticking to the union 'til the day I die.

Verse 2

This union maid was wise
To the tricks of company spies
She couldn't be fooled by the company
stools
She'd always organize the guys
She'd always get her way
When she struck for higher pay
She'd show her card to the National
Guard
And this is what she'd say

Chorus

Verse 3 (version one)

A woman's struggle is hard
even with a union card
You've got to stand on your own two feet
And not be a servant to the male elite
We've got to take a stand
by working hand in hand
There's a job that's got to be done
and a fight that's got to be won

Verse 3 (version two)

You women who want to be free, take a
tip from me,
Break out of that mold we've all been sold,
you got a fighting history
The fight for women's rights with workers
must unite
Like Mother Jones, move those bones to
the front of every fight!

Verse 3 (version three, Woody Guthrie's original)

You gals who want to be free, take a tip
from me,
Get you a man who's a union man, and
join the Ladies' uxiliary.
A married life ain't hard when you got a
union card.
A union man with a union wife has got a
happy life.

Chorus

*Words by Woody Guthrie. Music: traditional.
"Redwing." From Rise Up Singing.
Blood, Peter and Patterson, Annie ed. A
Singout Publication. Bethlehem,
Pennsylvania. May 1992.*

QUESTIONS

The chorus is written in the first person, that is, it is spoken by the union maid(s). The other two stanzas are written in the third person, that is, they relate or narrate the events in which the union maid was involved, but are not spoken by her. Ballads are narrative, use quotes or dialogue, a repeated rhythm and a rhyme scheme. They also allude to a mysterious event which the listener or reader must reconstruct and fill in using their own imagination. How is this maid characterized? Provide support for your answer. How is the company or employer characterized? Provide support. What struggle do you think might be going on? What does the union maid struggle for? What does she advocate for a strategy for achieving these needs? Where should women be in these struggles in the writer's opinion? What "molds," in your opinion, should women break? Who has "sold" them? This ballad is usually sung in an upbeat and spirited tempo. What rhyme schemes or patterns are present? What effect does the frequent rhyming have on the spirit of the song? How is the final stanza different? Why?

JOHN HENRY

When John Henry was a little boy,
Sitting upon his father's knee,
His father said, "Look here, my boy,
You must be a steel driving man like me,
You must be a steel driving man like me."

John Henry went upon the mountain,
Just to drive himself some steel.
The rocks was so tall and John Henry so
small,
He said lay down hammer and squeal,
He said lay down hammer and squeal.

John Henry had a little wife,
And the dress she wore was red;
The last thing before he died,
He said, "Be true to me when I'm dead,
Oh, be true to me when I'm dead."

John Henry's wife ask him for fifteen cents,
And he said he didn't have but a dime,
Said, "If you wait till the rising sun goes
down,
I'll borrow it from the man in the mine,
I'll borrow it from the man in the mind."

John Henry started on the right-hand side,
And the steam drill started on the left.
He said, "Before I'd let that steam drill beat
me down,
I'd hammer my fool self to death,
Oh, I'd hammer my fool self to death."

The steam drill started at half past six,
John Henry started the same time.
John Henry stuck bottom at half past eight,
And the steam drill didn't bottom till nine,
Oh, the steam drill didn't bottom till nine.

John Henry said to his captain,
"A man, he ain't nothing but a man,
Before I'd let that steam drill beat me down,
Oh, I'd die with the hammer in my hand."

John Henry said to his shaker,
"Shaker, why don't you sing just a few more
rounds?
And before the setting sun goes down,
You're gonna hear this hammer of mine
sound,
You're gonna hear this hammer of mine
sound."

John Henry hammered on the mountain,
He hammered till half past three,
He said, "This big Bend Tunnel on the C.
& O. road

Is going to be the death of me,
Lord! Is going to be the death of me!"

John Henry had a little baby boy,
You could hold him in the palm of your
hand.

The last words before he died,
"Son, you must be a steel driving man,
Son, you must be a steel driving man."

John Henry had a little woman,
And the dress she wore was red,
She went down the railroad track and never
came back,
Said she was going where John Henry fell
dead,
Said she was going where John Henry fell
dead.

John Henry hammering on the mountain
As the whistle blew for half past two,
The last word I heard him say,
"Captain, I've hammered my insides in two,
Lord, I've hammered my insides in two."

*[http://www.ibiblio.org/john_henry/
prison.html](http://www.ibiblio.org/john_henry/prison.html)*

QUESTIONS

"John Henry" is a traditional folk ballad. Its origins are uncertain. It has been varied by the people who have sung it. We do know that prisoners, and railroad workers have sung it and many other men, most of them black, who knew hard labour and oppression. This variation comes from Edward Douglas, whose address was given as the Ohio State Penitentiary. Douglas said his version was based on interviews with "a number of Old-Timers of this Penitentiary." As a ballad it has a refrain, a repeated rhythm, stanza form, and rhyme. It also has dialogue, an unknown event, and tells a story. What was John Henry's skill? What had his father insisted he do? What did he want his son to do? With what must John Henry compete? Does he win the first round of competition? Provide evidence. What eventually wins? Provide evidence. For what reasons related to his family must John Henry compete? For what reasons related to himself must he compete? What messages about workers and technology are in this poem? How does technology affect working people today? What do the rhyming couplets and repetition at the end of each stanza accomplish?

BREAD AND ROSES

As we come marching, marching, in the
 beauty of the day
A million darkened kitchens, a thousand
 mill lofts gray
Are touched with all the radiance that a
 sudden sun discloses
For the people hear us singing, Bread and
 Roses, Bread and Roses.

As we come marching, marching, we
 battle too for men
For they are women's children and we
 mother them again.
Our lives will not be sweated, from birth
 until life closes
Hearts starve as well as bodies; give us
 bread, but give us roses.

As we come marching, marching. Un-
 numbered women dead
Go crying through our singing, their
 ancient call for bread
Small art and love and beauty, their
 dredging spirits knew
Yes, it is bread we fight for, be we fight
 for roses too.

As we come marching, marching we
 bring the greater days
The rising of the women is the rising of
 us all*
No more the drudge and idler, ten that
 toil while one reposes
But the sharing of life's glories, Bread and
 Roses, Bread and Roses

**The original wording "of us all" was "of the race".*

(See Socials Studies 10— Lesson 5)

*James Oppenheim wrote the words to Bread
and Roses, while Caroline Kohlsaat wrote
the music*

QUESTIONS

The writers were inspired by a strike by women in the textile industry in Lawrence, Massachusetts over eighty years ago. The women carried a banner reading "We want bread and roses too." At the end of their strike the women had won gains for all textile workers in the area. This lyrical poem has also become an anthem for gatherings of women undertaking action for social justice. It is often sung much like a hymn. It develops a theme, a set of beliefs and values related to the motivation for their action. Quatrains are used as the stanza form and a unique rhyme scheme or pattern is employed. As the song progresses, the Bread and Roses become the symbols of their struggle. In stanza one, what is associated with the people singing, "Bread and Roses?" How do the mills and kitchens contrast with the other images in the stanza? In stanza two, what relationship with men is developed? In your words what does the third line of the stanza mean? In the fourth line, how do the images of hearts and bodies complement the images of bread and roses? In stanza three, the timelessness or universality of their needs is introduced with very powerful imagery. What image is used? What are the universal needs? In stanza four, who do the marching women represent? Who is identified as the culprit, what has he done that is wrong? What must be shared? What have the bread and roses come to symbolize by the end of the poem? Why are these symbols particularly appropriate for women's struggles? At first glance the rhyme scheme throughout the poem is simply rhyming couplets, pairs of lines that rhyme. However, a closer look reveals that the writer employs an additional rhyme between the third and fourth lines, and repetition, in the first and last stanzas. What effect does this have?

MARY GOT A NEW JOB

Mary got a new job, workin' on the line
Help to make the automobile.
Wasn't very long 'til the job was going fine
And she liked the way it made her feel.
It gave her independence to drive into the lot
And pull her heavy work clothes on.
She liked the rush and clatter,
she liked her new friends
And her fav'rite was a man named John.

John was like a brother, workin' at her side
And they both came on the job the same day,
Learned the job together,
how the ropes were tied.
Went together down to draw their first pay.
Opening up his packet, Johnny dropped his cash
Money was all over the floor.
Mary saw the money, saw to her surprise
Johnny had a whole lot more, and she said:

Chorus: "Who's been matching you
sweat for sweat?

Who's been working on the line,
Who's been earning what she ain't got yet?
All I want is what's mine.

I've got hands & eyes & a back like you
And I use them hard the whole day.
I stand here working just as hard as you do
And I want my equal pay."

(add after last chorus: And I want my E.R.A.!)

Johnny was a good man — Mary knew that,
Taught to think of women as queens,
Now here stood Mary in her yellow hard hat
And her broken down faded blue jeans.
He liked her more than anybody he knew,
He was close to understanding why
She didn't cuss or spit or even raise her voice
She just looked him straight in the eye
& she said:

Chorus: "Who's been matching you..."

*Writer: Tom Paxton. From Rise Up Singing. Blood,
Peter and Patterson, Annie ed. A Singout
Publication. Bethlehem, Pennsylvania. May 1992.*

QUESTIONS

This ballad tells a story of unequal pay for equal work because of gender. Statistics consistently demonstrate that women are paid less than men. The issue is called pay equity. As a ballad the song has a chorus, has a quotation, uses rhythm and rhyme, tells a story, and has a mysterious event which the audience must explain themselves? Where does Mary work and what does she do? What does she like about her job? How does she view her relationship with John? What does she like about him? What does her work have in common with John's work? Which of them is paid more? How does the writer make this point? What is Mary's complaint? What does she want? Is John a "good man"? How does he view and feel about Mary? Why might he be only "...close to understanding why..."? Provide more examples of women being paid less than men for equal work. The rhythm and rhyme in the chorus are regular and repeated, just as the chorus is repeated. The other stanzas, which narrate the events, are much less even in rhythm and rhyme. How does this difference in rhyme and rhythm complement our understanding of the song?

EVALUATION

Of 3 above: Out of 10. 10–9 —all questions are answered thoroughly and accurately, an accurate understanding of the theme, voice, and effect of poetic devices is displayed, notes are organized and legible. 8 —almost all questions are answered accurately, a good understanding of the theme, voice, and poetic devices is displayed, notes are organized and legible. 7–6 —most questions are answered with some accuracy, some understanding of the theme, voice, and poetic devices is displayed, notes are organized and legible. 5 —most questions are attempted, though serious difficulties are present in understanding theme, voice, and devices, some understanding is displayed, notes are organized and legible. Less than 5 — most questions not attempted, little or no understanding displayed.

Of 4 above: Out of 10. 10–9 —the composition states a theme present in two or more of the works studied. Specific evidence from the poems supporting the statement of theme is presented, cited, and interpreted accurately. A clear, in depth, and thorough understanding of each of the writers' positions on the issues is displayed. Strong supporting evidence from experience or sources outside the poetry studied is also presented. A conclusion is reached regarding the theme based on the evidence, logic, and reason. Spelling and language are clear. The composition is legible, neat and tidy. 8 —the composition meets the criteria for a 9 or 10, but the paper lacks some depth, precision or thoroughness in its analysis, understanding or interpretation. Only a few errors in spelling and language are present. 7–6 —the composition meets most of the criteria well and with some accuracy, However, the paper lacks depth, at times is inaccurate, and is sometimes unclear in presentation. 5 —the composition meets few of the criteria, is frequently inaccurate and unclear; however, evidence of some understanding is present. 4 or less —few, if any, of the criteria have been met.

Of 5 above. Out of 10. 10–9 —the poetry meets all the criteria of either a lyrical poem or a ballad. The rhyme, rhythm, and other poetic devices are controlled and complement the sense of the poem. The theme is of work, and working people. The spelling and use of language are clear and contribute to the sound and sense of the poem. 8 —almost all the criteria have been met. The theme is of work, and working people. 7–6 —most of the criteria have been met. The theme is of work, and working people. 5 —few of the criteria have been met. The poem has serious difficulties, but evidence of a decent effort is present. 4 or less —few, if any, of the criteria have been met.

ROSA PARKS

Women as union activists, leaders in social change.



LESSON 5

HUMANITIES AND ENGLISH 8–12

COMMUNICATIONS 11 OR 12

PRESCRIBED LEARNING OUTCOMES

Students will:

- read a biographical anecdote and nonfiction.
- appreciate biographies and nonfiction as literary forms.
- become aware of and use research materials including web sites, encyclopedias, and books with Canadian, British Columbian, or international focus.

LESSON TITLE

Rosa Parks—women as union activists, leaders in social change.

OBJECTIVES

Students will:

- appreciate women as activists, and union activists as a theme.
- appreciate that unions and union activists often lead social change.
- represent what they have learned about women as activists.
- write a nonfiction or biographical account of activism in their lives.

INTRODUCTION TO TEACHER

Rosa Parks by Eloise Greenfield from *Larger Than Life* is a relatively short, simple biographical anecdote to read. It is easy to use in the junior grades and in Communications 11 and 12. Other anthologies that include short works of nonfiction, such as *In Context III*, often include Ms. Parks story. Many web sites contain much biographical and other material on Ms. Parks and her many years of work as an activist, and on other women activists.

Many credit Ms. Parks' peaceful action in Alabama in 1955, refusing to sit on the bus where she was told, as the action that initiated the black civil rights campaign led by Dr. Martin Luther King. Rosa Parks had been a union activist for twenty-five years when she undertook her action. She was eventually fired from her job as a seamstress.

Many other women, including unionists, have also been involved in actions leading to social change.

ACTIVITIES

1. The teacher outlines for students the objectives listed above.
2. The teacher provides or has students provide explanations of the following terms: unions, activists, social change, biography, anecdote, nonfiction.
3. The teacher assigns students the task of reading *Rosa Parks* from *Larger than Life*.
4. The students attempt to answer the following questions:
 - a) What order did Rosa refuse to obey?
 - b) What were the immediate consequences of her refusal to obey?
 - c) Who was Edgar Daniel Nixon? What did he do? How did he learn of Rosa's situation?
 - d) Why was Rosa released?
 - e) How was Rosa treated when she went to work?
 - f) Who did Rosa meet with that night? Who was Dr. Martin Luther King? What decisions did they make? What did they do? What effect did their actions have on the busing?
 - g) What happened at Rosa's trial?
 - h) How many showed up at the church meeting that night? What did they decide to do? When would they quit their walking campaign?(Time: About 30 minutes.)

4. The teacher may wish to encourage students to learn more about Rosa Parks and other women who have been involved in social activism. Students could explore one or more topics individually or in groups:

- a) Rosa Parks; <http://www.grandtimes.com/rosa.html>, <http://www.e-portals.org/Parks/>, and Encyclopedia Britannica.

- b) Dolores Huerta, a leader of the farm labourers in the U.S.A. <http://www.ufw.org/dh.htm>. <http://www.teacherlink.usu.edu/TLresources/longterm/LessonPlans/famous/huerta.html#Background>.

- c) Canadian women have also distinguished themselves, some in the union movement, including Grace Hartman—first woman president of the Canadian Labour Congress, Judy Darcy—President, Canadian Union of Public Employees, Canada, Shirley Carr—President, CLC, and Madeline Parent—Quebec textile workers union and social activist.

The National Library of Canada web site: <http://www.nlc-bnc.ca/digiproj/women/women99/women99-e.htm>, has a wealth of biographies of Canadian women activists. Canadian Women Activists are useful key words in any web search. See also the attached accounts of Sarah Inglis, Madeline Parent, and Kate Braid.

- d) Rosemary Brown—from Vancouver, became the first Black woman to be elected to a provincial legislature in Canada. She later became the first woman candidate for the leadership of a major Canadian political party. The Encyclopedia of British Columbia and

<http://www.coolwomen.org/coolwomen/cwsite.nsf/vwWeek/7D2F3F31CA37DA08852568F2006A1D79?OpenDocument>.

- e) Some students might also be encouraged to explore literature and web sites for specific women's social issues, including workplace issues, such as sexual harassment: http://www.bchrc.gov.bc.ca/text_only/BCHRC.asp, or

- f) pay equity: <http://www.bcfed.com/ABOUT/stand/Payeqpol.html>, or
- g) child care: <http://www.clc-ctc.ca/woman/child.html>, or
- h) violence against women: <http://www.clc-ctc.ca/woman/women.html>.

5. The teacher directs the students assigned to each of the above to collect answers and specific examples for support for each of the following questions:
- a) Have women been involved in political efforts to improve conditions for themselves and others?
 - b) Were they involved in unions or other organizations?
 - c) Did their efforts take a lot of work, energy, sacrifice, and planning?
 - d) Have they met with some successes?
 - e) Identify 3 issues that are important to many women today? Why is each important? Identify a union or organization that is supportive of each issue? Students may wish to check the women's sights at the Canadian Labour Congress <http://www.clc-ctc.ca/woman/index.html>, the British Columbia Federation of Labour <http://www.bcfed.com/NEWS/sis/index.htm>, and the British Columbia Teachers' Federation <http://www.bctf.bc.ca/social/sw/>. Each student or group shares the information they have found. Individuals can use notepaper, groups might post chart paper around the room. The highlights and answers to questions can be presented orally.
- (Time for 5 and 6: about 60 minutes.)

7. The teacher may wish to have each student represent what they have learned in a form acceptable to the teacher. Some may write journal entries, diary entries, or monologues for an activist studied. Others may write essays on women as activists. Groups may make multimedia presentations of pictures and print on the theme of women activists, and perform scenes, short dramas, music, or poetry related to issues, the development of an activist, or critical events in the history of an issue.
- (Time: 30 to 60 minutes.)

8. The teacher may wish to have each student write a nonfiction or biographical account of themselves or someone they know who has taken a stand on a social issue. Perhaps it involved a boycott, demonstration, petition, or letter protesting an undesirable practice or action. Sometimes it is taking a stand against an instance of bullying, discrimination, or harassment at school. What organizations and actions might they consider for future social action?
- (Time: 30 to 60 minutes.)

EVALUATION

Of 4 above: Out of 24. Each reasonable answer receives 2 points. Detailed, thorough answers receive 3 points. An inadequate answer receives 1 point.

Of 5 & 6 above: Out of 10. 10–9 meets all of the following criteria very well, 8 meets most of the criteria well, 7–6 meets most of the criteria at a satisfactory level for the grade, 5 meets most of the criteria, but has serious difficulties, 4–1 most of the criteria not attempted. Answers to each question will vary in depth and detail. Each group or student, however, should have an answer to each question and an abundance of information for at least one answer. Logic, reason, and examples should support any opinions. The notes should be clear, orderly, legible, and provide sources of information. Speaking should be clear, audible, and concise. Answers to questions should be brief, to the point, and accurate.

Of 7 above: Students are to be graded individually for their efforts. Out of 10. 10–9 meets all of the following criteria very well, 8 meets most of the criteria well, 7–6 meets most of the criteria at a satisfactory level for the grade, 5 meets most of the criteria, but has serious difficulties, 4–1 most of the criteria not attempted. At least one woman activist is identified and represented in either words, pictures, or performance. An issue is identified and explained. An organization or union that supported the action is identified. An action that was taken and was supported by large numbers of people is identified. Some students may explore one activist and issue in depth and detail. Some might explore several activists and issues on the theme of women's activism. Clarity, accuracy, depth, detail, and skill are important. Students in group efforts will also receive a grade out of 5 based on the unity and effectiveness of the group effort as a whole.

Of 8 above: Out of 10. 10–9 meets all of the following criteria very well, 8 meets most of the criteria well, 7–6 meets most of the criteria at a satisfactory level for the grade, 5 meets most of the criteria, but has serious difficulties, 4–1 most of the criteria not attempted. The student identifies the injustice, the action taken, the person(s) who took the action, the source(s) of support, and future considerations. Attention to specific facts, details, and depth are important. Dialogue, at the least, quotation is used. Clear spelling, language, and writing or print are important.

KATE BRAID

I graduated from Mount Alison University with a BA and a secretarial certificate, but I was a terrible secretary.

I went through a series of jobs that seemed to be appropriate for a woman: child-care worker, teacher's aid, youth-related things funded by LIP (Local Initiatives Programs) grants. But I kept having trouble with the structures. For instance, in the schools they didn't want me to wear long skirts. This was in the early 1970s when short skirts were fashionable. But I didn't like short skirts, so I left. I began to feel very lost.

Since I didn't know what to do, I decided to go back to school to get my MA, which meant I needed to earn money fast to pay my tuition. In those days, lots of guys were going north to make money, so I thought I'd give it a try. By a wonderful coincidence I met a woman who also wanted to work in the north. She had taught up there and she knew the culture. We looked for jobs in pulp mills, plywood mills, anything.

We started hitchhiking and got a ride with a woman who said she was going to Fort St. James, where there was lots of work and they hired women. So we went to Fort St. James and started in the sawmill that day.

I worked there for the summer and fell absolutely in love with physical labour. It wasn't until years later that I realized my boss at the sawmill was way ahead of his time. In those days, nobody was hiring women to work in the mills. But this guy had clued in—his work force was half female. He told us he loved hiring women, and if he had his way, he'd only hire women because they worked harder, were never drunk or late, and if the machinery broke down, they grabbed a broom and started cleaning up. The other absolutely hilarious thing was that the women did all the heavy physical work. The men had the machine jobs and pushed the buttons.

On the first day, we started work at 10:00 and finished at 5:00. By 4:50, I was so tired I thought I was going to throw up. I wouldn't have made 30 seconds past the hour. That night I was in agony, my calves were so sore. This went on for about a week, then I started to feel incredibly good. My body began to tighten and I became trim and strong.

It was a great experience. The whole crew was terrific. The lumber piler was a phenomenal worker who laced her tea with rye. She introduced me to a whole subculture of Northern women who are very outspoken, as tough as nails and very aware of their lack of privilege as women. The experience was a revelation to a protected city kid.

I went back to Simon Fraser and did another semester before I realized that I didn't want to be an academic. So I dropped out and went to the Gulf Islands. By this time I was really getting worried because I was 30 years old and still didn't know what I was going to do when I grew up.

I started to apply for all the jobs I could think of: barmaid, waitress, clerical worker and so on. But there were no “women’s” jobs. One night, I was telling someone that I’d have to leave the island because I couldn’t find any work. He had just quit work as a carpenter, building the community centre, and he suggested I apply for his job.

A couple of other guys said they’d lend me some tools. They also told me to lie about my experience. That was very useful information. So a couple of days later I showed up with all this borrowed gear and told the foreman that I had built houses up North. When he hired me, my life changed. I adored construction.

I was obviously not used to a construction site. I couldn’t walk in the big boots without tripping, but I was hired as a labourer, which was perfect. As a labourer you get to watch what’s going on, to learn how to handle and carry materials, to understand tools and vocabulary. When the job was over, one of the guys hired me as a helper and I worked with him for a year. He showed me all his books and stuff and talked me into doing an apprenticeship to become a qualified trades person.

About this time, I moved back to Vancouver to finish my MA. I had never heard of another women doing the kind of work I was doing, and I was beginning to feel split. I decided to finish my degree and do my thesis on non-traditional work. Simon Fraser agreed and I travelled around the province talking to other women who were doing traditionally made jobs. That experience helped me to feel sane again.

*Kate Braid’s Poetry is featured in this guide’s bibliography.
Adapted from...Against the Current by Judith Finlayson, copyright 1995*

MADELEINE PARENT

While I was at McGill, I became involved in the Canadian Students' Assembly. We were fighting for government scholarships for students whose families couldn't afford to send them to university. At that time, higher education was a privilege that children from poor families were denied. We also had a battle to ensure that our platform included women, because it was often said that women shouldn't be educated since they would only get married.

Once the war started, there was a backlash against our work because it was thought we were taking money away from the war effort. Such strong opposition to students who were trying to help poor people made me think more than education was involved. My desire to get to the essence of this reaction led me in the direction of labour organizing.

I wanted to organize in factories where women were employed. One of my friends had a sister, Lea Roback, who was working for the International Ladies' Garment Workers union. She took on male bureaucrats in the union who discriminated against the women members. In the garment industries, male employees were in the minority and companies could afford to pay them a little more at no great cost. They made their profit on the poorly paid work of the women who compromised about 76 per cent of their employees. Some unions struck deals with management and male workers at the expense of women.

On May 1, 1942, I started working at the War Labour Organizing Committee in Montreal, helping to recruit workers in the munitions industry. Some months after the campaign began, Kent Rowley, a young organizer, argued that we should seize the moment to organize the domestic industries where many women worked and their exploitation was well established. Some of the men were reluctant. They feared women might become a force in the unions and they didn't want their power threatened.

I got involved in the debate and joined Kent, working in the cotton mills, where generations of women had struggled against injustice. In those days children, sometimes as young as 10, worked in the mills. They supported women's efforts to organize because the women had always protected them from abuse by employers.

The first successful women's strike in Quebec occurred in 1937, when a few thousand ladies' garment workers struck the dressmaking shops in Montreal and won, in the face of virulent opposition by the Catholic church. When we were organizing in the 1940s, parish priests delivered sermons on women's place being in the home. Apparently, it was okay for women to work in factories, so long as they didn't stand up for their rights.

Equal pay for equal work was a priority and we won that in the 1946 strike of 6,000 cotton-mill workers. Seniority was another issue. Women understand that with seniority, they would not be fired or otherwise punished by a boss when they refused his sexual advances.

Starting with the first workers meeting I attended in 1942, I learned that sexual harassment was a serious problem. When a woman left work to have a child, she lost all rights to her job if she hadn't given in to sexual harassment, her request to return to work was more likely to be rejected.

As a unionist, I was also challenged because of my sex. In the mid-1940s I was the first woman elected to the executive of the Montreal Trades and Labour Council. Some men argued that I shouldn't be on the executive because a couple of the officers were drunk at the meetings and used bad language. I replied that that was their problem, not mine.

Very early on, I realized that if I was going to commit myself to a fight for social justice, I'd have to cut myself off from my background—not from my parents, but from my former convent friends and the milieu in which I'd been raised. So I chose to live a working-class life.

By 1945–46, Quebec Premier Duplessis and his friends were determined that gains made by organized working people during the war—particularly women—would not be taken away. There were layoffs when the war ended and, in most cases, women had to go. Returning veterans were given the jobs that men had done before the war. And certain practices that had helped women working in war plants, such as day-care centres, were abandoned.

The government attack on unions was ferocious. Duplessis used strike-breakers, police, the courts and jail as weapons to break the will of the working people. Kent Rowley, whom I married in 1953, served a couple of jail sentences, and for nine years, beginning in 1946, I was under charges.

During the 1947 strike of Ayer's Woollen Mill workers in Lachute, Quebec, I was charged with "seditious conspiracy" and detained many times in jail. I was sentenced to two years, but was finally acquitted in another trial in 1955, as was Kent.

The dangers involved in union organizing in those times and the ongoing nature of the struggle for decent working conditions in the textile mills are two of the reasons why I didn't have children. Being in and out of court and jail for over nine years was not conducive to bringing a baby into the world. When that ordeal ended, I was almost 38 and had anaemia, which took over a year to cure. Also, if I had borne a child while faced with jail under Duplessis, he would have used the situation to torture my parents. They didn't agree with my ideas, but they stood up to a lot of pressure from the premier on my behalf. If a baby had been involved, it would have been too much for them to take.

In 1983, when I was 65, I retired from my union position. I've become actively involved as a volunteer in the women's movement in support of aboriginal women and women of other minority groups. I also work with unions and with the community-based organizations continuing the struggle for social justice.

*Adapted from: Against The Current
By Judith Finlayson, copyright 1995*

FAST-FOOD WORKER, AGE 20-CANADA

Sarah's Story

Sarah Inglis started out as a typical fast-food worker. She applied for a job at the local McDonald's in her town of Orangeville, Ontario, when, she was just fourteen. She was interviewed on the spot. When asked if she was punctual, Sarah said "Yeah, sure." She laughs now, admitting that she didn't know what the word meant. She got the job.

Sarah says she wanted to work so "I would have some independence from my parents" and so she could "buy clothes and go to movies and stuff like that." Like most new employees, she was nervous at first. For the first time in her life she had to get a social insurance number and give out personal information about herself. She had to learn new skills—now to take orders and use the cash register. "Nobody ever really taught me how to do the fries, so the manager gave me hell one day," she says. At the beginning she felt a little removed from the "day staff," the adult workers who did full-day shifts. But she made friends with the other teenagers and after a while got used to the ten or twelve hours a week she was working on Saturdays and Sundays.

She was named "Employee of the Month" when she was fifteen. (For this she got a Ronald McDonald watch and her picture on the restaurant wall.)

Then, "little things started happening." The management started cutting people's shifts so they would not have to give them paid breaks. The adult workers who had been putting in regular eight-hour days were suddenly working three-and-a-half hour shifts. One of the managers admitted that the reason was "you're more efficient on a three-hour shift, 'case you start to drag at the end of an eight-hour shift." Workers no longer knew long in advance when their shifts would be. Another manager often humiliated workers by yelling at them in front of the customers. One busy lunch hour, Sarah took a quick breather, leaned against the counter and sighed. The manager saw her and dressed her down for this lapse, and "just made me feel horrible." Another day, a number of teens were planning a trip to Toronto to go to a prom. They were having difficulty making arrangements for a hotel. The manager said to Sarah, "Why don't you just stand on the street corner and make a few extra bucks?"

Sarah says, "I know it's sexual harassment now, but I didn't know it then. They know that young people don't know their rights." She was humiliated and outraged.

The final straw came when a woman day-shift worker Sarah had become close to was fired for asking a manager to be more sensitive with the workers. Sarah says she was becoming more politically aware at that point in her life. She's begun paying attention to the newspapers and what was happening in the world. She decided to organize a union in her workplace. She was sixteen.

"Wages weren't such a bad deal for me," says Sarah. What she was after was "job security, respect and dignity." Some people responded to her unionizing attempt by saying, "You gotta expect to be treated like shit. It's your first job!" But she didn't buy it. "Besides," she says, "they treated the adults who worked the day shift as if they were kids too." Sarah thinks that schools must teach kids about their human rights, including their rights as workers. As she says, "How important is Greek history when kids don't know their rights on the job?"

After attempts with several unions who were unwilling to work with anyone so young, she contacted the Service Employees International Union (SEIU)—and didn't tell them her age. Within a month, she and her friends had signed up 67 of the 102 workers at the restaurant. The union's certification should have been automatic, since they had a majority of workers on their side. But McDonald's heard about the plans to unionize and managed to convince some of those who had signed up to change their minds. McDonald's charged that the organizers had used Unfair Labour practices and the case was taken to the Labour board. "Someone said I held a knife to them!" Sarah exclaims. "And another person said I'd locked her in my car! But the locks on my car didn't even work!"

At the Labour Board hearing, McDonald's lawyers implied she was an alcoholic and a "dopehead". After four months of deliberation, the company and the union agreed to a vote because there was no end in sight. Sarah explains. "The union never got a chance to call witnesses due to the lengthy trial."

McDonald's gave out "No Union" T-shirts and buttons saying "Just Vote No" and even held a party for the workers. Sarah and her friends were waging a struggle against the multinational that has been unionized in only a few of its thousands of restaurants worldwide. It was uphill all the way. They lost the vote 77–19.

Sarah is now 20 and enrolled in Labour Studies at McMaster University in Hamilton, Ontario. She works part-time at a designer clothing shop to finance her studies. Sometimes she has had to keep her experience quiet in order to get a job. But she continues to speak to high schools, unions, and youth groups. And in December, 1995 she traveled to London, England, to testify in favour of David Morris and Helen Steel, who were being sued by McDonald's for distributing a leaflet criticizing McDonald's food and its treatment of its workers. During her day-and-a-half-long testimony, a McDonald's Vice-President stared at her for hours on end, sometimes winking, sometimes glaring. McDonald's lawyers insisted she reveal the names of people who had signed union cards in her organizing attempt. She refused and was threatened with contempt of court. They backed off and she was not charged. But it is clear that Sarah Ingles was a big threat to McDonald's four years ago—and she still is.

*Adapted from: Listen to us: The World's Children
by Jane Springer, Copyright, 1997*

Labour History Photo Gallery

Click on an image to enlarge.



The Bakers' Union on Labour Day, 1892. *(Photo courtesy of the City of Vancouver Archives, Port P1653 N944)*



Vancouver's First Labor Temple, 1898. Was in fact an old Methodist Church on the corner of Homer and Dunsmuir Streets. It was purchased and remodeled through shares sold by the Vancouver Trades and Labour Council under a specially created company called the Vancouver Labour Temple Co. Ltd. With the growth in labour organizing, the accommodation became inadequate. *(Drawing courtesy of the Carpenters' Union of B.C.)*



Postcard sold of the Labour Temple. The back is inscribed "Labor Temple, my office in 3rd window from left facing the front." *(Courtesy of David Yorke)*



Fundraising campaign to free the Ladysmith miners jailed for striking. The B.C. Miners Liberation League is selling tags out front of the Temple, December 20, 1913. *(Photo courtesy of the City of Vancouver Archives, CVA 259-1)*



The Centennial Rocket (near the Cambie Street Bridge and BCTF building). Since 1936, Sheet Metal Workers have used the rockets in the celebrations and events, including the Labour Day Parade in Kitimat in 1957, and the Mission



Sitdowners emerging from the old Post Office under tear gas, June 19, 1938. This event was recorded as "Bloody Sunday". *(Photo courtesy of the City of Vancouver Archives, RE P8 N11 #2)*



Workmen polishing the name of the ship "Prince George" during the summer of 1949. It is now a diving reef on the BC coast. *(Photo courtesy of the City of Vancouver Archive, CVA 586-49)*



BCGEU delegation to the CLC Convention, April 1978. *(Photo courtesy of the BCGEU Archive)*



Joe Rohla finishing line shift for B.C. Power Commission Plant at Elk Falls, November 1944. *(Photo courtesy of City of North Vancouver Archives, 27-102)*



Shift change at the new Burrard Dry Dock. *(Photo courtesy of City of North Vancouver, 27-678)*



Ontario teachers march to the Queen's Park Legislature, Toronto 1973 *(Photo courtesy of the Toronto Sun)*

Strawberry festival. (*Photo by
Gavin Hainsworth*)

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As Friend and Foe. Produced by Mark Zannis, directed by Laszlo Barna, Laura Alper. 25 min. NFB, 1980.

Relying heavily upon stock footage and stills, this program describes labour's early history in Canada, the growth of unionism, and the role of government as both friend and foe of Canadian workers. The program outlines the little-known role of William Lyon Mackenzie King in developing both theoretical and practical solutions to labour conflict in Canada and the United States (including his position with Rockefeller and the Ludlow strikes after his first electoral defeat). Particular attention is given to the 1970s during which a new era of collective bargaining relations emerged. Soundtrack includes sound narration and use of worker and union songs. An excellent classroom resource.

Chandler's Mill. Directed by Joan Henson. 29 min. NFB, 1991.

An historical drama set in 1889; this fine film examines the plight of workers, and particularly child workers in the New Brunswick wool industry. Featured issues include child labour, workers' rights, health & safety, and union organizing by the Knight's of Labour. An excellent classroom resource with a very good question set.

Final Offer. Produced and directed by Robert Collison & Sturla Gunnarsson. 78 min. NFB, 1985.

In what has become a classic in labour history circles, this filmmakers were given unparalleled freedom in record the 1984 contract negotiations between the United Auto Workers and the General Motors, including the birth of the Canadian Auto Workers as it breaks bitterly from the UAW. Despite much profanity, there is no better film on the high stakes and pressure of negotiations and achieving a contract. An extraordinary film.

On-to-Ottawa, A Power Play. Produced by Robert Ennis. 30 min. R. Ennis, 1985.

A dramatic reproduction of the On-To-Ottawa Trek, the events that precipitated it, and the personalities behind it are presented. This production uses archival footage frequently. Excellent classroom/teacher resource.

The Past Century/1999 Wrap—#164. Rogers Community Television 4 "working TV," January 07, 2000.

From the 1919 Winnipeg General Strike, to the 1999 "Battle in Seattle"...We begin the new century and the new Millennium with events from the past century, broadcast during the nearly 7 years of working TV programming. Highlights range from the 1919 Winnipeg General Strike, to the 1936-39 Spanish Civil War, to the 1958 Second Narrows Bridge disaster, to struggles of today. Music and comedy lighten the tone.

Workers' Millennium: Brave Beginnings, 1900 to 1929. (Vol. 1 of 4) Produced by Barna-Alper Productions. 26 min. Marlin Motion Pictures Ltd., 1999.

The late 1800s were a time of harsh living and working conditions. It was life on the edge of a precipice. Every family member often works 10 hours a day, six days a week in the factory. Brave Beginnings charts the first successes of unions. This episode also depicts the challenges: the 1880s revolt by the Knights of Labour, coal miners strikes in Cape Breton and Vancouver Island, and the Winnipeg General Strike in 1919. Brave Beginnings examines how the concept of solidarity grew between groups of workers across the country when there was still no legal right to collective bargaining. It also documents the beginnings of labour's political influence at the ballot box. By the late 1920s, workers had made some gains. For use in High School, Grades 9–12 (Canadian World Studies). For use in High School, Grades 9–12 (Canadian World Studies).

Workers' Millennium: Hard Times & High Hopes, 1929–1945. (Vol. 2 of 4) Produced by Barna-Alper Productions. 28 min. Marlin Motion Pictures Ltd., 1999.

In 1929 the stock market came crashing down and the Great Depression began. *Hard Times & High Hopes* relive how desperation turns to organization. In one story we revisit the On-to-Ottawa Trek when a group of young unemployed BC relief camp workers decided to jump a freight train and travel to Ottawa to confront the prime minister face to face. This episode explores the introduction of the assembly line and the rise of industrial unionism. *Hard Times & High Hopes* also follows the changes in unions brought on by the Second World War as women enter the official labour force in unprecedented numbers, worker's expectations rise and union recognition and security come to be established as basic democratic principles. Dramatic events such as the 1949 Asbestos strike in Quebec show the political culture in Canada is changing. In 1956 craft and industrial unions join together to form the Canadian Labour Congress. Workers have lived through two decades of struggle and progress. Women and public sector workers are about to take up the fight. For use in High School, Grades 9–12 (Canadian World Studies).

Workers' Millennium: The New Militancy, 1965–1984. (Vol. 3 of 4) Produced by Barna-Alper Productions. 28 min. Marlin Motion Pictures Ltd., 1999.

By the 1960s, labour's future looked bright. Workers now have pensions and fringe benefits. The workweek has shrunk from 48 to 40 hours. Incomes have doubled for many. The beginnings of welfare state can be glimpsed. Labour has helped form the New Democratic Party. The 1960s open an era of changing values and expectations and turmoil. Worker militancy increases dramatically, particularly among young workers. This is illustrated through a number of stories, including the 1965 postal strike and the strike of 15,000 steelworkers in Hamilton. The turmoil of the 1960s leaves a legacy—the young militants of the 1960s become the union leaders of tomorrow. Women, who have been left behind in low paying jobs without union protection, begin to play a central role in the labour movement. The 1969 Royal Commission on the Status of Women focuses national attention on the hurdles women face and gives rise to the equal pay movement. Public sector workers lead the historic Quebec “Common Front” strike in 1972 which wins its basic demands and inspires workers across the country. In a number of precedent setting organizing drives, women prove they can be tough adversaries. Prime Minister Pierre Trudeau introduces wage and price controls and labour is outraged. Labour argues that prices will not be controlled. In the fall of 1976, more than a million workers walk off the job to protest controls. This is the country's first national general strike. The economy continues to shed jobs and employers begin to demand concessions. Canadian workers take a strong stand against concessions. Free trade becomes the mantra of big business. The labour movement is facing a huge challenge, trying to protect what it took decades to accomplish. For use in High School, Grades 9–12 (Canadian World Studies).

Workers' Millennium: Holding the Line, 1984—The New Millennium. (Vol. 4 of 4) Produced by Barna-Alper Productions. 28 min. Marlin Motion Pictures Ltd., 1999.

In the last part of the century, labour is under siege and it fights back. Workers are fighting to keep their jobs in Canada. They are fighting wage concessions, globalizations, chronic unemployment and fighting to keep social programs that have taken years of sacrifice and struggle to create. This episode examines the international political context of the period and the threats to trade unions posed by the governments of Margaret Thatcher in England and Ronald Reagan in the U.S. In Canada issues such as Free Trade deeply affect the operation of unions as they take a hard-line on saying ‘no’ to concessions. *Holding the Line* shows the changing face of labour, now reflective of a broad spectrum of workers, each with specific goals and challenges in a rapidly changing economy: blue and white collar, miners, steel and auto workers, meat packers, hospital workers and social workers, librarians, teachers, nurses and professionals. For use in High School, Grades 9–12.

Working Lives (The Industrial Revolution Series). Produced and directed by Kenneth Price. 20 min. HTV West Productions, 1992.

This program concentrates on the crucial-century of radical change between 1750-1850 in Britain's Industrial Revolution. Shows the effect on ordinary people from enclosures through factories, mines, and mills, to rebellion, unionization, and legislative change. A very good classroom instructional video resource.

Working Side by Side, the Struggle for Human Rights. Directed by Michael O. Strove. 29 min. The Labour Film Project, 1985.

As told by Kalmen Kaplansky, director of the Joint Labour Committee to Combat Racial Intolerance (1946-1956), this presentation documents the determination of a small group of labour activists to promote and advance human rights until they were finally brought into legislation. Excellent teacher and classroom resource.



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Videos

Buddy, Can you Spare Me a Dime? Produced by CLC Educational Services. 22 min. OPSEU, 1987.

This video analyses Merv Lavigne's 1986 Ontario Supreme Court victory to limit his union dues only for collective bargaining purposes. This presentation argues that the OSC ruling will threaten union rights to associate for political and social causes. Excellent teacher and student resource.

CUPE BC Rally to Defend the Rights to Strike—#183. Rogers Community Television 4 "working TV," May 19, 2000.

On April 2, after months of bargaining and a short strike by 18,000 CUPE (Canadian Union of Public Employees) school support workers across the province, the NDP government passed Bill 7 ordering CUPE back to work. Four NDP members abstained, including working TV host Glen Clark (who is also MLA for Vancouver-Kingsway). But the back-to-work legislation passed with the full support of the Liberals, putting the bargaining process in the hands of Industrial Inquiry Commissioners (IIC) Vince Ready and Irene Holder. On May 15, CUPE rallied at their offices before handling in its proposals for a settlement. We air highlights from the CUPE rally and background on earlier back-to-work legislation by NDP governments. This is the first of a series of reports on CUPE's struggle to win an agreement its members can ratify, rather than a contract imposed by the commission. Also, a brief look at the May 17 "Pan-In" downtown on Robson Street by anti-poverty activists, opposed to Vancouver's bylaw against pan-handling.

CUPE Rally in Kamloops against Bill 7—#185. Rogers Community Television 4 "working TV," June 2, 2000.

Highlights from the Canadian Union of Public Employees'—BC Division (CUPE-BC) Rally to defend the right to strike, held May 27 in Kamloops, at the NDP Provincial Council meeting. Hundreds of CUPE members and supporters gathered to protest Bill 7, which forced 18,000 striking school support workers back to work in April. Council delegates were invited to the rally and a barbeque to hear directly from CUPE members. After the rally, the council meeting overwhelmingly passed a resolution condemning Bill 7.

Firefighters and Human Rights. CBC News in Review, March, 1993.

Using the entry criteria for becoming a Winnipeg Firefighter, this program then examines how human rights law has shaped the workplace, and excluded women and visible minorities from many professions including construction and the RCMP. Includes comments from those who see this as "quota" and "reverse discrimination." A very good classroom resource.

Flint Michigan: Labour's Last Stand. 13 min. CBC News in Review, September, 1998.

Examines the attempt to obtain concession bargaining in Flint, and in the past. Includes an interview with Michael Moore (director of "Roger and Me" and "TV Nation" and "The Awful Truth"). A very usable classroom resource.

Giant Mine Strike: The Price of Gold. 13 min. CBC News in Review, April, 1993.

An excellent summary of this important event in Canadian labour history, and the history of picket line violence when companies have used strike breakers and attempted to divide communities. Most moving are the voices of ordinary Yellowknife people blaming each other while the company makes money. Excellent classroom resource.

Many Rivers to Cross. Produced by the CUPW National Education Fund. 94 min. CUPW, 1999.

An excellent video that goes behind the doors and on the picket line during the tortuous route of the 1997 contract between the Canadian Union of Postal Workers and the government. This film captures the drama and the tedium of bargaining a collective agreement.

Strike one, Strike two, Strike three. CBC News in Review, October, 1991.

Uses a summer of strikes (Canada Post, PSAC, Toronto Transit) to examine the history of the strike in Canada (top ten from voyageurs to Solidarity), and the impact on workers, and those affected (hostile and supportive). An excellent classroom resource.

Who Wants Unions? 30 min. NFB, 1984.

Labour calls it "union busting." Management calls it "creating a union-free environment." Whatever the label, a movement has begun that threatens the existence of unions in North America. Juxtaposing the viewpoints of labour and management, this film examines techniques that management has used to decrease unionization and weaken the effectiveness of already unionized workplaces.

Willmar 8. Directed by Lee Grant. 60 min. G.T.V. Production, 1978.

Describes the 1 1/2-year strike of the Citizen's National Bank of eight women over two Minnesota winters and their ostracism by the community of Wilma. Very moving an effective documentary on how a labor victory often does not benefit the activists who lead it and paid the highest price.

Your Boss and You. Produced by Ellin Holohan and directed by Robin Bossert. 27 min. Sunburst Communications, 1992. (includes a 50 p. teacher guide)



C: GLOBAL SOCIAL JUSTICE

Books

Armstrong, Pat and Hugh Armstrong. *The Double Ghetto: Canadian Women & Their Segregated Work*. McClelland & Stewart, 1994, 259 p.

Briskin, Linda & Lynda Yanz (eds.). *Union Sisters: Women in the Labour Movement*. Toronto, ON: The Women's Press, 1983, 423 p.

Dube, Ginette. *Child Labour: Costly at Any Price*. Vancouver, BC: CoDevelopment Canada, 1998, 107 p.

Freedman, Russell. *Kids at Work: Lewis Hine and the Crusade Against Child Labor*. New York: Clarion Books, 1994, 104 p.

Gannage, Charlene. *Double Day, Double Bind: Women Garment Workers*. Toronto, ON: The Women's Press, 1986, 235 p.

- Kielburger Craig (with Kevin Major). *Free the Children*. Toronto, ON: McClelland & Stewart, 1998, 318 p.
- Kuklin, Susan. *Iqbal Masih and the Crusaders Against Child Slavery*. New York: Henry Holt, 1998, 133 p.
- Levine, David and Larry Miller (eds.). *Teaching for Equity and Justice (Re-Thinking Our Classrooms)*. Milwaukee, WI: Rethinking Schools, 1994, 208 p.
- MacKenzie, Midge. *Shoulder to Shoulder: A Documentary*. New York: Vintage Books: 1988, 338 p.
- Martin, D'Arcy. *Thinking Union: Activism and Education in Canada's Labour Movement*. Toronto, ON: Between the Lines, 1995, 161 p.
- Martin, Molly (ed.). *Hard-Hated Women: Stories of Struggle and Success in the Trades*. Seattle, WA: The Seal Press, 1998, 265 p.
- McDonald, Jeff. *Shaping the 21st Century: Social Change and Global Issues in Canada & Latin America*. Vancouver, BC: CoDevelopment Canada, 1996, 118 p.
- Michelson, Maureen R. (ed.). *Women & Work: Photographs and Writing*. Pasadena, CA: New Sage Press, 1986, 179 p.
- Moody, Kim. *Workers in a Lean World: Unions in the International Economy*. London, UK: Verso, 1998, 342 p.
- Owen, Patricia. *Women and Work, (Women in History Series)*. Hove, East Sussex, UK: Wayland Publishers, 1989, 48 p.
- Phillips, Paul and Erin Phillips. *Women & Work: Inequality in the Canadian Labour Market*. Toronto, ON: James Lorimer Publishers, 1993, 186 p.
- Report by Canadian Friends of Burma. *Dirty Clothes. Dirty System: How Burma's Military Dictatorship Uses Profits from the Garment Industry to Bankroll Oppression*. Ottawa: 1996, 72 p.
- Sinclair, Jim (ed.). *Crossing the Line: Canada and Free Trade with Mexico*. Vancouver, BC: New Star Books, 1992, 188 p.
- Scott, Jack. *Yankee Unions, Go Home!: How the AFL Helped the US Build an Empire in Latin America*. Vancouver, BC: New Star Books, 1978, 287 p.
- Snellgrove, L.E. *Suffragettes and Votes for Women (Then and Now Series)*. London, UK: Longmans, Green, 1966, 92 p.
- Sproule, Anna. *New Ideas in Industry (Women History Makers Series)*. Hampstead Press, New York: 1988, 45 p.
- Twigg, Allan. *Cuba: A Concise History for Travellers*. Winlaw, BC: Bluefield Books, 2000, 175 p.
- Vnenchak, Dennis. *Lech Walesa & Poland*. Toronto, ON: Impact Biography, 1994, 178 p.
- White, Julie. *Sisters & Solidarity: Women and Unions in Canada*. Thompson, Toronto, ON: Educational Publishing, 1993.

Videos

A Place Called Chiapas: Eight Months Inside the Zapatista Uprising. Directed by Nettie Wild and produced by NFB and Svend-Erik Eriksen. 93 min. Canada Wild Productions Ltd., CBC and NFB, 1998.

An excellent teacher/classroom video on the reasons for the uprising, and the issues facing Mexico. Includes a dramatic interview with Sub-Commandant Marcos.

Breaking the Bank: Part One—#185. Rogers Community Television 4 "working TV," May 26, 2000.

This video deals with the April 16 and 17 protests in Washington D.C. against the World Bank and the International Monetary fund. The same video collectives that did our recent Showdown in Seattle series on resistance to the WTO (World Trade Organization) produced it. Like the WTO series, *Breaking the Bank* tells a story about the Washington protests you'll never see in the corporate media.

Buy Bye World: the Battle in Seattle—#171. Produced by RADAR Video Productions. Rogers Community Television 4 "working TV," March 03, 2000.

The first in a series of 8 programs looking back at the WTO in Seattle (now that the tear-gas has settled)...this program features the broadcast premiere of *Buy Bye World: The Battle in Seattle*, a new video by first time videographers from RADAR Video Productions. It is a brief but comprehensive and dynamic overview of the issues which concerned a broad cross-section of citizens about the World Trade Organization at its November/December 1999 "Millennium" Round Ministerial conference in Seattle. Also in this program, an interview with Michael Franti of Spearhead, a rap/hip-hop group from San Francisco who played Vancouver recently and who have become popular among young activists.

CUPE 15 Strike/The Honourable Member from Vancouver East—#198. Rogers Community Television 4 "working TV," October 06, 2000.

A picket line interview with Rick Gates, President of the Canadian Union of Public Employees Local 15, on strike against the city of Vancouver, and Libby Davies, MP, also called the Honourable Member for Vancouver East taking the lying Liberals to task during Question Period in Parliament. Also, continued from last week, more from the Teach-In on the GATS and from the Forum on Sanctions against Iraq.

For Twenty Cents A Day. Produced by Colleen Bostwick. 26 min. British Columbia Teachers' Federation, Labour History PSA, 1979.

The depression of the 1930s is documented from archival footage. Specific topics covered include the work relief camps, the On-to-Ottawa Trek, and the birth of the Co-operative Commonwealth Federation. A very good classroom resource.

Hurricane Mitch: Uncovering the Cost of External Debt—#193. Rogers Community Television 4 "working TV," August 11, 2000.

A fine video, courtesy of Deep Dish Television, on the devastation Hurricane Mitch caused in Nicaragua and Honduras in 1998, which was compounded by the enormous foreign debt payments these countries had to make to foreign banks, mostly in the United States. An excellent primer for anyone interested in the Jubilee 2000 campaign for foreign debt relief.

Labour Day 2000—#195. Rogers Community Television 4 "working TV," September 01, 2000.

Includes A Message for the Millennium, the Labour Day 2000 message from Ken Georgetti, President of the Canadian Labour Congress. Also a segment on the dispute in Tatla Lake, a remote BC community where nurse practitioners may quit rather than accept a 30% pay cut from the provincial government. Also highlights from the rally for striking workers at Superior Poultry, in Coquitlam and a re-broadcast of *Buy Bye World*, a video on the WTO struggle in Seattle last winter.

Maude Barlow in Vancouver—#172 and #173. (A two part series) Rogers Community Television 4 "working TV," March 10 and 17, 2000.

Two programs again featuring Maude Barlow, who has been featured in more working TV programs than any other individual—taped March 3, 2000 in Vancouver, during a BC speaking tour on Protecting Canada's Social Programs: Resisting the WTO's threat to public education and health. Speaking tour sponsored by the BC Teachers' Federation, the Coalition for Public Education, the Council of Canadians, the BC Federation of Labour, the Hospital Employee's Union, and the BC Nurse's Union.

Mexico: Dead or Alive. Directed by Mary Ellen Davis. 53 min. NFB, 1996.

The return search of a democratic activist, Mario Rojas Alba, leads to a larger examination of the people's struggle for justice and democratic reform of Mexico. An excellent film.

Showdown in Seattle: 5 Days That Shook the WTO—Special. Produced by Independent Media Centre and Deep Dish TV. Rogers Community Television 4 "working TV," April 4, 2000.

A special "Best-of " compilation of segments from 5 programs produced daily between November 29 and December 3 1999 in Seattle by the Independent Media Centre (IMC) and Deep Dish TV, during the World Trade Organization's "Millennium Round" Ministerial meeting in Seattle. The programs were broadcast daily across the continent on the Deep Dish Television satellite, the world's first Public Access Satellite Network. All 5 programs were broadcast by working TV in their entirety (see shows #174 through #178).

Showdown In Seattle: 5 Days that Shook the WTO: WTO Prelude, November 29, 1999—#174. (Part 1 of a 5 part series) Produced by IMC and Deep Dish TV. Rogers Community Television 4 "working TV," March 23, 2000.

The first of 5 programs daily between November 29 and December 3, 1999 in Seattle by the Independent Media Centre (IMC) and Deep Dish TV, during the World Trade Organization's "Millennium Round" Ministerial meeting in Seattle. The programs were broadcast daily across the continent on the Deep Dish Television satellite, the world's first Public Access Satellite Network. This series helped keep the mainstream media honest—or at least pressured it to tone down some of its anti-protest/pro-corporate bias—simply because another version of events in Seattle was available across the continent from the Deep Dish satellite. It was an amazing feat of volunteer media activism produced with video shot by as many as 100 volunteer videographers who came to Seattle from around the world to cover the WTO.

Showdown In Seattle: 5 Days That Shook the WTO: People Unite, Police Riot, November 30, 1999—#175. (Part 2 of a 5 part series) Produced by IMC and Deep Dish TV. Rogers Community Television 4 "working TV," March 30, 2000.

Showdown In Seattle: 5 days That Shook the WTO: Occupied Seattle, December 01, 1999—#176. (Part 3 of a 5 part series) Produced by IMC and Deep Dish TV. Rogers Community Television 4 "working TV," April 7, 2000.

Showdown In Seattle: 5 Days That Shook the WTO: Unwilling Captives—December 02, 1999—#177. (Part 4 of a 5 part series) Produced by IMC and Deep Dish TV. Rogers Community Television 4 "working TV," April 14, 2000.

Showdown In Seattle: 5 Days That Shook the WTO: What Democracy Looks Like, December 03, 1999—#178. (Part 5 of a 5 part series) Produced by IMC and Deep Dish TV. Rogers Community Television 4 "working TV." [broadcast date pre-empted by #179]

Something to Hide. 25 min. Crowing Rooster Arts, 1999.

Documents the growing movement against the sweatshops in Central America which produce clothing for the North American market, led by the United Students Against Sweatshops (Canadian component). This video documents a trip organized by student activists and the National Labour Committee to Central America. There, white middle class students from the United States meet the young latinas who make the clothing many in the North will wear back to school. The students get a first hand look at the conditions these workers have to endure and hear about the struggles of maquila workers to organize against their oppression.

Teach-In on the GATS/Forum on Iraq/Journey for Justice—#197. Rogers Community Television 4 "working TV," September 29, 2000.

Includes highlights from a Teach-In On the GATS or the General Agreement On Trade In Services, the latest from the World Trade Organization (WTO); a Forum On Sanctions Against Iraq and the Fraser River Journey for Justice by the Aboriginal Women's Action Network part of the World March of Women 2000.

Too Dirty for a Woman. Directed by Diane Beaudry. 17 min. NFB, 1984.

In the late 70's, the Iron Ore Company of Canada changed its hiring policy in Labrador City. This fine film features women and their families and co-workers whose lives were changed in an industry formerly reserved for men. An excellent classroom resource.

Washington DC A16 Report: Shutting Down the IMF and the World Bank —#179. Rogers Community Television 4 "working TV," April 21, 2000.

The first of several programs taped in Washington D.C. during the historic protests against the World Bank and the International Monetary Fund (IMF), Dennis Porter and Annahid Dashtgard took camcorders to Washington for us and covered several major anti-corporate events between April 12 and 17, including the protests which attempted to shut down the World Bank and IMF meetings on April 16 and 17.

Windsor Ontario OAS Protest—#186. Rogers Community Television 4 "working TV," June 9, 2000.

A citizen's perspective on the protest in Windsor Ontario Sunday June 4 against the Organization of American States (OAS) summit. Several thousand braved a massive police presence to demonstrate against increased "free" trade and corporate role in our hemisphere.

Wrath of Grapes. Produced by United Farm Workers of America. 156 min. AFL-CIO, 1986.

The plight of workers (labour and health) in the grape industry as well as the extremes taken by growers to prevent union organization by the United Farm Workers are presented in this film that urges viewer boycott of California grapes until rights are achieved. This was the longest standing boycott in CLC/BCFL history until it was finally lifted this year.

D: B.C. LABOUR HISTORY

Books

Bowen, Lynne. *Boss Whistle: The Coal Miners of Vancouver Island Remember*. Lantzville, BC: Oolichan Books, 1982, 280 p.

_____. (with the Coal Tyee Society) *Three Dollar Dreams*. Lantzville, BC: Oolichan Books, 1987, 408 p.

Green, Jim. *Against the Tide: The Story of the Canadian Seaman's Union*. Toronto. ON: Progress Books, 1986, 324 p.

- Griffin, Sean (ed.). *Fighting Heritage: Highlights of the 1930s, Struggle for Jobs and Militant Unionism in British Columbia*. Vancouver, BC: Tribune Publishing, 1996, 159 p.
- King, Al (with Kate Braid). *Red Bait! Struggles of a Mine Mill Local 480*. Vancouver, BC: Kingbird Publishing, 1998, 176 p.
- Leier, Mark. *Where the Fraser River Flows: The Industrial Workers of the World in British Columbia*. Vancouver, BC, New Star Books, 1990, 138 p.
- Mayse, Susan. *Ginger: The Life and Death of Albert Goodwin*. Madiera Park, BC Harbour Publishing, 1990, 230 p.
- Newsome, Eric. *The Coal Coast: The History of Coal Mining in B.C.—1835–1900*. Victoria, BC: Orca Book Publishers, 1989, 195 p.
- Perry, Adele. *100 Anniversary Vancouver District Labour Council*. Vancouver, BC: V.D.L.C., 1989, 71 p.
- Province Newspaper. *The Way We Were: B.C.'s Amazing Journey to the Millennium*. Madiera Park, BC: Harbour Publishing, 2000, 148 p.
- Solsi, Mike and John Smaller. *Mine Mill: The History of the International Union of Mine, Mill, and Smelter Workers in Canada since 1895*. Ottawa, ON, Steel Rail Publishing, 1984, 161 p.
- Swankey, Ben and Jean Evans Sheils. *Work and Wages! A Semi-Documentary of the Life and Times of Arthur H. (Slim) Evans (1890–1944), Carpenter, Miner, Labor Leader*. Vancouver, BC: Trade Union Research Bureau, 1977, 297 p.
- Warrior, M. C. and Mark Leier. *Light at the End of the Tunnel: The First Forty Years of the Rock Workers Union Tunnel & Rock Workers Union Local 168 of British Columbia, Local 168*. (LIUNA) publishers 1992, 186 p.
- Wejr, Patricia and Howie Smithy (ed.). *Fighting for Labour: Four Decade of Work in British Columbia, 1910–1950*. Victoria, BC: Sound Heritage, 1978, Vol. VII, Number 4, 79 p.
- Working Lives: Vancouver 1886–1986. The Working Lives Collective*. Vancouver, BC: New Star Books, 1985, 211 p.

Videos

A Tribute to Terry Kennedy—#165. Rogers Community Television 4 “working TV,” January 21, 2000.

Terry Kennedy was a labour videographer from Winnipeg who died just after Christmas 1999 from cancer. He was 56. He had been a union activist and President of his local of the Canadian AutoWorkers. In 1987 he became Executive-Director of the Manitoba Labour Education Centre where he produced many fine videos, particularly on health and safety issues. Terry was a good friend of working TV and had made important volunteer contributions to several of our programs over years. This week's working TV features excerpts from two of his videos: *Dying for a Job: A Tribute to Bill Quinn—(1997)* is a moving story of a railworker who died from lung disease he got in CN's paint shop. *Trailmobile: Turning Up the Heat—(1993)* CAW workers at Trailmobile in Winnipeg occupied the plant after 9 months of fruitless negotiations. Terry took his camera in with the occupation, and was arrested when it ended.

Ginger: A Miner's Dissent. Burnaby North Secondary School, Burnaby, BC, 1993

Union leader and organizer of the Mine, Mill & Smelter Workers' Union in Trail in the early 1900's, Ginger Goodwin was tragically murdered in 1918. His death prompted BC's first provincial general strike. Providing an important teaching resource on his life, this production also dramatizes the painful beginnings of the province's trade labour movement. Excellent re-enactment by students.

Ideals Into Action. Produced by Target Canada Productions. 10 min. BCTF, 1989.

This presentation celebrates how teachers and their professional organization, the British Columbia Teachers' Federation, have successfully achieved many educational and professional goals. Very good for teacher and student background.

One Day Longer: The Story of the Frontier Strike —#191. (Part 1 of 2) Rogers Community Television 4 "working TV," July 21, 2000.

Celebrating the 100th Anniversary of Local 40 of the Hotel Restaurant Employees Union (HERE) in British Columbia, *One Day Longer: The Story of the Frontier Strike* describes one of the finest moments in HERE's history. It tells the story of the strike by 550 workers at the Frontier Hotel in Las Vegas that lasted 6 years and 4 months and ended in a decisive victory for the union.

One Day Longer: The Story of the Frontier Strike—#192. (Part 2 of 2) Rogers Community Television 4 "working TV," July 28, 2000

As above.

E: UNIONS AND POLITICS

Books

Archer, Keith and Alan Whitehorn. *Political Activists: The NDP in Convention.* Toronto, ON: Oxford University Press, 1997, 299 p.

Brodie, M. Janine and Jane Jenson. *Crisis, Challenge & Change: Party and Class in Canada.* Toronto, ON: Methuen Publications, 1980, 314 p.

Garr, Allen. *Tough Guy: Bill Bennett and the Taking of British Columbia.* Toronto, ON: Key Porter Books, 1985, 198 p.

Harcourt, Mike (with Wayne Skene). *Mike Harcourt: a Measure of Defiance.* Vancouver, BC: Douglas & MacIntyre, 1996, 223 p.

Hargrove, Buzz (with Wayne Skene). *Labour of Love: The Fight for a More Humane Canada.* Macfarlane, Toronto, ON: Walter & Ross, 1998, 247 p.

MacDonald, Alex. *My Dear Legs...Letters to a Young Social Democrat.* Vancouver, BC: New Star Books, 1985, 187 p.

Morton, Desmond. N.D.P., *The Dream of Power.* A.M. Hakkert, Toronto, ON: 1974, 181 p.

Munro, Jack and Jane O'Hara. *Union Jack: Labour Leader Jack Munro.* Vancouver, BC: Douglas & MacIntyre, 1988, 221 p.

Smith, Cameron. *Love & Solidarity: A Pictorial History of the NDP.* Toronto, ON: McClelland & Stewart, Publishers, 1992, 272 p.

Steed, Judy. *Ed Broadbent: The Pursuit of Power*. Markham, ON: Viking (Penguin) Books, 1988, 370 p.

Steeves, Dorothy G. (with introduction by Tommy Douglas). *The Compassionate Rebel: Earnest Winch and the Growth of Socialism in Western Canada*. Vancouver, BC: J.J. Douglas, 1977, 227 p.

Ward, W. Peter. *White Canada Forever: Popular Attitudes and Public Policy Towards Orientals in British Columbia*. London, ON: McGill-Queens University Press, 1990, 207 p.

Webster, Jack. *Webster! An Autobiography*. Vancouver, BC: Douglas & McIntyre, 1990, 247 p.

White, Bob. *Bob White: Hard Bargains, My Life on the Line*. Toronto, ON: McClelland & Stewart, Publishers 1987, 390 p.

Videos

Should We Join?: Teachers Consider the CLC. 19 min. BCTF, 1991.

Produced to encourage teachers to support affiliation, this video uses a myth-busting Sea wall walk conversation between a BCTF local president and her BCFL friend, interspersed with quote segment on each theme with CLC members. A good introduction (although one-sided) on reasons why teachers should formally join Canada's national labour organization.

F: UNIONS AND CULTURE

Books

Becker, John. *Discord: The Story of the Vancouver Symphony Orchestra*. Vancouver, BC: Brighthouse Press, 1989, 180 p.

Braid, Kate. *Covering Rough Ground*. Vancouver, BC: Polestar Book Publishers, 1991, 92 p.

Buday, Grant. *White Lung*. Toronto, ON: Anvil Press Publishers, 1999, 293 p.

McCully, Emily Arnold. *The Bobbin Girl*. Dia Books for Young Readers New York, NY, Penguin, 1996, 31 p.

Moore, Michael and Kathleen Glynn. *Adventures in a TV Nation: The Story Behind America's Most Outrageous TV Show*. New York: Harbour Perennial, 1998, 241 p.

Paterson, Katherine. *Lyddie*. New York: Puffin Books, 1991, 182 p.

Lyddie is a young girl working in the mill at Lowell, Massachusetts to earn the money to reunite her family. She works for six days a week in the murky dust—and lint—filled factory. An excellent student reader and novel.

Sinclair, John. *The Jungle*. Sinet Classic, New America Library, New York: Penguin, 350 p.

Steinbeck, John. *In Dubious Battle*. New York: Penguin Books, 1964, 355 p.

_____. *The Grapes of Wrath*. New York: Penguin Books, 1939, 502 p.

Both a great social document of the Depression era, and a milestone of American fiction. Dramatizes the forced migration of the "Okies" from their bank-foreclosed fields and farms to the oppression of the fruit orchards of California.

Taylor, Theodore. *The Maldonado Miracle*. New York: Avon Books, 1973, 121 p.

Verzuh, Ron. *Radical Rag: The Pioneer Labour Press in Canada*. Ottawa, ON: Steel ail Press, 1988, 151 p.

Wayman, Tom (ed.). *Going for Coffee: Poetry on the Job* (An Anthology of Contemporary North American Working Poems). Madeira Park, BC: Harbour Publishing, 1993, 209 p.

Videos

Film and History, Canada: the 1920s & 30s. 18 min. The Film Literacy Project, Pacific Cinematheque, 1998.

One of ten sections of a larger resource produced by Pacific Cinematheque to complement the Grade 11 Social Studies curriculum, and is cross-referenced with the textbook, "Canada in a Changing World", but can be used independently. Excellent media literacy resources with terrific one page each teacher guide lessons. Includes excerpts from: The Roaring Twenties (1939, 30 min), Modern Times (1936, 15 min), Eight Men Out (1988, 10 min), The Cotton Club (1984, 10 min), The Bonde Venus (1932, 10 min), Rebecca of Sunnybrook Farm (1938, 5 min), Has Anybody Here Seen Canada: A History of Canadian Movies, 1939-1953 (1978, 10 min), Nanook of the North/In the Land of the War Canoes (1919/1914, 20 min), and The Grapes of Wrath (1940, 15 min).

MAYDAY 2000/Our Seventh Anniversary: UPPNET Showcase—#180. Rogers Community Television 4 "working TV," April 28, 2000.

Working TV has been a member of UPPNET, the Union Producers and Programmers Network for several years. This week we celebrate Mayday and the beginning of our 8th year on air with a special program to showcase the work of UPPNET members and friends. We'll feature short segments from Connecticut at Work in Hartford Connecticut; Labor Beat in Chicago, the Labour Video Project in San Francisco and Labor News Production in Seoul Korea.

G: REFERENCE/OVERALL

Books

Mackay, Claire. *Pay Checks & Picket Lines: All About Unions in Canada*. Toronto, ON: Kids Can Press, 1987, 104 p.

MacMillan, Dr. Bill, and Dr. Gordon Fell. *Atlas of Economic Issues*. New York: Ilex Publishers Limited, 1992, 64 p.

Metro Labour Education Centre. *Heritage of Struggle: Canadian Labour History Workbook*. Toronto, ON: 1996, 198 p.

Morton, Desmond. *Labour in Canada*. (Focus on Canadian History Series), Toronto, ON: Grolier Limited, 1982, 96 p.

_____. (with Terry Copp). *Working People: An Illustrated History of the Canadian Labour Movement*. Ottawa, ON: Deneau Publishers, 1984, 357 p.

Osborne, Kenneth W. *Canadians at Work: Labour, Unions and Industry (Canadiana Scrapbook)*. Scarborough, ON: Prentice-Hall, Canada, 1984. 47 p.

Williams, D. J. *Strike or Bargain? The Story of Trade Unionism (Today in History Series)*. Vancouver, BC: Copp Clark Publishing, 1969, 64 p.

GRADE COLLECTIONS

SOCIAL STUDIES

Grade 8

Feudalism, Multi-media, Series: Decisions, Decisions, Student, Teacher Resource, Recommended, Interactive CD-ROM for Macintosh or IBM, TorComp Publishing, Mississauga, ON.

Across the Centuries, author Armento...et al., Student, Teacher Resource. Comprehensive American resource package on world history from 3000 B.C. to 1789 A.D. consists of a student text and a teacher's guide. Supplier: Nelson Canada, Scarborough, ON.

The Canadian Oxford School Atlas, Seventh Edition, Author(s): Stanford, Quentin; Smitt, Barry, Student, Teacher Resource, Recommended 1998.

The Crusades, author(s), Child, J.; Kelly, N.; Whittock, M., Student, Teacher Resource. Part of the "Heinemann History" series. Supplier: Irwin Publishing, Toronto, ON.

Exploring the Renaissance (1350–1650 A.D.), Student, Teacher Resource. Twenty-minute program explores the Renaissance through the use of live-action footage, photographs of museum materials, and some dramatized segments. Cautions: Contains some nudity.

The Reformation, Author(s) Whittock, Martyn, Social Studies Grade 8 Collection, Student Teacher Resource. Part of the "Heinemann History" series. Supplier: Irwin Publishing, Toronto, ON. Cautions: Some visuals, including the cover, present violent and gruesome scenes. Typographical errors in dates on page 49.

From Workshop to Warfare: The Lives of Medieval Women, Author(s): Adams; Bartley; Bourdillon; Loxton, Student Teacher Resource, Pippin Publishing, Scarborough, ON. Cautions: Contains a description of wife-beating and a description of infanticide.

Imperial China, Author(s): Reynoldson, Fiona, Student Teacher Resource. Part of the "Heinemann History" series.

Pathways: Civilizations Through Time, Author(s), Cranny, Michael, Student Teacher Resource. Comprehensive resource package on world history from the early middle ages to 1700 A.D. consists of a student text and a teacher's guide. Prentice Hall Ginn Canada, Scarborough, ON.

Grade 9

1812: The Forgotten War, Multi-media, Student, Teacher Resource, Recommended, Supplier: Little Brick Schoolhouse, Oakville, ON. 90 Minute Video and Comprehensive Teacher's Guide

Industrial Britain: The Workshop of the World, Cambridge History Programme, Author(s): Counsell, Christine; Steer, Chris, Recommended, Student, Teacher Resource, Print Materials, Supplier: Pippin Publishing Corporation.

Grade 10

Canadian Citizenship in Action, Recommended, Student, Teacher Resource, Multi-media, Supplier: Weigl Educational Publishers Ltd.

Imprint: Developing Canada's Resources, Author(s): DesRivieres, Dennis et al. Recommended, Student, Teacher Resource, Print Materials, Supplier: Pearson Education Canada.

Grade 11

Canadian Immigration, Author(s): Thomson, John, Recommended, Student, Teacher Resource, CD ROM, Supplier: B.C. Learning Connection Inc.

Canadian Issues: A Contemporary Perspective, Recommended, Student, Teacher Resource, Print Materials, Supplier: Oxford University Press (Ontario).

Canadians in the Global Community, Social Studies, Recommended, Student, Teacher Resource, Multi-media, Pearson Education Canada.

Citizenship: Rights and Responsibilities, Canada 21, Author(s): Aliphat et al, Recommended, Student, Teacher Resource, Print Materials, Supplier: Pearson Education Canada.

Trading Futures: Living in a Global Economy, Nature of Things, Recommended, Student, Teacher Resource, Video, Supplier: B.C. Learning Connection Inc.

HISTORY 12

Grade 12

Old Empires, New Nations, The Longman History Project, Recommended, Student, Teacher Resource, Print Materials, Supplier: Pearson Education Canada.

The Party's Over; From Here to Democracy, Social Studies, Recommended, Student, Teacher Resource, Video, Supplier: B.C. Learning Connection Inc.

From Marx to McDonalds, From Here to Democracy, Recommended, Student, Teacher Resource, Video, Supplier: B.C. Learning Connection Inc.

Global Forces of the Twentieth Century, Second Edition, Author(s): Mitchener, E.; Tuffs, Joanne, Recommended, Student, Teacher Resource, Print Materials, Supplier: Reidmore Books Inc.

A Time for Justice: America's Civil Rights Movement, Recommended, Student, Teacher Resource, Video, Supplier: B.C. Learning Connection Inc.

The World This Century: Working with Evidence, Author(s): De Marco, Neil, Recommended, Student, Teacher Resource, Print Materials, Supplier: Irwin Publishing.

1929–1941: The Great Depression, Recommended, Student, Teacher Resource, Video, Supplier: BC Learning Connection Inc.

LAW 12

Grade 12

All About Law: Exploring the Canadian Legal System, Fourth Edition, Author(s): Gibson, Dwight L. et al, Recommended, Student, Teacher Resource, Print Materials, Supplier: Nelson Thomson Learning.

Guide to the Employment Standards Act, Recommended, Student, Teacher Resource, Print Materials, and Supplier: Ministry of Labour - Employment Standards Branch.

Law Flow Charts, Recommended, Student, Teacher Resource, Print Materials, Supplier: Law Courts Educational Society.

Learning About Law, Recommended, Student, Teacher Resource, Print Materials, and Supplier: McGraw-Hill Ryerson Ltd. (Ontario).

Standoff At Gustafsen Lake, The National, Recommended, Student, Teacher Resource, Video, Supplier: B.C. Learning Connection Inc.

CAREER AND PERSONAL PLANNING

Grade 8

Open Doors: A Gender Equity Instruction Kit, Author(s): Aman, Cheryl-Lynn; Munro, Sheila, Recommended, Teacher Resource, Print Material, Supplier: BCTF Lesson Aids Service.

The Real Game, Recommended, Student Teacher Resource, Games/Manipulatives, Supplier: YES Canada - BC (Career Resources Distribution Centre).

Sexual Harassment: It's Hurting People, Recommended, Student, Teacher Resource, Video, Supplier: B.C. Learning Connection Inc.

Grade 10

How to Choose a Career, Video, Career Options Series, Recommended, Student, Teacher Resource, Supplier: B.C. Learning Connection Inc.

Is it Love...or is it Gross? Is it Sexual Harassment?, Video, Recommended, Student, Teacher Resource, Supplier: B.C. Learning Connection Inc.

It's a Free Country, A Question of Justice Law Videos Series, Recommended, Student Teacher Resource, Supplier: McGraw-Hill Ryerson Ltd. (Ontario)

Pathways—Solving Problems on the Job, Pathways, Print Materials, Recommended, Student Teacher Resource, Supplier: Nelson Thomson Learning.

Resource Materials for Anti-Racist Education, Author(s): Equal Opportunity Office; Toronto Board of Education, Recommended, Teacher Resource, Print Materials.

Grades 10, 11 and 12

Success in the Workplace, Second Edition, Author(s): Neufeld, Berne J., Recommended, Student, Teacher Resource, Print Materials, Grades 10, 11 and 12, Supplier: Pearson Education Canada.

Student Worksafe Modules, Multi-media, Recommended, Student, Teacher Resource, Grades 10, 11 and 12, Supplier: Workers' Compensation Board of British Columbia.

In Real Life: Sexual Harassment in Schools, Video, Recommended, Student, Teacher Resource, Grades 11 and 12, Supplier: B.C. Learning Connection Inc.

The Lone Female Driver, Video, Recommended, Student, Teacher Resource, Grades 11 and 12, Supplier: B.C. Learning Connection Inc.

Not For Sale: Ethics in the American Workplace, Video, Recommended, Student, Teacher Resource, Grades 11 and 12, Supplier: B.C. Learning Connection Inc.

Put Work In It's Place: How to Redesign Your Job to Fit Your Life, Author(s): O'Hara, Bruce, Recommended, Teacher Resource, Print Materials, Grades 11 and 12, Supplier: New Star Books Ltd.

Win/Win, Multi-media, Recommended, Student, Teacher Resource, Grades 11 and 12, Supplier: The Peace Education Foundation.

Your Boss and You, Video, Recommended, Student, Teacher Resource, Grades 11 and 12, Supplier: B.C. Learning Connection Inc.

Where the Jobs are: Career Survival for Canadians in the New Global Economy, Author(s): Campbell, Colin, Recommended, Professional Reference, Print Materials, Grades 11 and 12, Supplier: Irwin Publishing.

Work Experience Handbook: Guidelines, Policy and Best Practices, Recommended, Teacher Resource, Print Materials, Grades 11 and 12, Supplier: Office Products Centre.

ONLINE RESOURCES

There are many great sites to begin exploring the issues presented in this guide. Here are some places to begin (and also some of our favourites!).

www.bctf.ca Includes a very extensive set of selected links, including a section on "Labour", other professional teacher organizations, and education networks. Within the "TEACHER newsmagazine (back issues online) are articles on "those powerful unions" (1999–11), "women's history" (1998–05), "the solidarity strike of 1983" (2000–02), "surrey teachers' strike, 1973" (2000–05), "Ontario teachers' strike" (1998–03, 1998–01), "international programs" (1998–10), "international solidarity" (1999–10, 1999–05, 1998–11), "Seattle/MAI" (2000–02, 1997–11, 1998–030, and social justice unionism (1998–09, 2000–03).

www.bcfed.com Includes links to all affiliates, child labour links, current disputes, union facts, how to organize, government links, and a youth page.

www.osstf.on.ca The Ontario Secondary School Teachers' Federation has an enormous number of labour and teacher links through its "federations and unions on the internet page.

www.clc-ctc.ca The Canadian Labour Congress web site includes links to all its affiliated unions, labour councils, federations, internationals and various think-tanks. It also has sections on social justice, child labour, globalization, health & safety, a BC Union Buy Union directory, and a youth and unions page.

www.ilo.org The International Labor Organization site explains the origins of the ILO, what are the ILO standards and Human rights (and glossary of), and national compliance reports.

www.lrb.bc.ca The BC labour Relations Board site includes annual reports, bulletins, decisions, and various sets of data, and code changes.

www.cirb-ccri.gc.ca The Canadian Industrial Relations Board site covers unionized sites for employees engaged in federal jurisdiction industries. Its site also includes annual reports, data and dispute rulings and decisions.

www.canada.gc.ca The federal government web site will link to all departments and other levels of government (provincial and municipal).

www.gksoft.com/govt/en/ A portal to the web sites of governments worldwide, with more than 13,000 entries.

www.cia.gov/ The CIA web site is very interesting, check out the publications and links.

www.nlc-bnc.ca/6/index-e.html Provides a guide to Canadian labour resources from the National Library of Canada. www.ncl-bnc.ca/services/ewebsite.html will provide the library's worldwide labour history web sites.

www.civilization.ca/membrs/canhist/labour/lab01e.html Will provide an online web site from the Canadian Museum of Civilization that tours Canadian Labour History (1850–1999).

www.schoolnet.ca The Canadian SchoolNet site allows searches on a wide range of topics, including learning resources.

www.mayweek.ab.ca/ A thorough Canadian web site on May Day history and events from a labour movement perspective.

www.worldbook.com/fun/cinco/html/cinco.htm May the 5th history and celebrations in Mexico (major revolutionary holiday).

www.iww.org/ The "Wobblies" (Industrial Workers of the World) still live! Visit them online, and find out about their past, and their present (including organizing on campus and the youth activist movement).

www.labourstart.org A general online news sheet on the top labour stories of the day and the week worldwide.

www.labor.net.org/ Another fine online news sheet of labour stories from many sources.

www.straightgoods.com/ Bills itself as "Canada's independent online source of you can use". It is not labour sponsored, but has an activist perspective.

www.igc.apc.org/unitedelect/alert.html (MLNA) is produced in collaboration with the Labor Front (Frente Autentico del Trabajo-FAT) of Mexico and the United Electrical Workers (UE) of the United States. This monthly is the best source of Mexican labor news online.

www.calm.ca/ The Canadian Association of Labour Media provide articles, graphics and resources to members (individual, groups or union) allowing full access and right to use.

www.web.net/~uas/ The Union Art Service is a co-operative of Canadian Political Artists allowing publication to members (individual and group).

www.cfp-pec.gc.ca Canadian Centre for Foreign Policy Development.

www.policyalternatives.ca The Canadian Centre for Policy Alternatives.

www.ontoottawa.ca Interactive site about the On-to-Ottawa Trek.

www.workingtv.com Working TV, the site offers online video and orders.

www.members.home.net/pnlha The Pacific Northwest Labour History Association.

www.maquilasolidarity.org Good general site on the fight against sweatshop labour in Maquiladoras.

www.ourtimes.web.ca Our Times is "Canada's Independent Labour Magazine. An excellent publication.

www.mlec.org Metro Labour Education Centre web site.

www.capcollege.bc.ca/programs/labourstudies Capliano Colleges Labour Studies Program offers a wide range of credit and non-credit courses for working people in the evenings and weekends.

Major Labour Organizations

CANADA

- 1800s** **Knights of Labour** *Started in 1869, in Philadelphia; swept across Canada in the 1880s*
-pioneers in industrial unionism
-organized semi-skilled and unskilled workers
-co-founded Canadian Trades and Labour Congress
-declined because of conflict with American Federation of Labour
- 1834** **Printers' Union** *Toronto union*
-held strike in 1872, victory in the form of Trade Union Act
- 1836** **International Typographical Union (CTU)**
-one of the first unions in Canada
-later merged with ITU, lead historic strike in Toronto, 1872
- 1871** **Toronto Trades Assembly** *Group of trade unions from Toronto*
-campaign for shorter hours
-instrumental in establishing the Trade Union Act
-moved toward a National Labour Assembly
- 1873** **Canadian Labour Union (CLU)** *First National labour-centre; Toronto base*
-lasted for three conventions until an economic recession caused its end
- 1886** **Trades and Labour Congress (TLC)**
Toronto base with delegates from across Canada; national labour body
-forerunner of Canadian Labour Congress of today
-influenced by American Federation of Labour (AFL)
-international union policy
- 1903** **National Trades and Labour Congress changing to**
1927 **Canadian Federation of Labour (CFL)** *Aimed at building a purely Canadian trade union system*
-formed after TLC opted for closer relations with the AFL and international unionism
-anti-international policy
- 1903** **International Brotherhood of Teamsters (the Teamsters)**
-1.5 Million members worldwide, about 102,000 members in Canada (35 locals)
-began in the US Mid West with team drivers (1898), and grew when championed by AFL leader Samuel Gompers
- 1905** **Industrial Workers of the World (IWW or Wobblies)** *Originated in Chicago; aim to overthrow the capitalist system by and for the workers; had 10,000 Canadian members by 1911*
-organized workers into industrial unions
-pioneered strike on-the-job, mass sit-downs and organization of the unemployed, migrant and im-migrant workers
-declined during WW 1 when governments outlawed the organization

- 1919 One Big Union (OBU)** *Predominantly western Canadian organization*
 -arose out of the fight for a united, militant, Canadian trade union movement
 -industrial unionism policy
 -short-lived strength
- 1919 International Labour Organization (ILO)**
 -Tripartite world body representing labour, management, and government
 -an agency of the United Nations, it disseminates labour information and sets (and monitors) minimum labour standards
- 1927 All-Canadian Congress of Labour (ACCL)**
Started by the Canadian Brotherhood of Railway Employees (CBRE); came out of the CFL
 -objective of achieving the complete independence of the Canadian labour movement
- 1937 Industrial, Wood and Allied Workers' of Canada (IWA-Canada)**
 -founded to represent the interests of loggers and mill workers in the Pacific Northwest
 -was the largest union in B.C. after World War II, but has declined in membership until recent years
- 1938 Congress of Industrial Organizations (CIO)**
American organization formed because of split in AFL over craft vs. industrial unions
 -Canadian implication: TLC followed AFL example and expelled any CIO unions
- 1940 Canadian Congress of Labour (CCL)**
Merger between CIO unions and All-Canadian Congress of Labour
 -emphasized organizing the unorganized
 -autonomous Canadian body
 -flexible membership acceptance
- 1944 International Longshoremen's and Warehousemen's Union (ILWU)**
 -roots go right back to the Knights of Labor (1888), and through the International Longshoremen's Association (1912-1923); in B.C. is made up of thirteen autonomous local units
 -there were earlier attempts to establish B.C. chartered locals in B.C. at New Westminster (1937) and Vancouver (1938) but both failed
- 1956 Canadian Labour Congress (CLC)**
Merger between Trades and Labour Congress and Canadian Congress of Labour
 -main central labour body of today
 -over two million members in 1976
- 1963 Canadian Union of Public Employees (CUPE)**
 -Canada's largest union, with 485,000 members; formed by merger of two previous public sector unions
 -includes school boards, hospitals, municipalities, universities, utilities, libraries, transit and other public facilities
- 1979 United Food and Commercial Workers, International Union (UFCW)**
 -more than 10,000 members in Canada (with more than 100,000 in North America)
 -formed by the merger of two previous unions

- 1985 Canadian Auto Workers (CAW)**
 -largest private sector union in Canada, representing 245,000 members in a wide range of industries
 -formed when it broke away from its International, the United Auto Workers (see NFB film "Final Offer")
- 1988 Canadian Union of Postal Workers (CUPW)**
 -represents 49,000 workers at Canada Post, and 15 bargaining units
 -Earliest beginning as Federated Association of Letter Carriers (1891), the current union is the result of the merger of the letter carriers with other postal unions
- 1992 Communications, Energy, and Paperworkers' Union of Canada (CEP)**
 -150,000 members, one of Canada's largest unions
 -formed by merger of three earlier unions

BRITISH COLUMBIA

- 1886 International Typographic Union (ITU)**
 -first fully certified union in B.C., and has the oldest existing charter
- 1893 Western Federation of Miners (WFM)**
 -created in Montana, crossed border into B.C. at Rossland in 1895
 -lead bitter 1901 Rossland strike
- 1910 British Columbia Federation of Labour (BCFL)**
 -affiliation of labour unions representing about 450,000 members
 -dominant voice of organized labour in B.C.
- 1916 British Columbia Teachers' Federation (BCTF)**
 -represents over 44,000 public school teachers and related members
- 1916 International Union of Mine, Mill and Smelter Workers (Mine-Mill)**
 -formerly within WFM, Mine-Mill was weakened in the 1917 Trail. It became powerful in the 1930s and was one of the founders of the Congress of International Organization (CIO)
 -was seen as a "Red" union in the 1950s. It merged with the United Steel Workers in 1967
- 1944 Hospital Employees' Union**
 -more than 46,000 members in over 400 health care facilities and agencies
- 1945 United Fishers and Allied Workers' Union (UFAWU)**
 -organized from the uniting of smaller fishery unions in the early 1940s
 -at its height in the late 1990s it had more than 4,000 members, it voted to merge with the CAW in 1996
- 1968 British Columbia Government Employees' Union (BCGEU)**
formerly BC Government Employees' Association (BCGEA)
 -60,000 members, representing more than 400 bargaining units
 -also represents some private sector theatres, child care centres and hotels

TIMELINE: WORKERS TAKE TWO STEPS FORWARD, ONE STEP BACK

Key events that influenced today's labour movement.

- 1815 Hatters in Quebec City walk out to demand improvements.
- 1872 Workers in Ontario fight for the nine-hour day; federal Trade Union Act removes penalties for belonging to a union.
- 1877 Miners strike in Dunsmuir mines on Vancouver Island. The mines were very dangerous. Between 1879 and 1909, 206 miners (including 70 Chinese miners) died in five major disasters in Vancouver Island mines. Safety concerns were key.
- 1880's 10-hour work days is still standard.
- 1880's Unlike most unions, which organized exclusively by "craft," the new Knights of Labour organizes all workers regardless of skill, gender, or nationality. The Knights were involved in most major strikes in Ontario.
- 1882 First major strike of women workers in Toronto. Women shoemakers strike for union recognition, uniform wages, and a wage advance.
- 1885 Canadian Parliament passes "An Act to Restrict and Regulate Chinese Immigration to Canada" that places a \$50 head tax (later raised to \$100 and then \$500) which initially discouraged women and children from accompanying the men workers and later banned immigration from China altogether.
- 1886 Dominion Trades and Labour Congress (TLC) is formed in Canada, and American Federation of Labour (AFL) in U.S.
- 1886 Ontario Factory Act ends "legal" child labour. At the time, children made up 11% of the Toronto workforce.
- 1890 Hundreds of thousands of workers in Europe, North and South America turn the first May Day into an international festival of working class solidarity, linking-the demand for the eight hour day and the Chicago Haymarket Massacre, with a larger vision of a more humane society. For most of Europe and South America, May Day remains "Labour Day."
- 1894 Labour Day becomes a holiday after the Labour Congress in Toronto asks that the first Monday in September be designated.
- 1897 Vancouver Trades and Labour Council begins to lobby for free libraries, evening and technical schools, and the establishment of public parks.
- 1898 Nanaimo miners elect Ralph Smith as MLA on their Liberal/Labour platform.
- 1903 Union organizer Frank Rogers is fatally shot in Vancouver by company gun thugs while picketing during the United Brotherhood of Railway Employees (UBRE) strike against CPR.

- 1904 Socialist Party of Canada is formed.
- 1905 Industrial Workers of the World (IWW or “Wobblies”) are formed in Chicago.
- 1907 In Vancouver, race riots erupt. Businesses and homes of Chinese and Japanese people were smashed by white mobs carrying signs “for a white Canada.”
- 1907 The federal Industrial Disputes Investigation Act, known as the Lemieux Act, Canada’s first significant labour legislation is passed. It provides for government inquiries and conciliation of labour disputes.
- 1908 On March 8, women in New York’s garment industry spontaneously walk out to protest sweatshop conditions, where women and girls as young as 13 slave for 14-hour days in terrible and dangerous conditions. The walkout led to a six day 54 hour week. In 1910 the day was adopted as International Women’s Day.
- 1910 The B.C. Federation of Labour is formed (first).
- 1912 Vancouver Island miners strike Canadian Collieries (Dunsmuir again—see 1877) mines.
- 1912 Vancouver Trades and Labour Council newspaper argues that women’s wages need to be raised to curtail prostitution, as women “could not support themselves on the low wages paid to them by employers.”
- 1912 IWW wins the right to make speeches on public property.
- 1912 IWW strikes the CN and GTP railway construction sites.
- 1914
- 1914 150 Sikhs, from India, wishing to immigrate to Canada, are refused entry. Their ship, the *Komogata Maru*, is kept in Vancouver’s harbour for three months before finally returning to India.
- 1914 Trades and Labour Congress calls for equal pay for work of equal value—targeted at wages of ethnic minorities.
- 1916 First B.C. Workmen’s Compensation Act passes—for workers injured on the job.
- 1916 Women get the vote for federal elections.
- 1917 B.C. is the fifth province to extend the vote to women in provincial elections.
- 1918 Mine workers organizer, Albert “Ginger” Goodwin, is killed in Cumberland: Vancouver Workers respond with a one-day general strike.
- 1919 Winnipeg General Strike—although smashed by the Citizens League and the government use of armoured tanks against the strikers—leads to major gains for workers. Vancouver sympathy strikes lasted two weeks beyond the six week strike in Winnipeg. Telephone operators were the last to return. In the next Manitoba election, 11 of the labour leaders were elected.
- 1920 Minimum-Wage Act passes—setting minimum wage for the first time. Fewer than half of women workers were covered.

1920 B.C. Federation of Labour collapses.

1920s Racial minorities, excluded from most trade unions, form their own organizations like the Japanese
–1930s Camp and Mill Workers.

1921 First federal election occurs since women get the vote. Agnes MacPhail is elected as the first woman sitting in the House of Commons, in Ottawa. She was re-elected four times.

1921 Communist Party of Canada is formed.

1926 All-Canadian Congress of Labour, made up of the One Big Union (OBU), Canadian Federation of Labour (CFL), and others is formed as a rival to the Trades and Labour Congress.

1927 Old age pensions are introduced

1929 Under the British North America (BNA) Act, which affirmed British Common Law, "Women are persons in matters of pains and penalties but are not persons in matters of rights and privileges." This was the law in Canada until the "Persons Case" when a Judicial Committee of the Privy Council in England overruled a Supreme Court of Canada decision of 1928. Women were now "persons." The case was led by Emily Murphy and other suffragettes.

1930s The "Dirty Thirties" of the Depression. By 1932 1,800,000 were on welfare, and 1/3 were unemployed with no UIC.

1930s Anti communist laws are used to jail and/or deport union activists.
–1940s

1932 The Cooperative Commonwealth Federation is formed (It became the NDP in 1961).

1935 Vancouver longshore workers fight the "Battle of Ballantyne Pier" on Bloody Sunday.

1935 Unemployed from the Relief Camp Workers' Union pour into Vancouver to demand "work and wages" of 50 cents/day. They are read the riot act and dispersed. They decide their grievance is with the federal government. Over 900 men jumped atop the trains in Vancouver for the On-to-Ottawa trek. The trek was stopped in Regina, where the men were attacked. Many were injured, and one was killed. The relief camps were soon abolished and the R.B. Bennett government lost the next federal election.

1937 400 Canadians (many from the On-to Ottawa Trek) join the Mackenzie-Papineau Battalion as part of the International Brigade that fought, unsuccessfully, to maintain democracy in Spain against Franco's fascism.

1938 Camp Jubilee is built by organized labour on Indian Arm for children of low wage-workers.

1938 The unemployed stage "sit downs" by occupying the main post office (now Sinclair Centre), the old Art Gallery on West Georgia, and the Georgia Hotel. The protestors were eventually gassed, and beaten with wire whips as they tried to get out.

1938 During an IWA strike, Local Vice-President Bob Gardner is arrested at 3 a.m. on a made-up charge. He was severely beaten in police custody and later died of his injuries.

- 1938 Unemployed workers sit in at the main Vancouver Post Office, the Georgia Hotel, and the Vancouver Art Gallery. A month later, they were gassed out and beaten by police. The dispute spilled into a riot in the streets.
- 1939 J.S. Woodsworth, CCF leader and former B.C. labour activist, introduces a bill in Parliament making it unlawful to interfere with workers' right to organize. The bill passed, but it only applied federally—not to provincial labour laws.
- 1940 Canadian Congress of Labour (CCL) is formed by a merger of other organizations.
- 1941 Unemployment insurance is introduced during a period of low (4.4%) unemployment rates and highest wage levels ever in Canada.
- 1944 PC 1003 (Privy in Council)—important law for Canadian Workers—that legislates union recognition (requiring employers to bargain for the first time) and requires a grievance procedure, but obligates unions to work during the collective agreement and use the grievance procedure rather than down tools.

Until now, most strikes were for union recognition—not just the right to belong to a union, but a requirement that employers actually negotiate with the Union. PC 1003 made that mandatory, and strikes that followed tended to focus more on wages and working conditions.
- 1944 Second B.C. Federation of Labour is formed.
- 1944 Family allowance (baby bonus) begins—adding a week's income to a poor family with three to four children
- 1945 Justice Ivan Rand, arbitrator in a 99-day strike against Ford in Windsor Ontario, conceives a compromise to resolve the dispute on dues check off. The "Rand Formula," later adopted across Canada, allowed employees in a new certification to opt out of the union, but pay union dues regardless, since they benefit from the terms that the union negotiates.
- 1947 Workers win vacation pay.
- 1951 Old Age Security is introduced.
- 1950s Red purges—communists and suspected communists are expelled from unions in Canada and U.S.
–1960s The government favours "co-operative" unions that keep the peace and expel socialists.
- 1953 The Canada Fair Employment Practices Act prohibits ethnic and religious discrimination in employment and for union membership.
- 1956 The Canadian Congress of Labour (CCL) and the Trades and Labour Congress (TLC) merge to form the Canadian Labour Congress (CLC), representing 80% of Canadian organized labour.
- 1956 The Unemployment Assistance Act is adopted.
- 1959 After a two-year campaign, the IWA certifies camp loggers in Newfoundland. The company refused the demands for hot and cold water in the camps, food other than beans, increased pay, and reduced hours. The Smallwood government passed legislation to decertify the union and used police to smash the subsequent strike and ultimately the union.

- 1960 Aboriginal people get the right to vote federally.
 - 1961 The CLC formally allies itself with the Cooperative Commonwealth Federation (CCF), which became the New Democratic Party (NDP).
 - 1962 Saskatchewan's NDP government introduces public medical plan—doctors strike for three weeks in resistance.
 - 1963 The Canadian Union of Public Employees' (CUPE) is formed in Winnipeg. It merged the national Union of Public Service Employees (NUPSE) and the National Union of Public Employees (NUPE). Now the largest union in Canada, CUPE has over 460,000 members.
- 1960s–1980s Many Canadian Unions (Canadian Auto Workers and the IWA) break away from U.S. based internationals or set up as new Canadian based organizations (e.g., Independent Canadian Transit Union—ICTU).
- 1966 Canadian Pension Plan (CPP) begins—minority Liberal government forced to pass this and other progressive reforms 1962–68.
 - 1966 Canadian government introduces the National Medicare Insurance Act. Responsibility for administration was assigned to the provinces, and implementation occurred two years later in 1968.
 - 1968 Medicare is nationalized.
 - 1968 HEU begins province wide bargaining for a first master agreement.
 - 1970 HEU wins human rights case to secure compensation for 25 radiology and physical medicine attendants. First successful case of a union claiming wage discrimination on the basis of gender.
 - 1970 HEU Convention delegates decide the union should begin organizing in private hospitals.
 - 1970s Labour participates in one of the longest and most successful boycotts in North America—refusing to buy California grapes in support of farm workers there.
 - 1971 UIC coverage and benefits are expanded.
 - 1972 CPP and family allowances are improved.
 - 1972 Association of University and College Employees (AUCE) and the Service, Office, and Retail Workers' Union (SORWUC) are formed as feminist unions in response to the resistance of mainstream, male-dominated labour to organize traditional women's jobs, or to bargain for issues of importance to women. They also applied feminist principles to collective decision making and action. Neither exists today.
 - 1975 Trudeau introduces the first peacetime compulsory wage and price controls. They lasted three years and only controlled wages.
 - 1976 A day of protest over wage and price controls is held. A million workers strike on October 14th, a year after controls are introduced.

- 1982 The Compensation Stabilization Plan (CSP), public-sector wage controls, is introduced.
- 1983 Solidarity (BC)—Operation Solidarity and the Solidarity Coalition form to oppose the Socred government's attack on the public sector, labour, social services, and community. 60,000 marchers protested at the Socred Convention in Vancouver, and over 100,000 workers were involved in strike actions. Ended by the "Kelowna Accord".
- 1985 Federal Child Tax Benefit (CTB) replaces family allowances. Not indexed for inflation, the CTB has been a detriment for poor families.
- 1987 The Socred government, led by Bill Vander Zalm, passes Bill 19 despite a one-day general strike. The act replaced the Labour Relations Board with Industrial Relations Council and amended the Code significantly against workers and unions. The B.C. Federation of Labour and its affiliates boycotted the IRC, led by Ed Peck, until the NDP were re-elected and returned the LRB.
- 1990 Parental Leave (10 weeks) is added to Unemployment Insurance (UIC).
- 1991 Public Service Alliance of Canada (PSAC) members suffer seven years of wage freezes. Introduced
–1997 by the Tories, the freeze is worsened by Liberals in 1995, when they add increment freezes.
- 1993 B.C. Farm workers are included under the Worker's Compensation Act and eligible for WCB.
- 1994 Following eight years of opposition and demonstrations, the Free Trade Agreement (FTA) is signed between the U.S.A. and Canada, and then the North American Free Trade Agreement (NAFTA) which includes Mexico.
- 1995 Laundry workers in Alberta hospitals have a 10-day wildcat strike against privatization, and win their demands.
- 1995 Ontario Days of Action protest against regressive cuts and legislation by the Harris government.
–1999
- 1998 The MAI, an international trade deal placing corporate interests ahead of sovereignty is withdrawn after the agenda is exposed by organized labour and non-governmental organizations (NGOs).
- 1998 Canadian Auto Workers (CAW) organizes Starbucks in Vancouver and McDonald's workers in Squamish.
- 1998 The Public Service Alliance (PSAC) wins a Human Rights Tribunal against the Federal Government for pay equity. The Tribunal found the government in violation of its own laws against discrimination by refusing to pay equal wages for work of equal value. The government responded by filing an appeal, and workers across the country held spontaneous strikes for the day. A negotiated collective agreement provided significant remedy for a majority of affected workers, but the decision on the appeal is still pending.
- 1998 Community Social Service Sector Unions join in solidarity as a single bargaining table.
–1999
- 1999 Alberta Labour works in coalition to derail Bill 37, Ralph Klein's legislation for private acute-care hospitals.

- 1999 Nurses in Saskatchewan and Quebec defy back-to-work legislation. The Saskatchewan government even defers an election, knowing the public supported the nurses and striking CUPE hospital workers.
- 1999 McDonald's workers decertify 10 months after joining the Canadian Auto Workers.
- 1999 The World Trade Organization (WTO) meets in Seattle in November to revive the key components of the MAI.
- 1999 The Supreme Court of Canada finds that it is discriminatory to deny benefits to same-sex partners.
- 1999 24-hour shifts are eliminated for B.C. Social Service workers.
- 2000 World March of Women brings together women from almost 1,400 organizations representing 113 countries to protest poverty and violence.

GLOSSARY OF LABOUR TERMS

Affiliate Union: A union that is a member of a group of unions, such as the B.C. Federation of Labour.

Agreement Collective: A contract (*agreement* and *contract* are used interchangeably) between union(s) acting as bargaining agents, and employer(s) covering wages, hours, working conditions, fringe benefits, rights of workers and union, and procedures to be followed in settling disputes and grievances.

American Federation of Labour: Congress of Industrial Organizations (AFL-CIO)—A federation of craft and industrial unions, as well as unions of a mixed structure in the United States, the U.S. counterpart of the Canadian Labour Congress.

Arbitration: A method of settling disputes through the intervention of a “third party” whose decision is final and binding. The Union and the Employer are the first two “parties” to an agreement. An outside person such as a neutral arbitrator is called a “third party.” Most common is a single arbitrator, or a board consisting of a chairperson and a representative from each the Union and employer. Arbitration is often used to settle major grievances and to settle contract interpretation disputes. *Voluntary arbitration* is that agreed to by the parties without statutory compulsion. *Compulsory arbitration* is that imposed by law. Governments sometimes impose it to avoid a strike or to end one.

Assessment: Special charges levied by unions to meet particular financial needs, in addition to regular union dues.

Bargaining Agent: Union designated by the labour relations board as the exclusive representative of all employees in a bargaining unit for the purpose of collective bargaining. Individual employees are thereby prohibited from bargaining individually with the employer.

Bargaining Unit: Group of workers in a craft, department, plant, firm industry, or occupation, determined by a labour relations board or similar body as appropriate for representation by a union. Defines which employees are members of the union(s).

Blue-Collar Workers: Production and maintenance workers, as contrasted to office and professional personnel.

Canadian Labour Congress (CLC): Canada's national labour body representing over 60% of organized labour in the country.

Certification: Official designation by the labour relations board of a union as sole and exclusive bargaining agent following a proof of majority support among employees in a bargaining unit.

Checkoff: A clause in a collective agreement authorizing an employer to deduct union dues and sometimes other assessments, and forward those funds to the union.

Closed Shop: A provision in a collective agreement whereby all employees in a bargaining unit must be union members.

Collective Agreement: See Agreement.

Collective Bargaining: Method of determining wages, hours, and other conditions of employment through direct negotiations between the union (representing the membership “collective”) and the employer. Normally, the result of collective bargaining is a written contract that covers all employees in the bargaining unit.

Company Union: A group of employees frequently organized or inspired by management and usually dominated by the employer.

Contracting Out: An employer's having work performed by an outside contractor and not by a regular employee of the unit. Not to be confused with a subcontracting which is the practice of a contractor delegating part of the work to a subcontractor.

Contract: See *Agreement*.

Contract Proposals: Proposed changes to the collective agreement put forward by the union or the employer and subject to collective bargaining.

Craft Union: Also called *horizontal union*. Evolved from guilds, a trade union that organizes on the principle of limiting membership to some specific craft or skill (electricians, plumbers, etc.). In practice, many traditional craft unions now also enroll members outside the craft field, thereby resembling *industrial unions*.

Decertification: Withdrawal by a labour relations board of its certification of a union as exclusive bargaining representative, usually on the basis of a vote by employees.

Discipline Clause: A section of a collective bargaining agreement reserving to management the right to penalize employees for disobedience.

Dues: Payments by union members for the financial support of their union.

Employment Standards Act: Laws to cover wages, hours of work, and conditions for non-union workers.

Federation of Labour: A federation, chartered by the Canadian Labour Congress, grouping local unions and labour councils in a given province.

Fringe Benefits: Non-wage benefits, such as paid vacations, pensions, health and welfare provisions, life insurance, etc., the cost of which is borne in whole or in part by the employer. Also called perquisites, thus the term perks.

Grievance: Complaint against management by one or more employees, or a union, concerning alleged breach of the collective agreement or injustice. The last step of the procedure is usually arbitration. By law, every collective agreement must have a grievance procedure, to be used without disruption of work.

Industrial Union: Also called *vertical union*. A trade union that organizes on the principle of including all workers from one industry or workplace, regardless of their craft or whether they are skilled or unskilled. See *Craft Union*.

Injunction: A court order restraining an employer or union from committing or engaging in certain acts (e.g., picketing a particular location).

International Labour Organization (ILO): Tripartite world body representative of labour, management, and government; an agency of the United Nations. It disseminates labour information and sets minimum international labour standards, called *conventions*, offered to member nations for adoption. Its headquarters are in Geneva, Switzerland.

International Union: A union that has members in more than one country. Typically refers to a United States based union with members in Canada.

Job Security: A provision in a collective agreement protecting a worker's job as in the introduction of new methods or machines.

Jurisdictional Dispute: A dispute between two or more unions regarding which one will represent a group of employees or whose members will perform a certain kind of work.

Labour Council: An organization composed of locals of CLC-affiliated unions in a given community or district.

Labour Relations Board: A board established under labour relations legislation to administer labour law: certification of trade unions as bargaining agents, investigation of unfair labour practices, and other functions prescribed under the legislation.

Layoff: Temporary, prolonged, or final separation from employment as a result of lack of work.

Leave of Absence: Permitted absence for an employee for a limited period, ordinarily without pay.

Local (Union): The basic unit of union organization. Trade unions are usually divided into a number of locals for the purposes of local administration. The locals elect their own officers. They are usually responsible for the day-to-day administration of the collective agreements covering their members.

Lockout: A labour dispute in which management refuses work to employees or closes its establishment in order to force a settlement on its terms.

Management Rights, Employer Rights: The body of rights including hiring, scheduling of hours of operation, and contracting that management generally contends are not proper subjects for collective bargaining.

Master Agreement: A union contract setting basic standards for employers and unions covered by the agreement, who will negotiate further on local subjects.

Mediation: A means of settling labour disputes whereby the contending parties use a third person—called a *mediator*—as a neutral go-between.

N. D. P.: The New Democratic Party has been called the *political arm* of organized labour. Since its creation as the CCF in 1932, it has fought on behalf of workers for better pensions, labour laws, working conditions, medicare, unemployment insurance, human rights, and other progressive ideas in the legislatures across Canada. Many of the benefits that working people enjoy today can be credited to the policies, actions, and dedication of the NDP.

National Union: A union whose membership is confined to Canada.

No-Strike Clause: A contract clause restricting the freedom of workers to strike during the life of the agreement and requiring workers to settle their disputes through the grievance procedure. Compulsory in all provincial labour acts.

Open Shop: A shop in which union membership is not required as a condition of securing or retaining employment.

Picketing: Patrolling near employer's place of business by union members—*pickets*—to publicize the existence of a labour dispute, persuade workers to join or support a strike or join the union, discourage customers from buying or using employer goods or service, etc.

Posting: Requiring a display of job vacancies available for competition within the bargaining unit.

Raiding: An attempt by one union to induce members of another union to defect and join its ranks.

Rand Formula: Also called *agency shop*. A union security clause in a collective agreement stating that the employer agrees to deduct an amount equal to the union dues from all members of the bargaining unit, whether or not they are members of the union, for the duration of the collective agreement. See *Checkoff*.

Recognition: Employer acceptance of a union as the exclusive bargaining representative for the employees in the bargaining unit.

Reopener: A provision calling for reopening a collective agreement at a specified time prior to its expiration for bargaining, or for stated subjects such as a wage increase, pension, health and welfare.

Seniority: An employee's status relative to other employees for determining order of lay off, promotion, recall, transfer, vacations, etc. Seniority is based on length of service.

Shop Steward: A union official who represents a group of members and the union in union duties, grievance matters, and other employment conditions. Stewards are usually part of the work force they represent.

Strike: A refusal to work by employees in combination or in accordance with a common understanding for the purpose of compelling an employer to agree to terms or conditions of employment. Usually the last stage of collective bargaining when all other means have failed. Except in special cases, strikes are legal when a collective agreement has passed its end date.

- A *rotating strike* or *hit-and-run strike* is a strike organized in such a way that only part of the employees stop work at any given time, each group taking its turn.
- A *sympathy strike* is a strike by workers not directly involved in a labour dispute—an attempt to show labour solidarity and bring pressure on an employer in a labour dispute.
- A *wildcat strike* is a strike not authorized by the union—often in violation of a no-strike clause.

Strikebreaker/Scab: A person who continues to work or who accepts employment to replace workers who are on strike. By filling jobs, scabs may weaken or break a strike.

Strike Vote: Vote conducted among members of a union to determine whether or not to go on strike.

Technological Change: Technical progress in industrial methods such as the introduction of labour-saving machinery or new production techniques. Often results in workforce reductions.

Trade Union: Workers organized into a voluntary association or union to further their mutual interests with respect to wages, hours, working conditions, and other matters of interest to the workers.

Trusteeship: The taking over of the administration of a local union's affairs, including its treasury, by the parent body.

Unfair Labour Practices: Those employer or union activities that are classed as “unfair” by labour relations acts.

Union Label; Bug: A tag, an imprint, or a design affixed to a product to show it was made by union labour.

Union Security: Provisions in collective agreements designed to protect the institutional life of the union. See *Checkoff*, *Closed Shop*, *Maintenance of Membership*, *Rand Formula*, *Union Shop*, and *Modified Union Shop*.

Voluntary Recognition: An employer and a trade union may agree that the employer will recognize the trade union as the exclusive bargaining agent of the employees in a defined bargaining unit.

Walkout: A loose term for *strike*.

White-Collar Workers: Workers in offices and other non-production phases of industry.

Work to Rule: A practice where workers obey all laws and rules pertaining to their work, thereby effecting a slow-down; a refusal to perform duties that are not explicitly included in a job description.

Working Conditions: Conditions pertaining to the worker's job environment, such as hours of work, safety, paid holidays and vacations, rest period, free clothing or uniforms, possibilities and advancement. Many are included in the collective agreement and subject to collective bargaining.

LAST WORDS

CLC'S NANCY RICHE MOVES LABOUR FORUM TO TEARS

Poem by St. Lucia activist evokes image of blood, tears and death for workers around the world under free trade

Nancy Riche, secretary-treasurer of the Canadian Labour Congress, welcomed delegates to the Labour Forum at the People's Summit in Quebec City April 18. "While they can't see us from inside The Wall of Shame, they will see our shadows," she told delegates. "And they will see the shadows of the thousands of men and women around the world who have been murdered because they belonged to trade unions." She received a standing ovation and moved many to tears—herself included—reading a poem by St. Lucia labour activist Henry Charles.

My sweat
You stole it
Every drop, every bit.
Bottled and shipped it
Destination—Wall Street where your mercenaries
Armed with attachés and designer suits
Record its arrival on balance sheets.
My blood
Every drop, every bit
You stole it
Deposited and wired it
Destination—Bay Street
Your loyal undertakers
Wash and transfer it
Yesterday, I died on a Bangkok Street.

*Henry Charles
Castines, St. Lucia
April 13, 2001*

SOLIDARITY 4EVER

VERSE 1

This sound came to be
A continuity
From the ashes of the old
This wisdom is gold
Brothers and sisters
It's time to look around
If we don't come massive
We'll be driven to the ground
It's a new millennium
New piece of history
All the workers come together
It's time for unity
While the rich just get richer
The poor keep on giving
It's a sign of the times
Reality's what we're living
The media is deception
We get handed lies
But you can't cheat a worker
Cuz a worker is wise
Day after day
We have to keep it going
Year after year
The Union keeps growing
Taken untold millions
That they never worked to earn
But without our brain and muscle
Not a single wheel could turn
Not a force on earth is weaker
Than the feeble strength of one
Solidarity forever
The Union makes us strong

CHORUS

All working peoples
It's time to come together
A Union makes us strong
Solidarity forever

VERSE 2

Yes, we kick it on da real
Make it so the people feel
Inspiration
Driving all the nation
End exploitation
Yes, we gotta pull together
Brothers and sisters
Yo, it's time for coordination
Through our sisters and our brothers
We can make our Union strong
For respect and equal value
We have done without too long
We no longer have to tolerate
Injustices and wrongs
Solidarity forever
Yes, the Union makes us strong
We're the ones who run the show
Just let everybody know
With our brains and our muscle
This is how we get hustled
Solidarity forever
Kick it to da people
Always keep it real
Yes, always keep it simple
There's not time for politicking
The clock keeps on ticking
We have to organize
Open our eyes
It's time to see the truth
It's reality
We have to make it solid
It's time for Unity

CHORUS

All working peoples
It's time to come together
A Union makes us strong
Solidarity forever

REPEAT VERSE 1

*UFCW Canada:
Solidarity 4ever lyrics and credits*