



Labour Education

Teaching Young People about the Labour Movement in Canada

A Professional Development
Steering Committee Project

OFFICERS ENGLISH
**Catholic
Teachers**
ASSOCIATION

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The Labour Movement in Canada has played, and continues to play, an important role in the development of the country. Since the 1880's, the Labour Movement has been a leader in the fight for wages, job security, comprehensive health benefits, scheduled work hours and safe working conditions for all employees. Trade unions have also helped to promote active and purposeful citizenship as well as championing the importance of political activism. As students prepare for their roles in the Canadian work force, it is important that they have an understanding of the positive results that collective action, unionism, has had on workers and their families, as well as the evolutionary nature of the labour movement. This document has been prepared with these two concepts in mind and is focused for use in Secondary School Cooperative Education Courses, the Grade 10 Civics Course and Grade 8 and 10 History Courses.

Table of Contents

Cooperative Education and Civic Courses and the Union Movement	1
Resources Overview	2

PART A

Union Movement Lesson Plan for Cooperative Education Courses	5
Overview	5
Reflection	9
Appendix 1 – History of Unions	10
Appendix 2 – Days of Interest	11
Appendix 3 – Glossary of Labour Terms	12
Appendix 4 – Terminology Activities	17
Appendix 5 – Unions and Collective Bargaining	19
Appendix 6 – Role Play Union – Management Negotiations	20
Appendix 7 – Guest Speaker Questions	23
Appendix 8 – Interview Questions	24
Appendix 9 – Ethics in the Workplace	25
Appendix 10 – Union Jeopardy	27
Appendix 11 – Concluding Task on Labour Unions	29
Appendix 12 – Resources for Lessons	31
Appendix 13 – History of Child Labour	32

PART B

Labour Education Across the Curriculum	35
Grade 8 History	36
Incorporating Labour Education into the Grade 8 History Program	.36
Appendix 1 – Labour Literature Circle – Suggested Activity38
Appendix 2 – Literature Circles and Role Sheets39
Grade 10 Civics	48
Unions Issues and Opportunities for Discussion in Grade 10 Civics	48
Appendix 1 – Civics Assignment50
Appendix 2 – Case Study 1, Section 1 – History of OECTA51
Appendix 3 – Case Study 1, Section 2 – Who is OECTA55
Appendix 4 – Case Study 2 – The Canadian Auto Workers56
Appendix 5 – Case Study 3, Section 1 – A Brief History of the Canadian Student Movement	.57
Appendix 6 – Case Study 3, Section 2 – About the Canadian Federation of Students	.61
Grade 10 History	64
Overview64
Appendix 1 – Labour Issues, Culminating Activity Debate66
Appendix 2 – Worksheet, Canadian Labour History67

Cooperative Education and Civic Courses and the Union Movement

RATIONALE

The intent of this document is to create a ready-to-use two and a half hour lesson plan for the labour study portion of the Cooperative Education course, along with optional materials for sections in the Grade 10 Civics, and Grade 7/8 and 10 History courses.

COOPERATIVE EDUCATION OBJECTIVES

The Policy and Procedure Document for the Cooperative Education and Other Forms of Experiential Learning (2000) states: edu.gov.on.ca/eng/curriculum/cooperative_education

2.3.1.4 – Unions and Collective Bargaining

- The topic of Labour Unions should be introduced in pre-placement orientation but some lessons are more effectively integrated into the classroom component of the course
- Students should be able to demonstrate their understanding of organized labour as well as of the evolutionary nature of the labour movement.

DETAILED OBJECTIVES

The mandate of the previous Ministry of Education Cooperative Education curriculum was even more specific. It included:

- Recognize the benefits to employees of collective action.
- Identify the types of unions and appreciate why unions were first developed.
- Understand how a union is formed and negotiation and grievance procedures.
- Understand the benefits of labour legislation: Canada Labour Code, Employment *Standards Act*.

TIME GUIDELINE

It is the more detailed objectives found in the former curriculum that was used to prepare this complete lesson plan. Approximately two and a half hours should be scheduled to cover the materials contained herein.

RESOURCES OVERVIEW

The resources are divided into two sections:

Part A – Union Movement Lesson Plan for Cooperative Education Courses

Lesson plan (2.5 hours) for the Cooperative Education Courses and Civics course with Appendices:

- Overview: Union Movement Lesson Plan
- Reflection: El Greco: Espolio
- Appendix 1: History of Unions
- Appendix 2: Days of Interest
- Appendix 3: Glossary of Terms
- Appendix 4: Terminology Activities
- Appendix 5: Unions and Collective Bargaining
- Appendix 6: Role Play Union-Management Negotiations – Student Activity
- Appendix 7: Guest Speaker Questions
- Appendix 8: Coop Interview Questions
- Appendix 9: Ethics in the Workplace
- Appendix 10: Union Jeopardy
- Appendix 11: Concluding Task on Labour Unions
- Appendix 12: Resources for Lessons on Unions and Collective Bargaining
- Appendix 13: The History of Child Labour

Part B – Labour Education across the Curriculum

The labour movement and unions have had a significant impact on the working people of Ontario. It is because of this fact and history that education about the labour movement has an important place in many areas of the K-12 education curriculum.

The final portion of this resource outlines some subject areas, other than the Cooperative Education Curriculum, where labour education can, and should exist.

This section will concentrate on the following three specific curriculum/grade areas:

1. Grade 8 History
2. Grade 10 Civics
3. Grade 10 History

Each section will briefly outline the connection between the particular course and labour education. In doing so, the Ontario curriculum will be referenced. As well, each section will include sample vehicles to deliver labour related curriculum with appendices.

Lesson Plan for Grade 8 History with Appendices:

- Overview: Incorporating Labour Education in Grade 8 History
- Appendix 1: Suggested Activity for Grade 8 History Labour Literature Circles
- Appendix 2: Literature Circles and Role Sheets

Lesson Plan for Grade 10 Civics with Appendices:

- Overview: Union Issues and Opportunities for Discussion in Grade 10 Civics
- Appendix 1: Civics Assignment
- Appendix 2: Case Study #1, Section 1 – A History of OECTA.
- Appendix 3: Case Study #1, Section 2 – What is OECTA.
- Appendix 4: Case Study #2 – The Canadian Auto Workers (CAW)
- Appendix 5: Case Study #3, Section 1 – A Brief History of the Canadian Student Movement
- Appendix 6: Case Study #3, Section 2 – The Canadian Federation of Students

Lesson Plan for Grade 10 History with Appendices:

- Overview: Grade 10 History, Social and Political Movements
- Appendix 1: Worksheet for the Canadian Labour History Document
- Appendix 2: Labour Issues, Culminating Activity Debate

PART A

Union Movement Lesson Plan for Cooperative Education Courses

OVERVIEW

Union Movement Lesson Plan (2.5 hours)

1. Anticipation Guide

At this point in the introduction to the lesson, an anticipation guide will help to activate prior student knowledge and promote interest.

An Anticipation Guide is:

- a structured series of statements with which students can choose to agree or disagree, and
 - includes controversial statements related to the big idea of a topic (Student Success Grades 7 and 8 Differentiated Instruction Fall 2007)
- a) Use the following statements (or some recent excerpts from the media) to have students share their point of view in groups.
1. “Work is more than a way to make a living; it’s a form of continuing participating in God’s creation.”
 2. Workers have rights to decent work, just wages, safe working conditions, unionization, disability protection, retirement security and economic initiative.
 3. The economy exists for the human person; the human person does not exist for the economy.
 4. Labor has priority over capital.

OR

- b) Listen to the lyrics of *Solidarity Forever*, by Ralph Chaplin, the anthem of the labour movement. It can be found at <http://unionsong.com/u025.html>

In groups, have students listen to the song, determine the key messages and identify whether or not they concur. Students should be prepared to defend their point of view either now or at key points throughout the lesson. You may wish to consider having the students update their agreement/disagreement throughout the lessons.

2. **Necessity of Unions**

Start with viewing the shorter CLC video, *Whose Globe?* (7:25 minutes)

3. **History of Unions** (through a picture gallery)

Many images can be downloaded from the internet or various union sites.

Provide students with *Coop Ed – Appendix 1, History of Unions*.

4. **Days of Interest** (optional points you may want to include)

- April 28 is the Annual Day of Mourning for workers killed on the job.
- May 1 is International Workers' Day. (See *Coop Ed - Appendix 2, Days of Interest* for additional background)

5. **Catholic Support** (optional points that may be included)

- In 1986, the Ontario Bishops in their Episcopal Commission for Social Affairs warned of “the disturbing phenomena of ‘contracting out’ work to non-unionized labour;” ... [and] “an anti-union bias has begun to surface again.”
- The bishops warned of “a clear trend towards low-wage, part-time or insecure forms of employment.”
- “There seems to be a growing tendency to view labour unions as some sort of anachronism. We might as well ask what part the media play[s] in fostering such an anti-union bias.”

6. **Terminology**

Distribute *Coop Ed - Appendix 3, Glossary of Labour Terms*

Have the students fill out the *Coop Ed – Appendix 4, Terminology Activity Sheet* using *Coop Ed - Appendix 3, Glossary of Labour Terms* for reference.

7. **Role Play: Coming to a Collective Agreement** (20-25 min.)

After learning some of the basic terminology, students have the opportunity to role play about how a collective agreement is reached.

Divide the class into two groups. One of the groups will represent management in the negotiations process and the second group will represent the union. Each student has specific requests from their membership which he/she needs to bring to the bargaining table. The goal is to reach a collective-agreement that both sides can live with that represents their membership – both workers and management. Brainstorm ways by which an agreement can be reached. Allow students 10 minutes to discuss their issues and then five minutes to finalize their collective agreement.

(Note – an agreement may not be reached)

Give ALL students a copy of the following:

- *Coop Ed – Appendix 5, Unions and Collective Bargaining*
- *Coop Ed – Appendix 6, Role Play Union-Management Negotiations – Student Activity*

The students acting in the role of management receive the top half of *Coop Ed – Appendix 6, Management and Union Demands*.

The students acting in the role of the union receive the bottom half of *Coop Ed – Appendix 6, Management and Union Demands*.

(Management and union do not see each other's positions).

7.1 Concluding the Role Play

Provide Students with *Coop Ed – Appendix 6, Collective Bargaining*. Ask how many groups were able to reach to a collective agreement and how many were not successful in their attempt and determine the possible reasons for those results

8. Guest Speaker (Optional)

A different perspective can be gained from bringing in a guest speaker to supplement the materials on the union movement. A speaker can be chosen from one of the more prominent unions in your area or someone locally, including a local teacher union leader. (Unions are listed in the yellow pages under "Labour Organizations")

The guest speaker should be given a definite timeline (10-15 min) and a list of questions that you feel should be covered in the talk (See *Coop Ed – Appendix 7, Guest Speaker Questions*).

Don't forget to express your gratitude to the guest speaker by having one of the students (or yourself if need be) thank them and present them with a token of appreciation (i.e. a school pen, mug, key chain, T-shirt etc).

If you choose not to have a guest speaker, the topics that may need to be covered are:

8.1 Types of Unions

In Canada there are considered three (3) types of unions:

- a) Craft Unions: are made up of workers who carry on the same craft or trade. e.g. electricians, carpenters, plumbers
- b) Industrial Unions: are based on industries; workers employed in the industry are unionized in the same union regardless of skill or trade. e.g. auto workers, mining industry, steel workers
- c) Professional Associations: are not traditionally considered unions but most have evolved into unions to carry out such functions as negotiating collective agreements. e.g. teachers, nurses, professional athletes

8.2 The Benefits of Unions

A unionized workplace will be more democratic in its representation and have a collective agreement that includes the following:

- Defined wages and wage grids or categories.
- Job security, seniority provisions.
- Defined working conditions.
- Scheduled work hours, vacation days, statutory holidays.
- Sick Leave provisions, WSIB, maternity provisions.
- A right to vote on the collective agreement
- Health benefits: (life insurance, dental, extended health, LTD, orthodontic, chiropractic, etc)
- Pension Plan

8.3 Labour Legislation

8.4 Canada Labour Code – www.clc-ctc.ca

8.5 *Employment Standards Act*

A guide to the *Employment Standards Act* is located at: www.labour.gov.on.ca

The *Employment Standards Act* covers:

- Hours of Work
- Minimum Wage
- Statutory Holidays
- Overtime Pay
- Vacation Pay
- Equal Pay for Equal Work
- Pregnancy Leave and
- Termination of Employment.

9. Coop Interview Questions

Students are to interview both a unionized worker and a non-unionized worker using the questions *Coop Ed – Appendix 8, Interview Questions – Interview a Union Member*.

(This may include someone at his or her co-op placement)

10. Assignments and Assessments

Included are various appendices, which may be used for either assignments or assessments. They include:

- *Coop Ed – Appendix 9, Ethics in the Workplace*
- *Coop Ed – Appendix 10, Union Jeopardy*
- *Coop Ed – Appendix 11, Concluding Task on Labour Unions*
- *Coop Ed – Appendix 12, Resources for Lessons on Unions and Collective Bargaining*
- *Coop Ed – Appendix 13, The History of Child Labour*

REFLECTION

El Greco: Espolio

Earle Birney

From: *Fall by Fury*. Toronto: McClelland & Stewart, 1977.

The carpenter is intent on the pressure of his hand
on the awl and the trick of pinpointing his strength
through the awl to the wood which is tough
He has no effort to spare for despoilings
or to worry if he'll be cut in on the dice
His skill is vital to the scene and the safety of the state
Anyone can perform the indignities. It's his hard arms
and craft that hold the eyes of the convict's women
There is the problem of getting the holes exact
(in the middle of this elbowing crowd)
and deep enough to hold the spikes
after they've sunk through those bared feet
and inadequate wrists he knows are waiting behind him

He doesn't sense perhaps that one of the hands
is held in a curious gesture over him -
giving or asking forgiveness? -
but he'd scarcely take time to be puzzled by poses
Criminals come in all sorts
as anyone knows who makes crosses
are as mad or sane as those who decide on their killings
Our one at least has been quiet so far
though they say he talked himself into this trouble
a carpenter's son who got notions of preaching

Well here's a carpenter's son who'll have carpenter sons
God willing and build what's wanted
temples or tables, mangers or crosses
and shape them decently
working alone in that firm and profound abstraction
which blots out the bawling of rag-snatchers
To construct with hands knee-weight braced thigh
keeps the back turned to death

But it's too late now for the other carpenter's boy
to return to this peace before the nails are hammered

Point Grey 1960

www.library.utoronto.ca/canpoetry/birney/poem5.htm

HISTORY OF UNIONS

What is a union?

A labour union is a formal group of workers who practice a similar craft or are employed in a similar line of work; its purpose is to improve economic and social conditions of workers through collective bargaining with an employer.

There are 3 types of unions:

- **Craft Union:** A union of trades people such as electricians, carpenters or printers.
- **Industrial Union:** A union whose members include everyone who works for a particular employer regardless of individual skills or occupations.
- **Professional Associations:** Unions that have evolved out of professional groups such as teachers and nurses.

History of Unions

Unions were first formed in an effort to improve working conditions for all workers, increase wages, create safer working conditions, eliminate child labour, and create a shorter work week. In Canada, until 1872 it was illegal to form a union. The *Trade Union Act* provided the opportunity for unions to be recognized as legitimate and legal partners in the work place as well as an escape from criminal prosecution for organizing. However in the early years, it was still difficult to form a union, as employers would harass the workers and threaten them with the loss of their job if a union was formed or a worker joined one.

How to Form a Union

A union can be formed in 2 ways. An employer can voluntarily recognize a union or a group of employees can approach the Labour Relations Board for certification which in Ontario is over seen by the *Ontario Labour Act*. The voluntary recognition of a union by an employer is very rare. Most unions form when a group of workers contact a national or international union to request help in forming a union in the work place.

- The union applies in writing to the Labour Relations Board for certification
- The board determines who is eligible to be represented by the union; often office staff and management may not be eligible for representation
- Representatives of the Labour Board then go into the workplace to hold a secret vote to determine if the union is really wanted by a majority of the workers. A second option to certification is to have a majority of workers sign union cards.
- Based on the percentage of eligible workers who voted for the union, the Labour Board may reject or accept the application and certify the union.

DAYS OF INTEREST

Labour Day

- The first Monday in September, in Canada & the US.
- 1872 – First Labour Day parade held in Ottawa.
 - Unions were illegal prior to the passage of the *Trade Union Act*.
- 1884 – The date was set as a workers' holiday.
- 1894 – Canadian Federal Government makes Labour Day a national holiday.

Mayday

- Originated as a pagan festival in Europe to celebrate spring.
- Modern celebration of a worker holiday which evolved from the struggle of achieve an eight hour workday.
- On May 1, 1886, a national strike in Canada and the US was held to protest the length of the workday. Riots ensued and many workers were injured or killed.
- The red flag used on Mayday celebrations is to symbolize the blood of working class martyrs.
- Mayday is celebrated around the world but is not a national holiday in Canada.

Day of Mourning

- In 1984, the Canadian Labour Congress (CLC) declared April 28 an annual day of remembrance. The day is now recognized through an Act of Parliament as the nation's Day of Mourning for workers killed on the job.
- Ceremonies for the Day of Mourning are held in more than 50 Ontario communities, in all provinces and territories and in more than 80 countries worldwide.
- Workers continue to suffer occupational injuries, disease and death at startling and unacceptable rates. However, statistics often mask the faces of suffering. Behind each injury, disease and fatality is a human being with family and friends – someone who belongs to our community.
- On this day, you can:
 - Attend and convince others to attend a Day of Mourning event;
 - Distribute information about April 28 at your workplace or in your community;
 - Observe a moment of silence;
 - Wear a black armband;
 - Lower flags to half-mast

GLOSSARY OF LABOUR TERMS

Arbitration

A method of settling disputes through the intervention of an independent third party whose decision is final and binding. Such a third party can be either a single arbitrator, or an arbitration board consisting of a chair and two “sides persons” representing each party in the dispute. The arbitrator or arbitration board is appointed by the Ministry of Labour or directed by the parties collective agreement.

Bargaining Unit

A 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 for purposes of collective bargaining.

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 70 percent of organized labour in Canada.

Certification

Official designation by a Labour Relations Board or a similar government agency of a union as sole and exclusive bargaining agent, following proof of majority support among employees in a bargaining unit.

Check-off

A clause in a collective agreement authorizing an employer to deduct union dues and transfer these funds to the union.

Closed Shop

A provision in a collective agreement whereby all employees in a bargaining unit must be union members in good standing before being hired and all new employees must be hired through the union.

Collective Agreement

A contract between one or more unions acting as a bargaining agent and one or more employers, covering wages, hours, benefits, working conditions, fringe benefits, rights of workers and the union, and procedures to be followed in settling disputes and grievances.

Collective Bargaining

Method of determining wages, hours, and other conditions of employment through direct negotiations between the union and the employer. Normally the results of collective bargaining are written in a collective agreement that covers all employees in the bargaining unit.

Conciliation and Mediation

A process that attempts to resolve labour disputes through compromise and voluntary agreement wherein the resolution is not a binding award and the parties are free to accept or reject the recommendation. A conciliator is often a government appointee, while a mediator is selected by the parties because of his/her experience and expertise.

Contracting Out

Practice of employers having work performed by an outside contractor and not by regular employees in the bargaining unit. Not to be confused with subcontracting which is the practice of a contractor delegating part of the work to a subcontractor.

Contract Proposals

Proposed changes to the collective agreement put forward by the union or the employer and subject to the collective bargaining process.

Cost-of-Living Allowance (C.O.L.A.)

Periodic pay increase based on changes in the Consumer Price Index such changes determined by the provincial or federal governments, sometimes with a stated top limit.

Craft Union

Also called a horizontal union. A trade union that organizes on the principle of limiting membership to some specific craft or skills, e.g. electricians, plumbers. In practice, many traditional craft unions now organize members outside the craft.

Federation of Labour

A federation, chartered by the Canadian Labour Congress (CLC), grouping local unions and labour councils in a given province.

Fringe Benefits

Non-wage benefits, such as paid vacations, pensions, health and welfare provisions, and life insurance, the cost of which is borne in whole or in part by the employer.

Grievance

A complaint against management by one or more employees, or a union, concerning an alleged breach of the collective agreement or an alleged injustice. Procedures for the handling of grievances are usually defined in the collective agreement. The last step of the procedure is usually arbitration.

Industrial Union

Also called a vertical union. A trade union organizes on the principle of including all workers from one industry, regardless of their craft or whether they are skilled or unskilled.

Injunction

A court order restraining an employer or union from committing or engaging in certain acts. An ex parte injunction is one in which the application for an injunction is made in the absence of the party affected.

International Union

A union that has members in both Canada and the United States.

Job Evaluation

A system designed to create a hierarchy of jobs based on factors such as skill, responsibility or experience, time and effort. Often used for the purpose of arriving at a rational system of wages for specific jobs or classes of jobs.

Labour Council

Organization composed of locals of CLC affiliated unions in a given community or district.

Labour Relations Board

A board established under Provincial or Federal labour legislation to administer labour law, including certification of trade unions as bargaining agents, investigation of unfair labour practices and other functions prescribed under the legislation.

Local (Union)

Also known as a lodge or branch. The basic unit of union organization. Trade unions are usually divided into a number of locals for the purposes of administration. These locals have their own constitutions and elect their own officers; they are usually responsible for the negotiation and day-to-day administration of the collective agreements covering their members.

Lockout

One of the possible phases in a labour dispute in which management refuses to allow workers to enter the work place and therefore the workers do not earn a wage. Management hopes by using this method it can force a settlement.

Modified Union Shop

A place of work in which non-union workers already employed need not join the union, but all new employees must join, and those who are already members must remain in the union.

Moonlighting

The holding by a single individual of more than one paid job at the same time.

Picketing

Patrolling near employer's place of business by union members, to publicize the existence of a labour dispute, persuade workers to join a strike or join the union, and discourage customers from buying or using the employer's goods or services.

Pink Collar

Predominately female office and professional personnel as contrasted to predominately male production and maintenance workers.

Premium Pay

A wage rate higher than straight time, payable for overtime, work on holidays, or scheduled days off, or for extraordinary conditions, such as dangerous, dirty, or unpleasant work.

Seniority

Term used to designate an employee's length of service relative to other employees, used in determining lay-off, promotion, recall, transfer, and vacations.

Shift Differential

Added pay for work performed at other than regular hours.

Shop Steward

A union official who represents a specific 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.

Slowdown

A deliberate lessening of work effort in order to force concessions from the employer. Another variation of work-to-rule.

Strike

A refusal to work by employees with a common understanding for the purpose of compelling an employer to agree to terms or conditions of employment Usually the last stages of collective bargaining when all other means have failed.

Strikebreaker/Scab

A person who continues to work or who accepts employment to replace workers who are on strike. By doing so he/she may weaken or break the strike.

Trade Union

Workers organized into voluntary associations or unions to further their mutual interests with respect to wages, hours, working conditions and other matters of interest to the workers.

Union Shop

A place of work where every worker covered by the collective agreement must become and remain a member of the union. New workers need not be union members to be hired but must join after a certain number of days

White Collar Workers

Term applied to workers and other non-production phases of industry.

Work to Rule

A work slowdown or a refusal to perform some duties not in the employee's job description.

Common Acronyms for Larger Unions

AFL	American Federation of Labour
CAW	Canadian Auto Workers
CLC	Canadian Labour Congress
CUPE	Canadian Union of Public Employees
CUPW	Canadian Union of Postal Workers
ETFO	Elementary Teachers' Federation of Ontario
ILO	International Labour Organization
OECTA	Ontario English Catholic Teachers' Association
OFL	Ontario Federation of Labour
ONA	Ontario Nurses Association
OPSEU	Ontario Public Service Employees Union
OSSTF	Ontario Secondary School Teachers' Federation
USWA	United Steel Workers of America

TERMINOLOGY ACTIVITIES

Activity A

1. A refusal to work because a satisfactory contract cannot be negotiated is a _____.
2. An employer and employees who are trying to come to an agreement are _____.
3. A legal step used by an employer to end a strike or other actions of employees is an _____.
4. The agreement between an employer and a union that involves issues such as wages, working conditions, and fringe benefits is _____.
5. The person in charge of a local union is called a _____.
6. Dental plans, pension plans and sick leave plans are _____.
7. A place of work where a person must belong to a union is a _____.
8. A method of settling disputes between an employer and employees by bringing in a third party is called _____.
9. A method of collecting union dues is called _____.
10. The legal procedures that a group must follow in order to become a union are known as _____.
11. Workers on strike spend several hours each week _____ in front of their workplace.

12. A unionized employee has the right to file a _____ if some part of his or her contract is not followed.
13. An advantage attained by length of continuous employment is called _____.
14. A strike that takes place while a contract is still in effect is called a _____.
15. A work slowdown or a refusal to perform some duties not in the employee's job description is known as _____.
16. The closure of a place of work by an employer in order to pressure employees to agree to the terms of employment is a _____.
17. A method of determining issues such as wages and hours through direct negotiations between the union and the employer is called _____.
18. A cost of living adjustment clause is known as _____.

Activity B

Undertake an online search (Canada only) for either a craft, industrial or professional union. Check all terminology listed in the union's home page and other menus on the union site. Copy the sentence/header onto the page you are handing in.

Activity C

Use a newspaper's (online or print) first section to find a story about workers or unions. Use vocabulary and examples from the story (minimum 5) to describe why the story made the newspaper.

UNIONS AND COLLECTIVE BARGAINING

Negotiations

- Once a union is certified, it provides written notice to the employer that it would like to begin to negotiate a first contract.
- The union elects representatives to negotiate with management. This is called collective bargaining.
- The purpose of collective bargaining is to negotiate a collective agreement.
- Unions negotiate for more than wages. They bargain for benefits that include: dental care, pensions, vacation time, sick time, job security etc.

Grievance Procedures

- A grievance procedure outlines the steps to be used to settle disputes between management and the union. A grievance is an alleged violation of the collective agreement.
- A worker with a grievance may go first to his/her immediate supervisor in an attempt to settle the dispute.
- If unsuccessful, then the worker will go to the shop steward (union rep).
- The shop steward will write to the immediate supervisor to outline the dispute and proposed steps to resolve it.
- If the dispute is still not solved, the chief steward will attempt to talk with management.
- If this is not successful, then management and a union grievance committee will meet to solve the dispute.
- If a resolution is not reached an arbitrator will be appointed by the mutual agreement of the parties or one will be appointed by the Ministry of Labour

The Strike

- A strike occurs when a collective agreement cannot be reached between the union and management.
- During a strike involving companies that have both unionized and non-unionized employees, the non-unionized workers are allowed to work. These non-unionized workers are allowed to cross the picket line to go to work.
- Legally, picketers cannot block the entrance to the workplace. Picketers can stop vehicles for up to two minutes and then let them through. Companies that ship supplies into the workplace may be given access through the picket line. However, some unionized shipping companies will decide to support the unionized workers and not cross the line.
- In most cases during a strike, the union and the management continue to meet in an attempt to settle the dispute. The parties may ask the Ministry of Labour to appoint a conciliator or a mediator may be appointed to help reach a settlement.

ROLE PLAY UNION – MANAGEMENT NEGOTIATIONS

Student Activity

Name of Company:Cookware Industry Incorporated
Type of Company:Manufacturing
Year of Incorporation:1995
Products Produced:Kitchen Utensils, Cookware, and Bowls.
Number of Management Personnel:6
Number of Support Staff: 4
Number of Unionized Workers:26 (13 men and 13 women)
Year of Unionization:1997
Location of Plant:Your Town, Ontario
Hours of Work Per Day for Unionized Workers: ...8 (8 to 4)
Number of Days Worked Per Week:5 days (Mon. to Fri)
Lunch Period Duration45 minutes
Break Number and Duration:2 Breaks, 15 minutes each
Salary Per Employee:\$41 000 per year
Benefit Package Cost Per Unionized Employee:\$1400.00
Project Plant Improvements: Purchase new machinery that will
remove finished products from the
assembly line.
Plant Improvement Cost:\$450 000 (Approx.)
Length of contract to be negotiated:2 Years
Economic Conditions:Stable
Competition:Increasing (American companies are
exporting)
Biannual Boot Allowance:\$75.00
Inflation:Increase of 2.5 per cent over the last
contract
Present Unemployment Rate in Ontario:9.2 per cent and rising

MANAGEMENT AND UNION DEMANDS

Group 1 – Management

1. You have \$1.9 million reserved to pay unionized employees as well as finance your plant improvements.
2. You have given management (6) a 2% increase in wages which brings the average management wage to \$56 000.
3. As already stated you plan to invest \$450 000 of the money you have to improve the plant's assembly line. This will eliminate two unionized staff positions.
4. You plan to propose a 0% increase in wages due to your large fixed capital expenses, and increased competition concerns.
5. You will be looking to reduce the unionized working staff by two with robots within the next 8 to 10 months.
6. Method of job reduction will be layoffs.
7. Reduce lunch to 40 minutes.
8. Eliminate boot allowance.
9. Reduce breaks to 10 minutes each.

Group 2 – Union

1. You have 26 union members that are all married and have children between the ages of 1 to 19.
2. Job security is a major concern for all members.
3. Pay increase of 2.5% due to the rise in inflation.
4. Safer working conditions by installing an assembly line stopping device at all workstations. The present system only allows the operator to stop the assembly line and not the workers. The approximate cost is \$150 000.
5. Increase \$75 boot allowance to \$100 every two years.
6. Add one more 15-minute break.
7. Add two additional refrigerated water fountains at a cost of \$300 each.
8. Add one shower in the women's bathroom as there is currently only one. The men have three showers. Cost: \$1000 each.

COLLECTIVE BARGAINING

The purpose of collective bargaining is to negotiate a collective agreement.

A. SUCCESSFUL!!!

- Union members vote on the contract
- YES - If 50+ per cent vote in favour, contract is passed
- NO - If 50+ per cent vote against the contract, then the union may continue to bargain or they may decide to hold a strike vote.

CONCILIATOR

Union & management continue to negotiate with the assistance of a government appointed conciliation officer appointed by the Ministry of Labour. The conciliator makes suggestions to both parties but cannot force either side to accept a recommendations.

B. UNSUCCESSFUL!!!!

Union Representatives

ON STRIKE

Workers go out on strike
Workers picket the business
Workers are given strike pay
paid from the union strike fund

Management Representatives

LOCKED OUT

Owner locks the workers out of the business
Workers picket the business

ARBITRATION

If the strike/lockout continues, either side can ask the Ministry of Labour to appoint an arbitrator to settle the dispute. The arbitrator may be a retired judge, a law professor or a professional arbitrator who is agreed to by both the union and the management.

GUEST SPEAKER QUESTIONS

Thank you for taking the time to share your knowledge and expertise on the union movement with our class. It would be greatly appreciated if you would be able to keep your talk to approximately _____ minutes. You are welcome to use any of your own material that you think would be appropriate for these students. Please let me know if you need to use an LCD projector, TV, or any other equipment.

It is hoped that you could address some/all of the following:

1. What is a Union?
2. Who belongs to a Union?
3. How many types of Unions are there?
4. How did Unions come about?
5. How do I become a Union Member?
6. What does the law say?
7. The formation process.
8. What does it mean to have a collective agreement?
9. The grievance procedure.
10. What is Arbitration?
11. Questions & Answers

I look forward to your presentation.

Sincerely,

INTERVIEW QUESTIONS

Interview a Union Member

1. To which union do you belong?
2. Do all employees in your company belong to the union? (who does, who does not?)
3. Has the union negotiated a collective agreement with the company?
4. Have you ever been involved in a strike? Describe it.
5. What was the outcome of the strike?
6. How do you feel about strikes in general?
7. What activities does the union undertake for you?

Interview a Non-union Member

1. Would you rather be a union member? Why or why not?
2. Do you feel that a union is necessary in your workplace?
3. Do people talk about the possibility of a union at your work? What is expected?
4. Has there ever been a union drive at your work? What happened?
5. Were there consequences for the workers who tried to organize?
6. Would a union change your working conditions? In what way?
7. What is the company's philosophy, if any, on the employer-employee relationship?
8. Are there benefits or extras that you might lose if there was a union?
9. Are there benefits or extras that you might gain if there was a union?

ETHICS IN THE WORKPLACE

Ethics are the rules of right and wrong that form a system of behaviour. Individual employees have certain ethical responsibilities toward their employers, customers and community. This serves to promote an atmosphere of respect and integrity as well as open and honest relationships in the workplace. Respecting confidentiality or privacy of information is an important ethical issue for employees. Some companies have a code of ethics for the workplace. This is an example:

- Honest and trustworthy in all our relationships
- Reliable in carrying out assignments and responsibilities
- Truthful and accurate in what we say and write
- Cooperative and constructive in all work undertaken
- Fair and considerate in our treatment of fellow employees, customers, and all other persons
- Law abiding in all our activities
- Committing to accomplishing all tasks in a superior way
- Economical in utilizing company resources
- Dedicated service to our company and to improvement of the quality of life.

Journal Entry

List what you think are the most important ethical concerns of a company today and defend two of them.

Success in the Workplace

Statistics Canada surveyed employers to determine what worker characteristics were important in the workplace.

- Dependability
- Able to follow instructions
- Know the employer's expectations
- Able to manage time and materials efficiently
- Able to get along with a variety of people
- Punctuality
- Adapts to varying work situations
- Works without close supervision

- Loyalty to the employer
- Able to work as a member of a team
- Capable of working under pressure
- Uses initiative and imagination
- Follows safety regulations
- Possesses basic speaking, writing, and numeracy skills

NOTE: Gossip can be is a major problem in the workplace. New employees should be careful not to participate in lunchroom gossip. You risk offending a fellow worker as well as possibly breaking confidentiality or creating a poisoned workplace.

UNION JEOPARDY

Union Names	Labour Law	Labour Terms	Job Names	Top \$\$ Pros
10 CAW	10 Number of hours worked to be eligible to for O.T. pay	10 People who are looking for work	10 Wires a house	10 Name of a highly paid actor
20 CUPE	20 Deals with labour standards	20 Negotiating a contract	20 Chops meat in large supermarkets	20 Name of a highly paid basketball player
30 OECTA	30 Rate for overtime pay	30 Dental, medical and pension plans etc.	30 Helps patients in a hospital	30 Name of a highly paid hockey player
40 CLC	40 Rate of vacation pay	40 Complaint about a work situation	40 Trouble shoots computer problems	40 Name of a highly paid baseball player
50 CUPW	50 Minimum hourly rate for students	50 A work stoppage by employees	50 Cleans up in large factories	50 Name of a highly paid football player

#1 Sid Ryan #2 Buzz Hargrove #3 (Teacher Selected)

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CONCLUDING TASK ON LABOUR UNIONS

(The questions below can be used either as a short quiz or as the framework for a culminating task)

Quiz: Answer all questions in full sentences. Take note of the value of each question.

K/U 1. *What is a labour union? Why were labour unions formed?* (4 marks)

Appl. 2. *How do workers form a union in a workplace?* List the steps involved. (4 marks)

Comm. 3. List two advantages and two disadvantages of belonging to a union. (4 marks)

K/U 4. List five items that may be a part of a union proposal in bargaining. (5 marks)

T/I 5. Explain the process of collective bargaining. *What happens if it fails?* (5 marks)

2. If using as a culminating task: Have students choose one picture from the photo gallery (e.g. Oscar Meyer in the Depression) and provide two advantages and two disadvantages of a union being in place at the time. Students could also list possible demands made by the union and management in negotiations. This task could be presented as a written or oral presentation or a PowerPoint.

RESOURCES FOR LESSONS ON UNIONS AND COLLECTIVE BARGAINING

MUSIC

- Tennessee Ford 16 Tons
- The Parachute Club Rise Up, Rise Up
- Rita McNeil The Working Man
- Pete Seeger Talking Union
- Harry Belafonte The Banana Boat Song
- Dolly Parton Working 9-5
- Bob Marley Stand Up for Your Rights
- Donna Summers She Works Hard for Her Money
- Arlene Mantle Voices of Struggle

VIDEOS

- F.I.S.T Newsies
- Maria Norma Rae
- Matewan Silkwood

POETRY

- Solidarity Forever Ralph Chaplin
- A Toast for Labour The Ontario Workman 1872
- The Cry of the Children Elizabeth Barrett Browning

BOOKS

Pre-placement & Integration

Ontario Co-operative Education Association, Jan. 2004

Expanding your Horizons: A Career Guide

Misener – Kearns

Learning Labour (2003) – Ideas for Secondary Schools

OSSTF Publication, 60 Mobile Drive, Toronto, ON
416-751-8300

Your Workplace Rights in Ontario

UFCW Canada – www.ufcw.ca

Training and Education Department, 300-61 International Blvd., Rexdale, ON

INTERNET

www.oecta.on.ca

www.labour.gc.ca (Human Resources and Skill Development Canada)

THE HISTORY OF CHILD LABOUR

“Children have the right to be protected from economic exploitation and from performing hazardous work”

1989 UN Convention on the Rights of the Child (Article 32)

Scenario:

‘Seated on the rough boards and coated with black dust, the breaker boys bent over their working silence, banging away with their tiny mallets, gathering little piles of slate by their sides’ (Rebels in the Shadows, p. 4–5)

Sean Flannery was a “breaker boy” who longed to join his older brother and father down in the mines. Breaker boys spent their time above ground pulling rocks and slate from the coal cars as they rushed by. To accomplish this task, these young boys would sit on boards that hung over the coal chutes. “Trapper Boys” opened the doors for the speeding carts. Children also worked in many dangerous gases which caused explosions. Even if none of these catastrophes occurred, everyone who worked in the mines breathed in coal dust, which damaged the lungs. Sean, like other child labourers, worked to help support his family, and did not question his duty.

Children have always been used as workers for thousands of years in countries around the world. Industrialization was a strong force in increasing the number of working children. Children worked in factories, mines, fields and in the streets.

Working conditions were often horrendous. Children would work 12 hours a day, six days a week throughout the year. Factory children were kept inside all day long; children who worked in the fields spent long, hot days in the sun and went barefoot in mud and rain. These young workers could not attend school and rarely knew how to read or write.

Child Labour Today

Internationally, 250 million children work to help support their families. Africa, Asia, Central America and South America have the highest rates of child labour. (Parker, 1998)

CAUSES OF CHILD LABOUR

- Poverty is undoubtedly a dominant force in the use of child labour; families on or below the poverty line force their children into work to supplement their household's meager income. Eradicating poverty, however, is only the first step on the road to eliminating child labour.
- Cuts in social spending - particularly education and the health services - have a direct

impact on poverty. With little or no access to schooling, children are forced to work. Parents may effectively "sell" their children in order to repay debts or secure a loan. The prevalence of AIDS throughout many developing countries has resulted in an enormous number of orphans who are forced to become their own breadwinners.

- The demand for cheap labour by contractors means that children are often offered work in place of their parents. With such narrow margins, contractors such as produce-growers and loom-owners know that children can be exploited and forced to work for much less than the minimum wage.
- Children may also be sent into hazardous jobs in favour of parents, who can less afford the time or money to become ill or injured. Child soldiers are forcibly enlisted into military service and operations. Employers often justify the use of children by claiming that a child's small, nimble hands are vital to the production of certain products such hand-knotted carpets and delicate glassware, although evidence for this is limited.
- The international sex trade places great value on child prostitutes. Girls - and to a lesser extent boys - are kidnapped from their homes (or sold) to networks of child traffickers supplying overseas markets; poverty, as well as sexual and racial discrimination, also drive children into the tourist sex trade. Young workers are unaware of their rights and less likely to complain or revolt. In many countries, the legislation is simply not effective enough to support these workers.

CONSEQUENCES FOR CHILDREN

- Child labour does more than deprive children of their education and mental and physical development - their childhood is stolen.
- Immature and inexperienced child labourers may be completely unaware of the short and long term risks involved in the type of work they are performing.
- Working long hours, child labourers are often denied basic school education, normal social interaction, personal development and emotional support from their family. Beside these problems, children face many physical dangers - including premature death.
- Physical injuries and mutilations are caused by badly maintained machinery on farms and in factories, machete accidents in plantations, and any number of hazards encountered in industries such as mining, ceramics and fireworks manufacture.
- Pesticide poisoning is one of the biggest killers of child labourers. In Sri Lanka, pesticides kill more children than diphtheria, malaria, polio and Tetanus combined. The global death toll each year from pesticides is approximately 40,000. (2004)
- Growth deficiency is prevalent among working children, who tend to be shorter and lighter than other children; these deficiencies also impact on their adult life.

- Long-term health problems, such as respiratory disease, asbestosis and a variety of cancers, are common in countries where children are forced to work with dangerous chemicals.
- HIV/AIDS and other sexually transmitted diseases are rife among the one million children forced into prostitution every year; pregnancy, drug addiction and mental illness are also common among child prostitutes.
- Exhaustion and malnutrition are a result of underdeveloped children performing heavy manual labour, working long hours in unbearable conditions and not earning enough to feed themselves adequately.

The following organizations provide information about child labour and work to make change:

- Free the Children
- UNICEF
- Anti-Slavery International
- Human Rights Watch

PART B

Labour Education Across the Curriculum

The final portion of this resource will discuss some areas other than the Cooperative Education Curriculum where labour education can, and should be included.

The section will concentrate on the following three specific areas:

1. Grade 8 history
2. Grade 10 civics
3. Grade 10 history

Each section will begin with a short introduction explaining the reason that the particular course should include a section on labour education. The Ontario curriculum will be referenced in each case. As well, each section will include an idea about the delivery of labour education in the curriculum.

GRADE 8 HISTORY

Incorporating Labour Education into the Grade 8 History Program

The Grade 8 History curriculum is the first time that students' are introduced to Canada's modern age. In discussing with students the changes that have occurred in Canada between the time of Confederation and prior to World War I, students need to learn about the contributions that working people and their unions have made over that time.

It is beneficial at this stage for students to get a feel for how difficult life was for many working people prior to the hard fought gains won by unions in the mid and late 20th Century. This point is reflected in the Grade 8 History curriculum:

History: Grade 8 – Canada: A Changing Society

Overview

Students examine the social and economic factors, the technological advances, and the individuals and groups who promoted change in Canada between 1885 and the beginning of the First World War in 1914. The students investigate the social and political challenges of increased immigration and, rapid industrialization, Canada's changing role in the British Empire, and Canadian-American relations. Students will develop skills of historical analysis by making comparisons and connections between conditions in Canada at the beginning of the twentieth century and life in today.

Overall Expectations

By the end of Grade 8, students will:

- Be able to describe key characteristics of Canada between 1885 and 1914, including social and economic conditions, the roles and contributions of various people and groups, internal and external pressures for change, and the political responses to these pressures;
- Be able to use a variety of resources and tools to gather, process, and communicate information about the factors that shaped Canada as it entered the 20th Century;
- Be able to compare living and working conditions, technological developments, and social changes that occurred during this period of time.

Specific Expectations

Knowledge and Understanding

By the end of Grade 8, students will:

- Describe the factors contributing to change in Canadian society (e.g., immigration, technology, politics, globalization);

- Describe the achievements of individuals and groups in Canada who have contributed significantly to the technological development of Canada and the world (e.g., Martha Black, Guglielmo Marconi, Alexander Graham Bell, J.A.D. McCurdy, Samuel McLaughlin, George Ross, Adam Beck) and analyze the impact these new technologies had on society (e.g., prospecting, radio, the telephone, the automobile, electricity);
- Describe the social and working conditions of Canadians in this same time period. (e.g., in mining, forestry, factory work; on farms; in cities);

SUGGESTED ACTIVITY FOR GRADE 8 HISTORY LABOUR LITERATURE CIRCLE

This activity chooses a number of books that highlight the working conditions that many Canadians faced between Confederation and World War I, as well as their responses to the conditions. Some of the books take place a few years after World War I, but highlight many similar themes.

A brief introduction to literature circles follows. Also included is a set of handouts that are well suited for literature circles.

The following books are suggested for use:

Bilson, Geoffrey. (1981). *Goodbye Sarah*. Toronto, Kids Can Press. ISBN 0-395-542901.

A story of growing up in Winnipeg during the Winnipeg General Strike. Two young girls see their friendship torn apart when their families support opposite sides during the strike. .

Curtis, Christopher Paul. (1999). *Bud, Not Buddy*. Toronto , Yearling Press. ISBN: 0440413281

The story of an orphan who makes his way through Michigan during the Great Depression. This book paints a vivid picture of the stark poverty of the era.

Stinson, Kathy. (2001). *Dark Spring: Marie Claire*. Our Canadian Girl Series. Toronto, ON: Penguin. ISBN: 0141003286

A tale of a young girl who not only faces the threat of smallpox in 1885 Montreal, but also witnesses her firefighter father get injured on the job. Her father's injury leads to many difficult decisions for the family.

Yee, Paul. (1996). *Ghost Train*. Toronto, ON: Groundwood Books/Douglas & McIntyre Ltd. ISBN: 0888992572

This book captures the relationship between a father and a daughter while at the same time illustrating the plight of Chinese Railway workers in the second half of the 19th Century in Canada.

LITERATURE CIRCLES AND ROLE SHEETS

What are literature circles?

Literature circles have been defined as a “strategy for,” an “approach to,” and a “method of” teaching literature. Literature circles are small gatherings of students who read the same book and discuss aspects of their reading together. The purpose of literature circles, is to have students explore, discuss, respond to, and think about literature.

Literature circles can be easily incorporated into an existing language program. The role of the teacher is to establish the system and ensure that students are discussing the critical elements of the story and thinking about the literature. The benefits of literature circles are that students are directed and kept on task by the teacher, while at the same time the students are engaged in thinking, writing, discussing, debating, and sharing the ideas that arises from the literature.

Who can use literature circles?

Literature circles are effective at almost any grade level. The roles that students play in their groups can be adapted to many student skill levels. Additionally, literature circles can be incorporated easily into almost any existing reading program, because they are simply another, more effective way that allows students to discuss and appreciate literature.

What are the major components of literature circles?

The major components of literature circles are the books, the role forms, and the students. Once students have chosen their books, they are given roles that they will play as part of the literature circle meeting.

How to implement literature circles

1. Students are to choose their own reading materials.
2. Students are put into groups, based upon their book choice.
3. Different groups read different books.
4. Groups meet on a regular schedule to discuss their readings.
5. Students use written notes to guide both their reading and discussion.
6. Discussion topics come from the students.
7. Group meetings should be open, natural conversations about books.
8. Students may play a rotating assortment of task roles.
9. The teacher serves as a facilitator, not as a group member or an instructor.
10. Evaluation is done through teacher observation and student self-evaluation
11. Literature Circles should be a fun activity.
12. When the books and the book studies are finished, the readers share what they learned with their classmates, and then new groups formed around new book reading choices.

The student roles in literature circles:

1. **The Circle Supervisor** – this student is the guide for the group. This student ensures that the meeting runs smoothly. The student who is the circle supervisor may also hold another role during the meeting.
2. **The Story Summarizer** – this student summarizes the reading that has taken place since the last meeting and facilitates group discussion.
3. **The Question Creator** – this student develops some questions (and supplies the answers them) on the regarding the reading being discussed.
4. **The Illustrator** – this student illustrates/draws a scene from the reading, and shares it with the group members.
5. **The Word Watcher** – this student identifies and defines critical vocabulary from the reading.
6. **The Bridge Builder** – this student makes connections between events in the story and personal events.

While each student will only have one role in the literature circle meeting, all students should receive the information developed by each student.

The Circle Supervisor: Name _____ Date: _____

Your role is to guide the group throughout the literature circle discussion and ensure that the group remains on task.

The students take turns in each role as the group works through the book.

1. The Story Summarizer
2. The Question Creator
3. The Imaginative Illustrator
4. The Word Watcher
5. The Bridge Builder

Tips and Reminders for the Circle Supervisor:

1. Stay on task. If your group starts talking about something other than the literature, then it's your job to politely get them back on track.
2. Remember that all circle members should have a chance to share their roles and discuss the reading.
3. Use positive language at all times. Everyone in the group has a valuable opinion. Make sure everyone feels valued. Try some of the following phrases when group members are sharing:
 - “Nice job!”
 - “I hadn't thought of it that way!”
 - “Great try. I was thinking...”
 - “Let's get back on track everyone.”
 - “Maybe you're right. I thought...”

The Question Creator: Name _____ Date _____

Your role is to create and answer questions that go with the reading. Use the prompts below to help you get started. Use the last blank question line to make up your own question about the reading.

Question 1: Why do you think the character _____

Answer: _____

Question 2: How do you think the character _____ felt when _____

Answer: _____

Question 3: If you were _____, what would you do if _____

Answer: _____

Question 4: _____

Answer: _____

The Bridge Builder: Name _____ Date _____

Your role is to make a personal connection, or “build a bridge” between events or people in your life and events and/or characters in the story. Use the prompts below to get started.

The character of _____ reminds me of _____ because

I know how the character _____ felt when _____

because _____

The part on page _____ when _____ reminds me of

The Word Watcher: Name _____ Date _____

Your role is to find and define vocabulary words from the reading. Write each word, the page number where it is found, the sentence in which the word is used, and the dictionary definition of each word.

1. Word _____ Page # _____ Sentence from reading _____

Dictionary definition _____

2. Word _____ Page # _____ Sentence from reading _____

Dictionary definition _____

3. Word _____ Page # _____ Sentence from reading _____

Dictionary definition _____

4. Word _____ Page # _____ Sentence from reading _____

Dictionary definition _____

5. Word _____ Page # _____ Sentence from reading _____

Dictionary definition _____

Self/Group Assessment: Name _____ Date _____

Book Title: _____

Group Members: _____

Questions for the group to answer together.

1. *Did all members fulfill their role?* Explain your reasoning.

2. *What did you like best about the Literature Circle process?*

3. *What did you like least about the Literature Circle process?*

4. *What would you do to improve the Literature Circle process?*

5. *What is the final evaluation of your group's novel study?*

(A – outstanding work beyond expectations, B – went beyond requirements,
C – completed all tasks with no extra work, D – completed 3 out of 5 tasks,
F – completed fewer than 3 out of 5 tasks) Give a complete rationale, with examples,
for your final evaluation.

GRADE 10 CIVICS

Unions Issues and Opportunities for Discussion in Grade 10 Civics

One of the main goals of the civics course is to inspire students to be active and purposeful citizens. Creating a forum for active and purposeful citizenship is a goal of modern trade unions in Canada. The Canadian Labour Congress (CLC) itself sums up as follows:

A unionized worker has membership in a movement – a local, national and international movement. Thus, a unionized worker exercises active citizenship. The working citizen's vigilance, political activism and legislative advocacy determine the strength of our democracy.

Improvements to the laws governing working conditions, hours of work, overtime, minimum wage, harassment, maternity and parental leave, public transit, air quality, safety in the workplace, access to healthcare or availability of skills training, have done much to raise the standard of living and improve the quality of life for everyone. And they all depend on political decision making.

The Civics curriculum acknowledges that a major vehicle for active and purposeful citizenship and political activism are trade unions. The following expectations are listed in the Civics curriculum:

Responses to Civic Issues

By the end of this course, students will:

- Describe and assess the contributions that citizens and citizens' groups make to the civic purposes of their communities (e.g., neighborhood associations, service clubs);
- Demonstrate an understanding of a citizen's role in responding to non-democratic movements and groups (e.g., fascism, Stalinism; supremacist and racist organizations) through personal and group actions (e.g., the actions of individuals such as Medgar Evers, Emily Murphy, Norman Bethune, Alexander Solzhenitsyn, Simon Wiesenthal, and those granted the title "Righteous Among the Nations"; of groups such as the Canadian Civil Liberties Association);

The Resolution of Public Issues and Citizenship Participation

By the end of this course, students will:

- Compare and contrast different ways of resolving disputes (e.g., through the judicial process; through negotiation, mediation, arbitration, conciliation);

- Analyze important contemporary cases and issues that have been decided or resolved through the public process of policy formation and decision making (e.g., mandatory retirement, censorship, racial profiling), taking into account the democratic principles that underlie that process;
- Demonstrate an understanding of the ways in which individual citizens can obtain information and explanations or voice opinions about important civic matters (e.g., by communicating with the appropriate elected officials or bureaucratic departments; by writing letters or e-mails to the media; by organizing petitions; by voting);
- Compare the impact of various types of non-violent citizen participation (e.g., advocacy, community service, voting, serving on juries) in resolving public issues in Canada;
- Demonstrate an understanding of their responsibilities as local, national, and global citizens by applying their knowledge of civics, and skills related to purposeful and active citizenship, to a project of personal interest and civic importance (e.g., participating in food and clothing drives; visiting seniors; participating in community festivals, celebrations, and events; becoming involved in human rights, anti-discrimination, or anti-racism activities).

CIVICS ASSIGNMENT

Evaluating unions and the student movement as organizations that promote active and purposeful citizenship.

Case Study 1: The Ontario English Catholic Teachers' Union (OECTA)

Case Study 2: The Canadian Auto Workers (CAW)

Case Study 3: The Canadian Federation of Students (CFS)

This activity can serve as a culminating activity for the 'Responses to Civics Issues' section of the curriculum. It will allow students to explore the nature of interest groups in Canada. It will also allow students to practice their research skills, particularly those using technology.

Students are to be divided into small groups, and will use the Internet and the media to answer the following questions about the organization that they are studying. Students will then present their findings to the class, in various formats, or will be given the opportunity to creatively display their findings as part of an 'Active Citizenship Fair.'

1. Tell the history of their chosen organization.
2. What are the major civic issues that the organization deals with?
3. What tools does the organization use to achieve its goals?
4. How many members does the organization have?
5. How do you become a member of the organization?
6. Describe the leadership structure of the organization.
7. Has the organization been successful at achieving its goals?
8. Where does the organization stand in the political spectrum?
9. Does this organization make Canada a better place? How?
10. Does the organization have a global focus or just a Canadian one?

Summary information sheets have been included to familiarize teachers with the organizations. The history of the CAW was too extensive to place on a summary sheet. It can be found at www.caw.ca

CASE STUDY #1 – SECTION 1

HISTORY OF OECTA

The creation of the Ontario English Catholic Teachers' Association (OECTA) answered a long-felt need. The Catholic teachers of the province had for years carried on their profession as isolated groups. Without a unifying bond among individual Catholic teachers, there could be no official contact between them and other teacher groups working in the elementary and secondary schools of Ontario. But their aims and challenges were fundamentally the same. All teachers devoted themselves to the education of youth; all wanted to improve the education system, and all faced the problem of earning a livelihood while they dedicated themselves to teaching.

The salaries paid to teachers, and the working conditions, testified to the public's lack of appreciation for the work of the Catholic teacher, especially the Catholic lay (non-religious) teachers of that time. In 1917, the lay separate school teachers of Toronto organized, and under the guidance of Brother Rogation, negotiated a salary increase of almost 100 per cent. Although the religious teachers (priests, sisters and brothers) gave the Toronto association moral support they never officially joined. This group continued to represent Catholic lay teachers until they decided to join the new provincial organization created in 1944.

For many years the late Dr. F.J. McDonald, inspector of separate schools in Ottawa, had been convinced that the efforts and achievements of separate school teachers were neither understood nor appreciated. In 1930, under his leadership, separate school teachers in Ottawa had set up their own local organization that made both professional and economic gains. Despite these achievements, Dr. McDonald insisted that a provincial organization would bring benefits to all teachers in Catholic schools. Although teachers were aware of the call to Catholic action by His Holiness Pius XI, urging that workers be organized, into unions, especially in educational institutions. However, organizing all Catholic teachers in Ontario was difficult. It was only after several years of discussion that they took the first concrete steps.

The first step was to consult the Most Reverend John C. Cody, DD, then Bishop of Victoria, about the merits of forming a provincial teachers' organization. His advice dispelled doubts and fears, and contributed greatly to the success achieved. Soon after this, Dr. McDonald consulted separate school inspectors of the province who encouraged the teachers to proceed with their plan. Cecilia Rowan, president of the Ottawa English Catholic Teachers' Association, and her executive, wrote to the superiors of all the

religious congregations teaching in Ontario. Without exception, they replied that such an organization would be productive and offered wholehearted co-operation to any local group that would take the initiative. Members of the clergy were also consulted, among them Reverend Daniel Lord, SJ, and Reverend J.A. Feeney of London. The next step was to discuss the enterprise with the archbishops and the bishops of the province, with the idea of organizing along diocesan lines.

1943 – 1960

OTF and OECTA are Born

In 1943 the Ontario Department of Education informed teaching groups, incorporated (being represented by a union) at the time, of a draft of a *Teaching Profession Act*. The act proposed "automatic membership" in a federation of all teachers in the tax-supported schools of the province. If Catholic teachers had not already laid the groundwork, it would have been difficult to see how OECTA could have been organized in time to take its place in the new Ontario Teachers' Federation (OTF).

In 1943 there were four provincial teachers' organizations: the Ontario Secondary School Teachers' Federation (OSSTF), organized in 1919; the Federation of Women Teachers' Associations of Ontario (FWTAO), organized in 1918; the Ontario Public School Men Teachers' Federation (OPSMTF), organized in 1921, and L'Association des Enseignants Franco-Ontariens (AEFO), organized in 1939. The Ontario Teachers' Council, established by the first three groups had for some time been studying the possibilities of a *Teaching Profession Act* which would require that all teachers in tax-supported schools belong to a provincial professional organization to be known as the Ontario Teachers' Federation. A draft of the proposed act was drawn up and circulated among the teachers of the province. The Ottawa Catholic teachers' executive found that the draft gave the province's Catholic teachers the choice of becoming members of OTF through one of the three groups in the Ontario Teachers' Council or of forming a new group of their own. The Department of Education sent out ballots to all Catholic teachers asking them to vote on the two alternatives. Ottawa consulted the executive of AEFO, and the two decided it would be advisable for both to join the Ontario Teachers' Federation, representing all Catholic teachers in the province.

Fearing that many English Catholic teachers might not know about the proposal to form an English Catholic Teachers' Association, the Ottawa organization sent explanatory letters to principals and teachers, urging them to vote for a Catholic teachers' group. The result of this vote was conclusive and convinced the Department of Education that in addition to OSSTF, FWTAO and OPSMTF, the proposed act would have to make provisions for all teachers in Ontario's separate schools.

Expansion Begins

Meanwhile, the work of organizing English Catholic teachers went on. A meeting of diocesan delegates took place on February 18, 1944, in Ottawa, attended by teachers from Windsor, London, Belleville, Kingston, Toronto, Peterborough, Pembroke, Cornwall,

Alexandria and Ottawa. Dr. F. J. McDonald and Inspector C. P. Matthews of Kingston were present to lend their support and Reverend Vincent A. Priester, executive director of the Ontario English Catholic Education Association, represented that group. Delegates decided unanimously that an English Catholic teachers' association should be formed with membership open to all English speaking Catholic teachers, those without Ontario certificates to be classed as associate members. A provisional executive was chosen to hold office until Easter when a provincial meeting would be held. The first executive consisted of Margaret Lynch of Windsor, President; Mother Marie Therese, IBVM of Toronto, First Vice-President; F. J. McElligott of Pembroke, Second Vice-President; Brother Stanislaus of London, Third Vice-President, and Cecilia Rowan of Ottawa, Secretary.

Establishing the provincial executive was a timely step: a few weeks later the Department of Education asked OECTA to send a delegate to a Toronto meeting to discuss a fourth unit. The president, Margaret Lynch, delegated Reverend L. K. Poupore, OMI of St. Patrick's College, Ottawa, to attend representing the English Catholic teachers of the province. He was also commissioned to hold talks with the representative of L'Association des enseignants franco-ontariens, Mr. Roger St. Denis. They finally agreed to join OTF as two independent Catholic groups, AEFO and OECTA, since the members of AEFO did not wish to lose their identity as bilingual teachers. Until 1968, OECTA and AEFO each had only five governors on the OTF board, unlike the other three affiliates that each had 10, for a total of 40 governors. In 1968, both the English Catholic and French teachers increased their representation on OTF to 10 governors each as a result of expansion in their school systems in the late 1960's.

These successful negotiations led Father Poupore to serve as chairperson of the legislation committee of OECTA from 1944 to 1952, as chairperson of the OTF legislation committee during the first year of its existence and for a second time in 1951-52. The *Teaching Profession Act* passed in June 1944, but did not mention OECTA because it had not yet been incorporated: that was achieved on September 8, 1944.

OECTA's first provincial meeting was an outstanding success: more than 600 English Catholic teachers crowded the Royal York Hotel in Toronto for two days at Easter. The large attendance, the keen interest of delegates, and their spirit of co-operation proved that all English Catholic teachers in Ontario agreed on the need for a provincial organization. Margaret Lynch had guided the preparation of OECTA's first constitution. Copies were mailed out before the meeting to just over 20 people - the total mailing list that existed at that time. At the general meeting, delegates adopted the constitution that has formed the basis of all further revision and amendments. They ratified the temporary appointments and created the office of treasurer to which they elected Mary Prunty of Toronto. On the second day, delegates agreed to the creation of 19 districts and set their boundaries. During the next 18 years, only four districts were added and few changes were made to the original boundaries.

The Early Years

The Association was fortunate in its choice of their first president. Margaret Lynch's organizing ability, legal mind and sound judgment carried the infant organization through its first trying year. It was also a demanding year for the secretary, Cecilia Rowan. At the time of the first general meeting there were only three Catholic teacher organizations, in Ottawa, Toronto and Windsor. The lay teachers of Toronto were well organized and most of the women had affiliated with the FWTAO. Only lay teachers in Windsor were organized. The Ottawa local had existed for many years but was also composed only of lay teachers, and was not affiliated with any outside group.

The main work of the first year was to organize in each of the districts set up at Easter. Requests for information and advice poured in to Cecilia Rowan whose work that year remains a cornerstone of OECTA's organization. With no experience and little help, organizing 19 districts by mail was not easy. Lack of adequate finances allowed only \$300 for the secretary's honorarium; \$200 was added the following year for secretarial help.

During 1946-47 Father B. W. Harrigan was elected president of OTF, one of the outstanding individuals to hold that chair. He had attended the first OECTA meeting and had always taken an active part in proceedings at annual conventions and at meetings of the board of directors. In 1951-52 OECTA again provided OTF with a president, Dorothea McDonell, who won the respect of all by her leadership during her term. In 1950 Eva Deshaw was elected to represent all separate school teachers on the Superannuation Commission. Many others served OECTA on the board and committees of OTF in its early days: Reverend E. C. Garvey, CSB of Assumption College in Windsor; Reverend L. K. Poupore, OMI of St. Patrick's College in Ottawa; Mother Francesca, SP of Kingston; Sister Lucretia, CSJ of Peterborough; Sister Maureen, GSIC of Ottawa; Sister Mary Lenore, SP of Belleville; Ray Bergin of Ottawa; Alicia Martin of Windsor; Joseph Doyle of Toronto; and Patrick Perdue of Kitchener. When Sister Mary Lenore became president of OECTA and later assumed the presidency of OTF, it settled a thorny question once and for all: a religious could be elected to high office in her professional organization.

OECTA officially came of age in 1949 when a full-time secretary, Marion Tyrrell, was appointed. A year later, the association moved to Federation House on Prince Arthur Avenue in Toronto. Then in June 1960, the office, with a staff of five, rented space at Federation House, 1260 Bay Street.

For additional information go, www.oecta.on.ca

CASE STUDY #1 – SECTION 2

WHO IS OECTA

The Ontario English Catholic Teachers' Association (OECTA) represents 45,000 men and women who teach in all grades in the publicly funded English Roman Catholic schools in Ontario. OECTA is affiliated with the Ontario Teachers' Federation (OTF), the Canadian Teachers' Federation (CTF) and Education International (EI).

Mission Statement

Recognizing our uniqueness as teachers in Catholic schools, we are an association committed to the advancement of Catholic education. As teacher advocates, we provide professional services, support, protection and leadership.

Statement of Principles

We will:

- Promote Catholic values
- Foster the growth of confident, competent professionals
- Support our members in collective bargaining
- Promote spiritual growth in our members
- Establish and exercise our rights at all levels of educational decision-making
- Build solidarity through actions that foster trust and collegiality
- Assist our members to grow professionally by providing access to information and resources.

CASE STUDY #2

THE CANADIAN AUTO WORKERS

The Canadian Auto Workers (CAW) is the largest private sector union in Canada.

Through its members and departments, the CAW has on-going involvement in, and commitment to, many economic and social justice issues inside and outside the workplace.

The CAW represents workers in many different sectors. Obviously, a major number of its members come from the automobile manufacturing industry, but many other workers in such fields as aerospace, general manufacturing, shipbuilding, casino gaming, retail, health and fisheries are members of the CAW.

STUDY #3 – SECTION 1

A BRIEF HISTORY OF THE CANADIAN STUDENT MOVEMENT

1926

The National Federation of Canadian University Students (NFCUS) is formed.

1937

Canadian University Press (CUP), a Canada-wide collective of student newspapers is created.

1939-1945

During World War II, NFCUS is dormant.

1946-1951

Veterans from the war receive funds from the federal government to offset tuition fees to attend universities. Because veterans come from all walks of life, the composition of Canadian university communities is changed.

Late 1950s

NFCUS calls for the elimination of financial barriers to post-secondary education and for a national student grants program.

1964

Canada Student Loans Program is announced; NFCUS changes its name to Canadian Union of Students (CUS) to include college students; Québec students' unions withdraw from CUS to form their own national student union, l'Union générale des étudiants du Québec (UGEQ).

1969

CUS collapses due to political differences over the Vietnam War and its unstable structure. The Association of Student Councils (AOSC) is formed to maintain the travel bureau previously operated by CUS.

Tuition fees are frozen in Québec as an initial step towards eliminating them altogether.

1972

The federal government begins to cut back federal transfers. After three years with no national organization, the National Union of Students is formed to fill the vacuum created by the collapse of CUS.

1974

Due to regulation of the air-travel industry, AOSC has to incorporate the travel bureau into a travel agency - Travel CUTS.

1977

Representatives from the two national student organizations, NUS and AOSC, and the various provincial student organizations, begin talks on amalgamating to form one national-provincial student organization: the Canadian Federation of Students.

1981

Founding meeting of Canadian Federation of Students is held at Carleton University in Ottawa.

1989

After 20 years, the Québec government adopts the policy of “dégel” – lifting the freeze on tuition fees.

1993

McGill Post-Graduate Students' Society joins the Canadian Federation of Students. It is the first students' union in Québec to join a Canada-wide student organization in thirty years.

1995

On January 25, over 100,000 students across Canada protest recommendations of the Liberal government's Social Policy Review (which includes Income Contingent Student Loan Repayment schemes), marking the largest student demonstration in the country's history.

In May, the federal government announces that income-contingent repayment schemes (ICR) would no longer be considered as a policy option.

1996

The governments of Québec and British Columbia announce tuition fee freezes.

1999

In late November and early December, hundreds of Canadian students join others in Seattle, Washington to protest against the World Trade Organization (WTO). These protests call into question the role of multi-national corporations in imposing a corporate agenda that supports the erosion of public services, including public education.

The Newfoundland and Labrador government announces a two-year tuition fee freeze.

2000

On February 2, tens of thousands of students from St. John's to Victoria participate in massive student demonstrations. Soon after, in response to increasing public pressure, the federal budget contains a \$2.5 billion increase for health and education spending over the subsequent 4 years.

The Manitoba government announces a ten percent tuition fee rollback for 2000-2001.

2001

The government of Newfoundland and Labrador announces a three-year tuition fee reduction of 25 percent, beginning with ten percent in the 2001-2002 academic year. The government of British Columbia pledges to reduce tuition fees by five percent in 2001-2002.

Tuition fee freezes are extended in Manitoba and Québec.

Thousands of students attend demonstrations in Quebec City against the Free Trade Area of the Americas (FTAA). Under the FTAA, rights, such as post-secondary education, are commodified and opened to privatization.

2002

On February 6, thousands of students across the country participate in a National Day of Action to Freeze and Reduce Tuition Fees.

2003

The Federation wins a tuition fee freeze in Ontario during the Fall 2003 provincial election. When the Liberals are elected, the tuition fee freeze is one of the few promises they do not break.

2004

Students in over 70 communities across Canada participates in the February 4 Day of Action calling for the progressive reduction of tuition and ancillary fees at public post-secondary institutions across the country. Students also call for a comprehensive system of grants and the restoration of federal funding for post-secondary education.

2005

Province-wide student strikes in Québec paralyze the post-secondary education system and lead the government to fully reinstate needs-based grants cut in 2004. At its peak in March, over 100,000 university and CEGEP students were on strike.

The Manitoba government calls on the federal government to create a separate transfer payment for post-secondary education.

Students in Saskatchewan win tuition fee freeze for the first time.

2012

Province-wide student protests against the Quebec government and the government's legislation to unilaterally raise tuition in colleges and universities.

STUDY #3 – SECTION 2

ABOUT THE CANADIAN FEDERATION OF STUDENTS

The Canadian Federation of Students was formed in 1981 to provide students with an effective and united voice, both provincially and nationally. Students recognized that to be truly effective in representing their collective interests to the federal and provincial governments, it was vital to unite under one banner.

Today, the Federation is composed of 80 university and college students' associations with a combined membership of approximately 500,000 students.

Founding Principles

The Federation was founded with the following aims and objectives:

- To organize students on a democratic, co-operative basis in advancing our own interests and in advancing the interests of our community;
- To provide a common framework within which students can communicate, exchange information, and share experience, skill and ideas;
- To ensure the effective use and distribution of the resources of the student movement, while maintaining a balanced growth and development of student organizations that respond to students' needs and desires;
- To bring students together to discuss and to achieve necessary educational, administrative or legislative change wherever decision-making affects students;
- To facilitate co-operation among students in organizing services that supplement our academic experience, provide for our human needs and which develop a sense of community with our peers and other members of society;
- To articulate the real desire of students to fulfill the duties, and be accorded the rights of citizens in our society and in the international community;
- To achieve our ultimate goal – a system of post-secondary education that is accessible to all, which is of high quality, which is nationally planned, which recognizes the legitimacy of student representation and the validity of student rights, and whose role in society is clearly recognized and appreciated.

Since its founding in 1981, the Federation has remained committed to these aims and objectives.

Road to Success

For a student organization to successfully influence government policy, it must produce quality research, develop relationships with government, and demonstrate that there is public support for its issues. It must also address the policies and decisions made at the institutional, provincial, and national levels.

Research: Thorough, accurate and in-depth research is required to support any proposal presented to government. The Canadian Federation of Students employs full-time researchers who study and prepare analyses of government policies and trends within post-secondary education, and develop alternatives to government policy. For example, the Federation's work on discrediting the ten-year prohibition on student loan bankruptcies is recognized as having set the standard for research on the issue.

Lobbying: The primary purpose of the Federation is to represent students' issues and concerns to government. Regular contact with elected and non-elected officials and bureaucrats is how the Canadian Federation of Students' message is conveyed to the provincial and federal governments.

In Canada, post-secondary education is financed primarily by the federal government but is administered exclusively at the provincial level. Government policies and priorities determine the quality and accessibility of post-secondary education in Canada. Thus, the Federation employs a government-relations strategy that targets both federal and provincial representatives.

Over the years, the Federation has become a strong presence on Parliament Hill and in provincial legislatures across Canada. Federation representatives meet regularly with federal Members of Parliament, other government officials, and representatives from all political parties in Ottawa and at the provincial level. In addition, the Federation is frequently invited to make presentations to government committees and task forces.

Action: Of course, regular meetings with government and the very best research will have little impact unless the government believes a message has widespread support. The Federation demonstrates this support through the active participation of its members and the general public in activities ranging from petition drives to mass demonstrations. These campaigns generate media coverage and raise public awareness of the issues, and correspondingly affect the decisions and policies of government.

Strength in Numbers

No individual students' association, no matter how big or active, has the resources or the political clout to effectively influence the post-secondary education policies of the provincial and federal governments on its own. At most, an individual students' association could have an impact on only a few electoral ridings. Governments ignore groups that pose no political threat to them.

It is also much more cost effective for a large number of students' associations to pool their resources and work in partnership than for each to undertake this work on its own. The Federation serves this purpose, giving campus students' associations across the country a united voice and powerful influence.

The Federation also enables students' associations to collectively pool their resources to provide student owned and operated services such as Travel CUTS, the International Student Identity Card, the Student saver Card, Homes4students.ca, the Student Work Abroad Program (SWAP), and the National Student Health Network.

Democratic Decision-Making

Each member students' association has an equal say in setting the policies, direction and priorities of the Federation, including how funds are spent. All major decisions are made at provincial and national congresses at which every member students' association is represented.

GRADE 10 HISTORY

OVERVIEW

Social and Political Movements

Like Canada's unique geography, its social movements and their resulting victories help to define for Canadians the substance of their country. As a result, Social Movements, specifically the labour movement, have played a large role in the history of Canada in the twentieth century.

The following excerpts from the 2005 revision of the Ontario Curriculum for Grade 10 History shows that learning about the labour movement is a major component of the course:

Specific Expectations

Social and Political Movements

By the end of this course, students will:

- Analyze the impact of the women's movement in Canada since 1914 (e.g., suffrage, the Famous Five, broadening access to employment, Royal Commission on the Status of Women, enshrining gender equality in the Charter of Rights and Freedoms, combating violence against women, equal pay for work of equal value);
- Explain how the labour movement has affected social, economic, and political life in Canada (e.g., Winnipeg General Strike, On-to-Ottawa Trek, Regina Manifesto, Canadian Labour Congress, Canadian Auto Workers);
- Explain how pacifist groups, human rights organizations, and the civil rights movement have influenced Canadian society (e.g., Hutterites, Mennonites, Canadian Civil Liberties Association, Canadian Association of Elizabeth Fry Societies, Amnesty International, Black United Front);
- Describe the achievements of Aboriginal organizations (e.g., Inuit Tapiriit Kanatami, Assembly of First Nations, National Aboriginal Veterans Association, Union of Ontario Indians) in gaining recognition of the rights of Aboriginal peoples in Canada;
- Evaluate the role of movements that resulted in the founding of political parties (e.g., Co-operative Commonwealth Federation, Social Credit, Union Nationale, Bloc Québécois, Reform Party of Canada).

Interpretation and Analysis

By the end of this course, students will:

- Analyze information, employing concepts and theories appropriate to historical inquiry (e.g., chronology, cause and effect, short and long-term consequences);
- Distinguish between fact, opinion, and inference in texts and visuals found in primary and secondary sources;

- Identify different viewpoints and explicit biases when interpreting information for research or when participating in a discussion;
- Draw conclusions and make reasoned generalizations or appropriate predictions on the basis of relevant and sufficient supporting evidence;
- Complete research projects that reflect or contain the elements of a historical inquiry process: preparation, research, thesis, supporting evidence, conclusion based on evidence.

Communication

By the end of this course, students will:

- Express ideas, arguments, and conclusions, as appropriate for the audience and purpose, using a variety of styles and forms (e.g., reports, essays, debates, role playing, group presentations);

By accessing the following topics on Google; “A Short History of the Labour Movement in Canada and Quebec”, “The Canadian Labour Movement 1902-1960”, “Civilization.ca – Canadian Labour History”, etc., a history of the labour movement in Canada can be researched. Also, there are a number of activities that can be done with students in order to meet the curricular requirements pertaining to the labour movement.

The following page contains a sample culminating activity regarding labour issues. The activity can be a debate that will allow students to demonstrate their new found knowledge regarding Canada’s unions as well as express ideas in an attempt to convince an audience.

LABOUR ISSUES, CULMINATING ACTIVITY DEBATE

From time to time, the role of unions in society has been a controversial one. Now that students know what unions are, and their history, they are in a position to critically examine not only the role that they play in Canadian society, but also the preconceived notions about unions that they may have previously held.

Students will either work alone or be grouped with a partner. They will be assigned the 'pro' or 'con' position on one of the following union related topics:

1. The public is an innocent victim in work stoppages and strike action.
2. The union movement is responsible for the standard of living that we as Canadians now enjoy.
3. Our communities would be better off if workers in places like Wal-Mart unionized.
4. The Rand Formula is unfair; a worker should only pay union dues if they choose.
5. A worker is better off if he/she is a member of a union.
6. It is better to be part of a Canadian Union rather than a member of an international one.
7. Unions once served a purpose, but are no longer relevant.

While any of these topics would make for an interesting and informative debate within the class, they could also be used as a topic for an essay, song/rap, presentation or skit. Students should be offered some choice of culminating task based on their preferred learning style.

WORKSHEET FOR THE CANADIAN LABOUR HISTORY DOCUMENT

1. *Is this piece of writing a primary or secondary source? Why?*
2. *What is ‘the Rand Formula’?*
3. *Why do some unions feel it an advantage to be a Canadian Union such as the Canadian Auto Workers as opposed to an international union such as the United Steelworkers of America?*
4. *Does the “Canadian Labour History” as told by the Canadian Labour Congress contain bias? Do most historical sources contain bias? What types? Why do you think this is so?*
5. *What are some of the major benefits to Canadian Society brought to us as the result of the Union movement?*
6. *Why do you think that the union movement has gotten involved with issues such as anti-poverty issues, women’s issues or other social justice issues?*

(This exercise can be done as a test. It may also be done as a jigsaw, where the class is divided into 7 groups. Each group is to be responsible for discussing and answering one question and presenting their findings to the class.)

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