Walter P. Reuther Library Curriculum

Dear Educators,

Welcome to the Walter P. Reuther Library Curriculum On-line! The Reuther is home to the Archives of Labor and Urban Affairs and the Wayne State University Archives. The library collects, preserves and provides access to the heritage of the American labor movement and related reform movements of the twentieth century. The collection also includes urban affairs, with particular focus on the history of metropolitan Detroit.

The following lesson plans allow for instructors/educators to take learning through primary sources and technology to another level by incorporating a hands-on approach to acquiring knowledge. These lessons focus on incorporating English Language Arts, technology skills, social studies and career and employability skills into classroom curriculum and beyond. Students research, compile, develop and complete activities and presentations such as multi-media PowerPoint presentations, portfolio development and educational development plans utilizing the materials located and referenced on this site.

All of the following lessons are appropriate for 5th-8th grades and each is relevant to the content areas listed above. An extensive vocabulary list, resource list and bibliography are included for the benefit of both the teacher and students. Each lesson also includes both rubrics for student assessment and evaluation and connections to appropriate curriculum standards based upon the Grade Level Content Expectations as a component of No Child Left Behind. The rubrics are taken from various education web sources/sites that allow permission of their use and revised to reflect these specific activities.

Click on the lesson to view in full.

Lesson 1
> Through connections to Walter Reuther speeches, this activity focuses on "Taking a Stand" and Core Democratic Values. Students research and develop a written and oral report and present it to the class (creative component includes a collage, poem, skit or any other appropriate activity.) They can do the activity independently or as a part of a small group activity—focusing on teamwork—see rubrics.
> - o Connections to Standards
> - o Evaluation and Assessment Rubrics

Lesson 2

Through connections that focus on social studies and technology, students develop a PowerPoint or multi-media production utilizing speeches and images from the Photo Gallery at the Walter P. Reuther web site. They will research and take a component of his life and explain how particular life experiences shaped his character. Students can also use other web sites including the UAW's and will develop a web quest that will help them to research, design, and develop their project.
- o Connections to Standards
- o Evaluation and Assessment Rubrics

Lesson 3

Through connections to Career and Employability skills, students will research a career in the auto industry including technology, public policy/advocacy, or manager. With this lesson students can research Reuther's education and job experience background and then ask them to develop an EDP (Education Development Plan). Students compile lists of their talents, skills, and interests and incorporate that information into their assessment. Students write a resume based upon their career of interest. They will work with the Career Pathways and how it fits into the Career and Employability Skills as highlighted by Michigan Department Education. Job readiness and team-based activities including mock interviews are components.
- o Connections to Standards
- o Evaluation and Assessment Rubrics

Vocabulary List
Resource Links
Bibliography

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Lesson #1
Taking a Stand

This lesson focuses on Walter Reuther's speeches. Activity one, entitled, "Taking a Stand" highlights Core Democratic Values and also encourages students to learn about the kinds of issues that Walter Reuther was passionate about as they related to the labor movement. Students will research and develop a written and oral report and present it to the class (the creative component of this project could include a collage, poem, skit or any other appropriate activity.) Students can work on this project independently or as part of a small group activity, focusing on teamwork.

Background

Walter Reuther is often remembered as the most accomplished leader in the history of the American labor movement. A man of character, resolve and boundless energy, he sought to level the playing field for American workers. Through his efforts, millions of working families continue to enjoy a more secure future through benefits such as higher wages, health care benefits, sick and vacation days and the right to weekends off from work.

Reuther was ambitious, but took pride in being the nation's lowest-paid union president. As head of the United Automobile Workers (UAW) from 1946 to 1970, he held enormous economic power, but used it to better the lives of the union rank and file. As an advisor to four American presidents, Reuther had political influence, but applied it on behalf of the disadvantaged. He spoke and lived his guiding philosophy: "There is no greater calling than to serve your fellow men. There is no greater contribution than to help the weak. There is no greater satisfaction than to do it well."

With his rise to national prominence, Reuther worked to shape national policy on issues of social equality and justice. "You can't opt out of life," he said in 1968. "You've got to make up your mind whether you're willing to accept things as they are, or whether you're willing to try to change them." The labor leader was influential in the passage of civil rights legislation and in developing President Lyndon B. Johnson's War on Poverty program. Reuther also advised the Johnson administration on the Model Cities program that provided greatly needed funds for the redevelopment of Detroit and other distressed urban areas.

Walter Reuther also demonstrated a personal commitment to civil rights and social justice. He marched with the civil rights activists in Mississippi and hospital workers in South Carolina, for Reuther was a strong supporter of the Southern Christian Leadership Conference and a friend of Dr. Marin Luther King, Jr. The UAW assisted with financing the 1963 freedom marches in Detroit and Washington, DC. Reuther was one of the few non-African American speakers at the Washington march. In a recent Time article, Irving Bluestone, Reuther's administrative assistant and long-time friend, told a story about one perplexed marcher asking another "Who is Walter Reuther? "Walter Reuther!" was the incredulous response. "He's the white Martin Luther King." Under Reuther's leadership, the UAW also provided essential financial and logistical support for Cesar Chavez and the United Farm Workers in their struggle to humanize agricultural work in the southwestern United States.

During Walter Reuther's funeral, both friends and foes eulogized him for his leadership in the labor movement and for his commitment to social reform. "He saw the labor movement as an instrument for social justice" and "for human progress," said Bluestone. Michigan Senator Philip Hart offered: "you were part of Walter Reuther's constituency it you were poor, powerless…if you were old, it

you were sick." Henry Ford II added, "Walter Reuther was an extraordinarily effective advocate of labor's interest. His tough-minded dedication, his sense of social concern, his selflessness and his eloquence all mark him as a central figure in the development of modern industrial history." Indeed Reuther's legacy is part of the day-to-day lives of many Americans. Millions of workers enjoy a high standard of living because of advances won at the bargaining table by Walter Reuther.

Since its founding in 1935, the UAW has consistently developed innovative partnerships with employers and negotiated industry-leading wages and benefits for its members. UAW members have benefited from a number of collective bargaining breakthroughs, including:

- the first employer-paid health insurance plan for industrial workers

- the first cost-of-living allowances

- a pioneering role in product quality improvements

- landmark job and income security provisions

- comprehensive training and educational programs

Activity
Have students log onto the Walter P. Reuther Library's website page containing both written and audio speeches of Walter P. Reuther at www.reuther100.wayne.edu/speech.php. Have students either read or listen to one of the following Walter Reuther speeches:

Text- PDF Speeches
- 500 Planes Speech- 539.14
- New York Times Article 500 Planes Article- 539.15
- New York Times 500 Planes Draft- 539.15
- New York Times 500 Planes Final- 539.15
- Labor Day Address
- NAACP- 1957
- Proposal to Franklin D. Roosevelt- 539-18
- Radio Debate- Prosperity Which Way?
- The Job Ahead
- The National Hour- 542.6
- UAW Khruschev Meeting
- Labor and the OPA- 542.6
- Presidential Campaign
- Address FEPC- 542.6

Audio- mp3
- Walter Reuther speaking at the 1966 UAW convention, Long Beach, California, May 16, 1966. (1 of 2)
- Walter Reuther speaking at the 1966 UAW convention, Long Beach, California, May 16, 1966. (2 of 2)
- Walter Reuther speaking to the new UAW members at Solidarity House, March 21, 1968. (1 of 1).

Questions for Discussion

After students have read/listened to the speech of their choice, have the class discuss the following:

- Why did Walter Reuther feel that automobile and factory workers were treated unjustly?
- What actions did Walter Reuther take to improve the environment and conditions for factory workers?
- Did his actions improve working conditions, or hurt them?
- Discuss the sacrifices that Walter Reuther and the UAW members endured in order to fight for their beliefs.
- Discuss the rights that American workers enjoy today, because of the work of Walter Reuther and the UAW.

Upon completion of the class discussion ask students to research and develop a written report about one or more of the issues Walter Reuther took a stand for to ensure better working conditions and wages for automobile and other factory workers. Encourage students to utilize the web resources below to research and write their reports. Students are also encouraged to interview family members, neighbors or family friends regarding their experiences working for the automobile industry and how the work of Walter Reuther and the UAW improved their working conditions and lives in general.

Encourage students to add a creative component to their written report, including one or more of the following:

- Collage
- Poem
- Skit (can be done as a group activity- focusing on teamwork)
- PowerPoint Presentation
- Drawing
- Painting
- Sculpture
- Or any other creative activity as deemed appropriate by the teacher.

Click here to see Web Resources

Evaluation and Assessment Rubrics

Research Project Criteria Rubric

Thesis/Problem/Question
4- Students posed a thoughtful, creative question(s) that engaged them in challenging or provocative research.
3- Students posed a focused question(s), involving them in challenging research.
2- Students constructed a question(s) that lends itself to readily available answers.
1- Students relied on teacher-generated questions or developed a question(s) requiring little creative thought.

Information Seeking/Selecting and Evaluating
4- Students gather information from a variety of quality electronic and print sources. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary and secondary sources were included.
3- Students gathered information from a variety of relevant sources- print and electronic.
2- Students gathered information from a limited range of sources and displayed minimal effort in selecting quality resources.
1- Students gathered information that lacked relevance, quality, depth and balance.

Analysis
4- Students carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence. Voice of the student writers is evident.
3- Students products show good effort was made in analyzing the evidence collected.
2- Students conclusions could be supported by stronger evidence. Level of analysis could have been deeper.
1- Students conclusions simple involved and restating information. Conclusions were not supported by evidence.

Synthesis
4- Students developed appropriate structure for communicating product, incorporating a variety of quality sources. Information is logically and creatively organized with smooth transitions.
3- Students logically organized the product and made good connections among ideas.
2- Students could have put greater effort into organizing product.
1- Students work is not logically or effectively structured.

Documentation

4- Student(s) documented all sources, including visuals, sounds, and animations. Sources are properly cited, both in-text/on-product and on Works-cited/Works-Consulted pages/slides. Documentation is error free.

3- Student(s) effectively communicated the results of research to the audience.

2- Audience has difficulty following presentation because student jumps around.

1- Student(s) clearly plagiarized materials.

Product/Process

4- Students present information in logical, interesting sequence which audience can follow.

3- Students present most information in logical sequence which audience can follow.

2- Audience has difficulty following presentation because students jump around.

1- Audience cannot understand presentation because there is now sequence of information.

Presentation Criteria Rubric

Organization

4- Students present information in logical, interesting sequence which audience can follow.

3- Students present most information in logical sequence which audience can follow.

2- Audience has difficulty following presentation because student jumps around.

1- Audience cannot understand presentation because there is no sequence of information.

Subject Knowledge

4- Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.

3- Student is at ease with expected answers to all questions, but fails to elaborate.

2- Student is uncomfortable with information and is able to answer only rudimentary questions.

1- Student does not have grasp of information; students cannot answer questions about subject.

Graphics

4- Student's graphics explain and reinforce screen text and presentation.

3- Student's graphics related to text and presentation.

2- Student occasionally uses graphics that rarely support text and presentation.

1- Student uses superfluous graphics or no graphics that do not support text.

Mechanics
4-Presentation has no misspellings or grammatical errors.
3- Presentation has no more than two misspellings and/or grammatical errors.
2- Presentation has three misspellings and/or grammatical errors.
1- Student's presentation has four or more spelling errors and/or grammatical errors.

Eye Contact
4- Student maintains eye contact with audience, seldom returning to notes.
3- Student maintains eye contact most of the time but frequently returns to notes.
2- Students occasionally use eye contact, but still reads most of the report.
1- Student reads all of report with little to no eye contact.

Elocution/Speaking
4 Students uses a clear voice and correct, precise pronunciation of terms so that all in the audience can hear and understand.
3- Student's voice is clear. Student pronounces most words correctly. Most of the students in the audience can hear and understand.
2- Student's voice is low. Student incorrectly pronounces terms. Audience can not hear or understand most of presentation.
1- Student mumbles and incorrectly pronounces terms, and speaks too low. Audience cannot hear or understand all of presentation.

Connections to National and Michigan Stated Standards

The following connections include both the correlations to the No Child Left Behind (Grade Level Content Expectations) and the state of Michigan's Education Frameworks.

http://www.michigan.gov/mde/0,1607,7-140-28753---,00.html

5th Grade Reading Standards
Word Recognition
R.W.S.05.04: Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.

R.WS.05.05: Students will acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.

Vocabulary
R.WS.05.07: Students will, in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary,

and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.

Informational Text
R.IT.05.01: Students will identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.

Comprehension
R.CM.05.01: Students will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

R.CM.05.02: Students will retell through concise summarization grade-level narrative and informational text.

Metacognition
R.MT.05.01: Students will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

6th Grade Reading Standards

Word Recognition
R.WS.06.01: Students will explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.

R.WS.06.03: Students will automatically recognize frequently encountered in grade-level reading and oral language contexts.

R.WS.06.05: Students will acquire and apply strategies to identify unknown words and construct meaning.

Vocabulary
R.WS.06.07: Students will, in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.

Narrative Text
R.NT.06.01
Students will describe how characters form opinions about one another in ways that can be fair and unfair in classic, multicultural, and contemporary literature recognized for quality and literary merit.

Comprehension
R.CM.06.01: Students will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

R.CM.06.02: Students will retell through concise summarization grade-level narrative and informational text.

Metacognition
R.MT.06.01: Students will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including; predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

Reading Attitude
R.AT.06.01: Students will be enthusiastic about reading and do substantial reading and writing on their own.

Spelling
W.SP.06.01: Students will, in the context of writing, correctly spell frequently encountered and frequently misspelled words.

7th *Grade Reading Standards*

Word Recognition
R.WS.07.03: Students will automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadiness across the year.

R.WS.07.04: Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.

Narrative Text
R.NT.07.01: Students will identify how the tensions among characters, communities, themes, and issues are related to their own experiences, in classic, multicultural, and contemporary literature recognized for quality and literary merit.

Conventions
S.CN.07.01: Students will adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using specialized language related to a topic and selecting words carefully to achieve precise meaning when presenting.

L.CN.07.01: Students will distinguish facts from opinions and question their validity when listening to or viewing a variety of speeches and presentations.

8th Grade Reading Standards

Word Recognition
R.WS.08.01: Students will explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.

R.WS.08.03: Students will automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the year.

R.WS.08.04: Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.

R.WS.08.05: Students will acquire and apply strategies to identify unknown words and construct meaning.

Vocabulary
R.WS.08.07: Students will, in context, determine the meaning of words and phrases including content area vocabulary and literary terms using strategies including activating prior knowledge, using text features/structures, and authentic content-related resources.

Informational Text
R.IT.08.02: Students will analyze organizational patterns including chronological sequence, compare/contrast, and cause/effect.

Comprehension
R.CM.08.01: Students will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
R.CM.08.02: Students will retell through concise summarization grade-level narrative and informational text.

Metacognition
R.MT.08.01: Students will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including; predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

Spelling
W.S.08.01: Students will, in the context of writing, use correct spelling conventions.

Conventions
S.CN.08.01: Students will adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using enunciation to emphasize key ideas and concepts when presenting.

Discourse
S.DS.08.04: Students will plan, outline and deliver an information presentation using precise and vivid language in the active voice; organizing logically to convey the message; applying persuasive non-verbal techniques making use of rhetorical strategies to support the purpose of the presentation and to positively impact the intended audience.

Middle School Social Studies Standards
Historical Perspective
MS I:2.2: Students will identify and explain how individuals in history demonstrated good character and personal virtue.

MS I:2.4: Students will use historical biographies to explain how events from the past affected the lives of individuals and how some individuals influenced the course of history.

MS I:4.3: Students will identify the responses of individuals to historic violations of human dignity involving discrimination, persecution, and crimes against humanity.

Inquiry
MS V:2.2: Students will gather and analyze information using appropriate information technologies to answer the question posed.

MS V:2.3: Students will construct an answer to the question posed and support their answer with evidence.

Public Discourse and Decision Making
MS VI:1.2: Students will trace the origins of a public issue.

MS VI:1.3 Students will explain how culture and experiences shape positions that people take on an issue.

Middle School Educational Technology Standards

Technology Productivity Tools
2. Students will use a variety of technology resources, including the internet to increase learning and productivity.

5. Students will use collaborative tools to design, develop and enhance materials publications or presentations.

Technology Research Tools
1. Students will use a variety of Web search engines to locate information.

7. Students will evaluate new technology tools and resources and determine the most appropriate tool to use for accomplishing a specific task.

Technology Problem Solving & Decision Making Tools
2.   Students will describe the information and communication technology tools to use for collecting information from different sources, analyzing findings, draw conclusions for addressing real-world problems.

National Technology Standards for Students:
1. **Creativity and Innovation**
   Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas, products, or processes.
   b. create original works as a means of personal or group expression.
   c. use models and simulations to explore complex systems and issues.
   d. identify trends and forecast possibilities.

2. **Communication and Collaboration**
   Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
   a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
   c. contribute to project teams to produce original works or solve problems.

3. **Research and Information Fluency**
   Students apply digital tools to gather, evaluate, and use information. Students:
   a. plan strategies to guide inquiry.

b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

4. Critical Thinking, Problem-Solving & Decision-Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:
a. plan and manage activities to develop a solution or complete a project.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
a. advocate and practice safe, legal, and responsible use of information and technology.
b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
c. demonstrate personal responsibility for lifelong learning.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems and operations. Students:
a. understand and use technology systems.
b. select and use applications effectively and productively.
c. troubleshoot systems and applications.
d. transfer current knowledge to learning of new technologies.

Lesson #2
Walter P. Reuther- A Pictorial Perspective

This lesson connects and focuses upon social studies and technology. Students will conduct research on Walter P. Reuther's life, using the Walter P. Reuther Library's website. Students will then create a PowerPoint presentation or multimedia production focusing on speeches and images located in the Photo Gallery at the Walter P. Reuther Library's website. Students should focus upon a particular component of his life and how that particular life experience(s) shaped his character. Students can also use other websites, including the UAW's and we have also provided under the resources section, websites that can be used to conduct a student web quest, in order to help them to conduct research, design their work and develop their project further.

Background
The second of five children, Reuther was born on September 1, 1907, in Wheeling, West Virginia. He learned about social issues in family debates moderated by his father, Valentine, an active member in the Brewery Workers union. Walter Reuther recalled, "At my father's knees we learned the philosophy of trade unionism. We got the struggles, the hopes and the aspirations of working people every day." The younger Reuther developed a commitment to address social problems through union and political action.

The Reuther family was very intellectual, but could not afford to keep teen-age sons in school. At the age of 16, Walter had to leave Wheeling High School and become an apprentice toolmaker. His first job wan singularly unsuccessful- he was soon discharged for labor agitation. The ceiling on wages in Wheeling was around 40 cents per hour and Sunday work was mandatory. So after three years, Reuther left for Detroit and the increased day wages of the automobile industry there.

After working a 13-hour night shift at Briggs for 85 cents an hour, young Reuther talked his way into a job at the Ford Plant as a tool-and-die man for $1.10 an hour. The evening hours of the job left him free to pursue high school studies by day. Being an aggressive and determined young man, Reuther not only completed his high school coursework, but enrolled in Wayne State University where he studied social sciences for three years.

When Reuther arrived in Detroit, the automobile center was definitely and powerfully an open-shop city. Automobile management was violently anti-union

and in any case the A.F.L. craft unions were not set up to organize automobile assembly-line workers. In 1926, as today, Detroit was almost a single-industry city—the city devoted to the manufacture of the automobile.

These frictions did not make it easier to organize a labor-union movement in the automobile industry. But young enthusiasts like Reuther were inspired by the depression and the New Deal to agitate for unionization at Ford and at other big plants. The outcome of such projects was inevitable. In 1933, when unemployment gripped the entire nation, Reuther was fired from Ford for union agitation.

It is significant to note that Walter and his brother Victor seized this opportunity to take the grand tour of the world! In England, they visited coal pits and textile mills as well as auto plants; they were shaken by the Nazi hold on their father's native Germany; they went to work with enthusiasm in Russia.

Walter Reuther's education was considerably broadened by his travels abroad. When he returned to Detroit, he returned with a purpose: to make unionization his lifetime work. He obtained a job with General Motors and threw his heart into the campaign to organize the automobile workers.

Reuther welcomed the opportunity to take his share of the tough and dirty work of union organization in Detroit. In the 1937 struggle to organize the Ford plant, Reuther took part in the infamous "battle of the overpass," where he was severely beaten by Ford Service Men. This beating he described later in some detail to state the following:

"They picked me up about eight different times and threw me down on my back on the concrete. I was on the ground they kicked me in the face, head and other parts of my body…. I never raised a hand. After they kicked me down the stairs, they started to hit me at the bottom of the stairs, hit me, and slugged, driving me before them but never letting me get away."

For Reuther, this brutal experience was suffered in the line of duty, as he felt that it was his responsibility to fight for the rights of those who could not fight for themselves. Incidents such as this were by no means isolated incidents in 1930's Detroit.

Walter Reuther's exceptional ability became more and more evident, as his local grew in membership from 78 to 30,000 members over the course of one year.

As a full-time labor organizer, Reuther helped organize a multitude of strikes for union recognition. He was prominent in the sit-down strike at the Kelsey-Hayes wheel factory, which was a tremendous success, and participated in the General Motors sit-down strikes of 1936–1937.

There was great resistance to Walter Reuther's efforts. In 1938, gunmen barged into Reuther's apartment in an attempt to kidnap and murder the labor leader; however, their plans were foiled by the presence of a small group of Reuther friends and relatives.

On April 20, 1948, Reuther returned home late, as he often did, from meeting at the UAW headquarters. While eating a warmed-over dinner in his kitchen, he turned to answer a question from his wife. At that moment, gunfire erupted and he was injured by a shotgun blast to his right arm. Had Reuther not turned, the shots would have killed him. Reuther's assailants were never caught. After months of recuperation, Reuther eventually regained limited mobility of his severely damaged arm; however, it pained him for the rest of his life.

Just before World War II, with almost half of the nation's auto-manufacturing capacity idle, Reuther received national attention for his plan to use factories in Michigan and elsewhere to build 500 military aircraft a day. Although technically feasible, the plan was never implemented because automakers resisted what they considered an attempt to dictate their production. During the war, however, industry did produce aircraft, tanks and other war materials in unprecedented amounts.

Impressed with Reuther's aircraft proposal, which complemented his Arsenal of Democracy programs, President Franklin D. Roosevelt would frequently consult Reuther on wartime production problems. Being passionate about his work and his cause, Reuther turned down an appointment with the high-profile War Productions Board to stay with and support the labor movement.

By 1945, Reuther was recognized a labor leader of national stature when he led a strike against General Motors.

After Reuther was elected president of the UAW in 1946, he began to guide the union down a new path and pledged to work for "a labor movement whose philosophy demands that it fight for the welfare of the public at large."

Under his leadership, UAW members won unprecedented benefits, including enhanced job security, cost-of-living adjustments, vacations and health-care insurance. Supplemental unemployment benefits (SUB), introduced in 1955, helped to ease the economic burdens caused by the cyclical nature of auto work.

SUB allowed laid-off workers to continue receiving a paycheck, which equaled 95 percent of their regular take-home pay. Reuther hailed SUB as "the first time in the history of collective bargaining that great corporations agreed to begin to accept responsibility" for their workers during times that they were laid-off.

Reuther strongly believed that automakers had obligations beyond making money for their stockholders. They also had a duty to their employees and, ultimately, to the American public.

Walter P. Reuther was one of America's great labor leaders. He was also living proof that one person *can* make a difference. Reuther was president of the United Automobile Workers union (UAW) between 1946 and 1970. Under his leadership, the American and Canadian members of the UAW obtained their fare share of the enormous wealth they produced and were able to restore dignity to the industrial work they performed. Reuther's work however, went well beyond contract negotiations and union organizing.

Reuther believed that the labor movement was a social movement, that unions had the power to improve the lives of all working-class Americans, and the potential to change the world for the betterment of all. As president of the UAW, Nationally and globally, Reuther advocated for workers rights in countries and places as far away as **Japan, Mexico, the Middle East, and Europe**. Reuther supported the civil rights movement, environmental causes, public housing projects and health care improvements. He also promoted international relations and political reform at the local, state and federal levels.

Activity
Have students log onto the Walter P. Reuther Library's website page containing both written and audio speeches of Walter P. Reuther at
www.reuther100.wayne.edu/viewgallery.php . Encourage students to view all of the pictures in the Walter Reuther Photo Collection which are sorted by decade:

1900- (2 photos)

1910- (2 photos)

1920- (26 photos)

1930- (127 photos)

1940- (81 photos)

1950-(145 photos)

1960-(123 photos)

1970- (0 photos)

No Date- (128 photos)

Then have students log onto the Walter P. Reuther Library's website page containing both written and audio speeches of Walter P. Reuther at www.reuther100.wayne.edu/speech.php. Encourage students to either read or listen to one of the following Walter Reuther speeches:

Text- PDF Speeches
- 500 Planes Speech- 539.14
- New York Times Article 500 Planes Article- 539.15
- New York Times 500 Planes Draft- 539.15
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- Address FEPC- 542.6

Audio- mp3
- Walter Reuther speaking at the 1966 UAW convention, Long Beach, California, May 16, 1966. (1 of 2)
- Walter Reuther speaking at the 1966 UAW convention, Long Beach, California, May 16, 1966. (2 of 2)
- Walter Reuther speaking to the new UAW members at Solidarity House, March 21, 1968. (1 of 1).

During class time encourage students to conduct a discussion about what they have seen, read and heard about as it relates to Walter Reuther, the UAW and the labor movement.

Discussion Questions
Ask students the following questions to encourage discussion:

- Who was Walter Reuther?
- Where was Walter Reuther born?
- What did Walter Reuther's family do during dinnertime that encouraged him to pursue a career in the labor movement?
- Why did Walter Reuther decide to move to Detroit, Michigan?
- What life event prompted Walter Reuther to travel to a foreign country when his was a young man?
- What foreign countries did Walter Reuther and his brother Victor visit and why?
- What types of places and with what people/organizations did they visit?

- When Walter Reuther returned to Detroit from Europe, What was his ultimate goal?
- Describe what you have learned about the Battle of the Overpass.
- Which president consulted Walter Reuther about wartime production efforts and why was this president so impressed with him?
- What year was Walter Reuther elected as president of the United Automobile Workers (UAW)?
- Under Walter Reuther's leadership, name at least unprecedented benefits that the UAW secured to improve working conditions for automobile factory workers and others.
- Describe Supplemental Unemployment Benefits (SUB) and its significance to laid-off workers.
- Name at least one thing that you admire about Walter Reuther and his accomplishments during his lifetime.

Have students create their own PowerPoint presentation utilizing the web resources at the Walter P. Reuther Library, as well as the web inks provided within the curriculum materials. Encourage students to utilize appropriate images, sound, animation, and a variety of font sizes- and most importantly ask students to be creative!

Evaluation & Assessment Rubrics

Web Research, PowerPoint Development and Presentation

Originality
1- The work is a minimal collection of rehash of other people's ideas, products, images and inventions there is not evidence of new thought.

2- The work is an extensive collection and rehash of other people's ideas, products, images and inventions. There is not evidence of new thought or inventiveness.

3- The product shows evidence of originality and inventiveness. While based on an extensive collection of other people's ideas, products, images and inventions, the work extends beyond that collection to offer new insights.

4- The product shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, inventive and based upon logical conclusions and sound research.

Provides Sufficient Evidence- Content
4- The content is written clearly and concisely with logical progression of ideas and supporting information. The project includes motivating questions and advanced organizers. The project gives the audiences a clear sense of the

project's main ideas. Information is accurate, current, and comes from a variety of primary and secondary sources.

3- The content is written with a logical progression of ideas and supporting information. Includes persuasive information from reliable sources.

2- the content is vague in conveying a point of view and does not create a strong sense of purpose. Includes some persuasive information with few facts. Some of the information may not seem to fit. Sources used appear unreliable.

1- The content lacks a clear point of view and logical sequence of information. Includes little persuasive information and only one or two facts about the topic. Information is incomplete, out of date and/or incorrect. Sequencing of ideas is unclear.

Text Elements, Graphics, Sound or Animation
4- The fonts are easy to read and point size varies appropriately for headings and text. Use of italics, both and indentations enhances readability. Text is appropriate in length for the target audience and to the point. The background animation assists in presenting an overall theme and enhances understanding of concepts, ideas and relationships. Original images are created using proper size and resolution, and all images enhance the content.

3- Sometimes the fonts are easy to read, but in a few places, the use of fonts, italics, bold, long paragraphs, color or busy background detracts and does not enhance readability. The graphics, sound and/or animation visually depict material and assist the audience in understanding the flow of information or content. Some original images are used and they have proper size and resolution.

2- Overall readability is difficult with lengthy paragraphs, too many different fonts, dark or busy background, overuse of bold or lack of appropriate indentations of text. Some of the graphics, sounds, and/or animations seem unrelated to the topic/theme and do not enhance the overall concepts. Most images are clipart or recycled from www. Images are tool large/small in size and are poorly cropped or the color/resolution is fuzzy.

1- The text is extremely difficult to read with long blocks of text and small point size of fonts, inappropriate contrasting colors, poor use of headings, subheadings, indentations, or both formatting. The graphics, sounds and/or animations are unrelated to the content. Graphics do not enhance understanding of the content, or are distracting decorations that create a busy felling and detract from the content.

Artful Design- Layout

4- The layout is visually pleasing and contributes to the overall message with appropriate use of headings, subheadings and white space.

3- The layout uses horizontal and vertical white space appropriately.

2- The layout shows some structure, but appears cluttered and busy or distracting with large gaps of white space or uses a distracting background.

1- The layout is cluttered, confusing , and does not use spacing, headings and subheadings to enhance readability.

Writing Mechanics

4- The text is written with nor errors in grammar, capitalization, punctuation, and spelling.

3- The text is clearly written with little or no editing required for grammar, punctuation, and spelling.

2- Spelling, punctuation, and grammar errors distract or impair readability.
1- Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader and major editing and revision is required.

Citations

4- Sources of information are properly cited so that the audience can determine the credibility and authority of the information presented. All sources of information are clearly identified and credited using designated citation format.

3- Most sources of information are properly identified using the designated citation format.

2- Sometimes copyright guidelines are followed and some information, photos, and graphics do not use properly designated citation format.

1- No way to check validity of information. Citation format is not used.

Presentation Criteria Rubric

Organization

4- Students present information in logical, interesting sequence which audience can follow.
3- Students present most information in logical sequence which audience can follow.
2- Audience has difficulty following presentation because student jumps around.

1- Audience cannot understand presentation because there is no sequence of information.

Subject Knowledge
4- Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
3- Student is at ease with expected answers to all questions, but fails to elaborate.
2- Student is uncomfortable with information and is able to answer only rudimentary questions.
1- Student does not have grasp of information; students cannot answer questions about subject.

Graphics
4- Student's graphics explain and reinforce screen text and presentation.
3- Student's graphics related to text and presentation.
2- Student occasionally uses graphics that rarely support text and presentation.
1- Student uses superfluous graphics or no graphics that do not support text.

Mechanics
4-Presentation has not misspellings or grammatical errors.
3- Presentation has no more than two misspellings and/or grammatical errors.
2- Presentation has three misspellings and/or grammatical errors.
1- Student's presentation has four or more spelling errors and/or grammatical errors.

Eye Contact
4- Student maintains eye contact with audience, seldom returning to notes.
3- Student maintains eye contact most of the time but frequently returns to notes.
2- Students occasionally use eye contact, but still reads most of the report.
1- Student reads all of report with little to no eye contact.

Elocution/Speaking
4-Students use a clear voice and correct, precise pronunciation of terms so that all in the audience can hear and understand.

3- Student's voice is clear. Student pronounces most words correctly. Most of the students in the audience can hear and understand.

2- Student's voice is low. Student incorrectly pronounces terms. Audience can not hear or understand most of presentation.

1- Student mumbles and incorrectly pronounces terms, and speaks too low. Audience cannot hear or understand all of presentation.

Connections to National and Michigan Stated Standards

The following connections include both the correlations to the No Child Left Behind (Grade Level Content Expectations) and the state of Michigan's Education Frameworks.

http://www.michigan.gov/mde/0,1607,7-140-28753---,00.html

5th Grade Reading Standards

Word Recognition
R.W.S.05.04: Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.

R.WS.05.05: Students will acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.

Vocabulary
R.WS.05.07: Students will, in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.

Informational Text
R.IT.05.01: Students will identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.

Comprehension
R.CM.05.01: Students will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

R.CM.05.02: Students will retell through concise summarization grade-level narrative and informational text.

Metacognition
R.MT.05.01: Students will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

6th Grade Reading Standards

Word Recognition
R.WS.06.01: Students will explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.

R.WS.06.03: Students will automatically recognize frequently encountered in grade-level reading and oral language contexts.

R.WS.06.05: Students will acquire and apply strategies to identify unknown words and construct meaning.
Vocabulary
R.WS.06.07: Students will, in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.

Narrative Text
R.NT.06.01
Students will describe how characters form opinions about one another in ways that can be fair and unfair in classic, multicultural, and contemporary literature recognized for quality and literary merit.

Comprehension
R.CM.06.01: Students will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

R.CM.06.02: Students will retell through concise summarization grade-level narrative and informational text.

Metacognition
R.MT.06.01: Students will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including; predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

Reading Attitude
R.AT.06.01: Students will be enthusiastic about reading and do substantial reading and writing on their own.

Spelling
W.SP.06.01: Students will, in the context of writing, correctly spell frequently encountered and frequently misspelled words.

7th Grade Reading Standards

Word Recognition

R.WS.07.03: Students will automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadiness across the year.

R.WS.07.04: Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.

Narrative Text

R.NT.07.01: Students will identify how the tensions among characters, communities, themes, and issues are related to their own experiences, in classic, multicultural, and contemporary literature recognized for quality and literary merit.

Conventions

S.CN.07.01: Students will adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using specialized language related to a topic and selecting words carefully to achieve precise meaning when presenting.

L.CN.07.01: Students will distinguish facts from opinions and question their validity when listening to or viewing a variety of speeches and presentations.

8th Grade Reading Standards

Word Recognition

R.WS.08.01: Students will explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.

R.WS.08.03: Students will automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the year.

R.WS.08.04: Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.

R.WS.08.05: Students will acquire and apply strategies to identify unknown words and construct meaning.

Vocabulary

R.WS.08.07: Students will, in context, determine the meaning of words and phrases including content area vocabulary and literary terms using strategies including activating prior knowledge, using text features/structures, and authentic content-related resources.

Informational Text

R.IT.08.02: Students will analyze organizational patterns including chronological sequence, compare/contrast, and cause/effect.

Comprehension
R.CM.08.01: Students will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
R.CM.08.02: Students will retell through concise summarization grade-level narrative and informational text.

Metacognition
R.MT.08.01: Students will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including; predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

Spelling
W.S.08.01: Students will, in the context of writing, use correct spelling conventions.

Conventions
S.CN.08.01: Students will adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using enunciation to emphasize key ideas and concepts when presenting.

Discourse
S.DS.08.04: Students will plan, outline and deliver an information presentation using precise and vivid language in the active voice; organizing logically to convey the message; applying persuasive non-verbal techniques making use of rhetorical strategies to support the purpose of the presentation and to positively impact the intended audience.

Middle School Social Studies Standards
Historical Perspective
MS I:2.2: Students will identify and explain how individuals in history demonstrated good character and personal virtue.

MS I:2.4: Students will use historical biographies to explain how events from the past affected the lives of individuals and how some individuals influenced the course of history.

MS I:4.3: Students will identify the responses of individuals to historic violations of human dignity involving discrimination, persecution, and crimes against humanity.

Inquiry
MS V:2.2: Students will gather and analyze information using appropriate information technologies to answer the question posed.

MS V:2.3: Students will construct an answer to the question posed and support their answer with evidence.

Public Discourse and Decision Making
MS VI:1.2: Students will trace the origins of a public issue.

MS VI:1.3 Students will explain how culture and experiences shape positions that people take on an issue.

Middle School Educational Technology Standards
Technology Productivity Tools
2. Students will use a variety of technology resources, including the internet to increase learning and productivity.

5. Students will use collaborative tools to design, develop and enhance materials publications or presentations.

Technology Research Tools
1. Students will use a variety of Web search engines to locate information.

7. Students will evaluate new technology tools and resources and determine the most appropriate tool to use for accomplishing a specific task.

Technology Problem Solving & Decision Making Tools
2. Students will describe the information and communication technology tools to use for collecting information from different sources, analyzing findings, draw conclusions for addressing real-world problems.

National Educational Technology Standards
1. **Creativity and Innovation**
    Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
    a. apply existing knowledge to generate new ideas, products, or processes.
    b. create original works as a means of personal or group expression.
    c. use models and simulations to explore complex systems and issues.
    d. identify trends and forecast possibilities.

2. Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
  a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
  b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
  c.   contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information.
Students:
  b. plan strategies to guide inquiry.
  c. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  d. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

4. Critical Thinking, Problem-Solving & Decision-Making
Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:
  b. plan and manage activities to develop a solution or complete a project.

5. Digital Citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
  d. advocate and practice safe, legal, and responsible use of information and technology.
  e. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
  f. demonstrate personal responsibility for lifelong learning.

6. Technology Operations and Concepts
Students demonstrate a sound understanding of technology concepts, systems and operations. Students:
  e. understand and use technology systems.
  f. select and use applications effectively and productively.
  g. troubleshoot systems and applications.
  h. transfer current knowledge to learning of new technologies.

Lesson #3
Career Choices- Seize *Your* Opportunity!

This lesson makes connections to career and employability. Ask students to research a career that is incorporated into or relevant to the auto industry including technology or public policy/advocacy, etc. With this lesson student's research Walter P. Reuther's education and job experience background and are then encouraged to assess their own likes and interests as they relate to possible future careers and career opportunities. Students will have the opportunity to explore talents, skills, and interests by completing an Education Development Plan (EDP). This lesson affords the opportunity to work with Career Pathways and how it fits into the assessment as well as incorporation of Career and Employability Skills as highlighted by the Michigan Department of Education. Job readiness, Team-based activities and mock interviews are a vital component of this lesson.

Background
Walter Reuther's rise to the head of the United Automobile Workers was filled with major challenges, great sacrifices, and tremendous triumphs and victories.

Although Walter Reuther did not grow up in the coal mines or the cigar factories, his childhood and early training prepared him well for his union career. Young Reuther was born in Wheeling, West Virginia, on September 7, 1907, the second son of Valentine Reuther, a German immigrant. Walter's father worked in a brewery for $1.50 daily, and was very active in local union affairs at the time his son was born.

Many of Walter Reuther's views can be traced back to his father's influence. Valentine Reuther was a passionate Socialist, and ran for Congress on the Socialist ticket. He brought from his native land a strong combination of Lutheranism and the German Social Democratic tradition.

The Reuther family was intellectual, but could not afford to keep teen-age sons in school. At the age of 16 Walter had to leave the Wheeling High School and

become an apprentice tool and die maker. His first job was unsuccessful, as he was soon discharged for labor agitation. The maximum amount on wages in Wheeling, Virginia was around 40 cents an hour and Sunday work was mandatory. After three years of work, Reuther decided to relocate to Detroit to seek a job in the automobile industry, where wages were much higher than in other parts of the country.

After working exhausting 13-hour night shifts at Briggs for a mere 85 cents per hour, Reuther persuaded supervisors at the Ford plan to hire him as a tool-and-die man for $1.10 an hour. Working evening hours in this position afforded Walter Reuther the opportunity to pursue high school studies by day. Reuther not only completed his high school coursework, but enrolled in Wayne University where he studied social sciences for three years.

Reuther later joined the Ford Motor Company but was laid off as the Great Depression worsened. This lay-off provided Walter and his brothers with the opportunity to go Europe, where they worked from 1933-1935 in the automobile plant at Gorky in the Soviet Union.

Upon Reuther's return to Detroit, his main goal was to make unionization his lifetime work. He obtained a job with General Motors and immersed himself into the campaign to organize automobile workers. In 1935, he rounded-up several small and struggling locals into Local 174 and because of his hard work and dedication, became its president by election.

In 1936, when Reuther represented Local 174 at the South Bend, Indiana Convention, his natural ability to lead people made him a logical choice for the United Automobile Workers' Executive Board.

As a union organizer and a strike strategist he was a master opportunist. His approach to everyday union problems was pragmatic. Because of this realistic approach to solving union problems and issues, U.A.W. members were able to credit him with very concrete wage increases and other gains in the late thirties and during the war years.

Reuther was dedicated to the labor movement and believed that the it was a social movement, believed that unions had the power to improve the lives of all working-class Americans, and also had the potential to change the world for the betterment of all mankind. To this end, as president of the UAW, Reuther supported the civil rights movement, environmental causes, public housing projects and health care improvements.

Reuther fought on and continued to push for new and improved benefits, and through the years, the union won the things and opportunities that employees today take for granted.

Year after year, workers gained, things such as comprehensive health-care programs, tuition-refund programs, life insurance, profit sharing, severance pay, prepaid legal-service plans, bereavement pay, jury-duty pay — plus improvements in vacation time, holidays and rest time. The negotiation of decent working, health and safety conditions, coupled with a sound grievance procedure, added immensely to a personal sense of dignity and self-respect for workers.

Today's auto industry is looking for young people who are eager to meet the challenges of new technology. In the manufacturing sector, traditional engineering skills are influenced more and more by advances in robotics and computers but equally by developing personal leadership skills. In this highly competitive world, the key to success within the auto industry is heavily dependent on the individual.

Making high quality products and improving working methods within the auto plants and auto industry in general also remains key, and industry professionals are seeking resourceful recruits with initiative and determination. The automotive manufacturing industry offers a wide range of career options that you may or many not have thought about, or known existed.

Careers in sales and marketing, especially in the retail sector, offer equal satisfaction. The engineering sector offers opportunities to utilize critical thinking skills and the car showroom is a challenging environment where advanced interpersonal skills are not only helpful, but required. Rising through the ranks and eventual progression into management positions is open to all individuals with drive and determination.

Walter Reuther took his passion and commitment to the labor movement and turned it into a life-long career, with forethought, drive and determination, you too can make a significant impact on our society..

Activity
Have students discuss the background information that they have just read. Encourage classroom discussion about Walter Reuther's education and career background, then encourage students to explore their own particular interests, likes and dislikes as they relate to school courses, college or trade school classes and majors and eventual career choices.

As a group activity, have students to further research the education and job experiences of Walter Reuther and then verbally present their findings to the class.

After the presentation of student reports about Walter Reuther, ask students what they know about their intended future career path and ask each student why they chose that particular career choice.

Tell students that the Career Pathways Program will assist them in figuring out which careers best fit their likes and interests.

http://www.michigan.gov/careers

You can further explain the significance of Career Pathways to students by the following:

- Career Pathways are broad groupings of careers that share similar characteristics and employment requirements. Almost all occupations fall into one (or more) of the career pathways. Workers within a career pathway often share many common interests, strengths and competencies.

- Career Pathways help students become aware of the broad range of career options available and of the need to continue learning throughout their adult lives to be prepared for career opportunities in a rapidly changing workplace.

- Career Pathways allow students to see greater relevance between their selected classes and their future careers. These connections result in improved student achievement and greater student interest.

- Career Pathways allow students to realistically prepare for promising careers based on their personal strengths, abilities and interests. Career Pathways provide a system that create well-marked "paths" of sequenced courses, and provide both focus and direction to a student's learning experience.

After students have a clear understanding about Career Pathways, encourage students to raise their hands if the following applies to them:

- Do you enjoy being a leader, organizing people, planning activities and talking?
- Do you like to work with numbers or ideas?
- Do you enjoy carrying through with an idea and seeing the end product?
- Do you like things neat and orderly?

- Would you enjoy balancing a checkbook, following the stock market, holding an office in a club, surfing the internet?

Tell students that if they answered yes to any of the above questions, that the business management and information technology pathway within the automotive industry could be a perfect career fit for them!

Sample careers within the automotive industry to think about within this pathway include the following:

- Accounting
- Office Administration
- Entrepreneurship
- Management
- Marketing
- Sales
- Finance
- Personnel
- Economics
- Computer Information Systems

Discussion Questions
Continue class discussion and encourage students to raise their hands if the following applies to them:

- Are you mechanically inclined and practical?
- Do you like reading diagrams and blueprints, and drawing building structures?
- Are you curious about how things work?
- Would you enjoy painting a house, repairing cars, wiring electrical circuits or woodworking?

Tell students that if they answered yes to any of the above questions that the engineering, manufacturing and technology pathway within the automotive industry could be a perfect career fit for them!

Sample careers within the automotive industry to think about within this pathway include the following:

- Architecture
- Precision production
- Manufacturing
- Technology
- Mechanics & Repair
- Engineering & Related Technologies
- Drafting

- Construction

Continue class discussion and encourage students to raise their hands if the following applies to them:
- Are you a creative thinker?
- Are you imaginative, innovative and original?
- Do you like to communicate ideas?
- Do you like making crafts, drawing, playing a musical instrument, taking photos or writing stories?

Tell students that if they answered yes to any of the above questions that the art and communication pathway within the automotive industry could be a perfect career fit for them!

Sample careers within the automotive industry to think about within this pathway include the following:

- Advertising & Public Relations
- Creative Writing
- Film Production
- Foreign Language
- Journalism
- Graphic Art
- Architectural Drafting & Design
- Radio and TV Broadcasting

After each student has identified a career pathway that is consistent with their interests and likes, ask them to further research their particular career pathway and then have them research various jobs within the auto industry that apply to their career pathway. Encourage students to conduct research on the Internet and to also speak with adults that they know who have jobs within the auto industry. Also encourage students to log onto the following career sites as a starting point:

- Career Magazine
- CareerWeb
- CareerBuilder.com
- Career Journal- WSJ
- Quintessential Careers
- HeadHunter.net
- HotJobs.com
- Monster.com
- Wetfeetpress.com
- America's Job Bank
- Nation Job, Inc.
- Careers in Business

- Bureau of Labor Statistics
- Michiganworks!.com
- GM.com
- Ford.com
- DaimlerChrysler.com
- Toyota.com
- Honda.com

Then, ask students to select one career of the most interest to them. Have them research the job description, education needed, qualifications, and salary for their specific job. Based upon these criteria, have students write a cover letter and resume that would best fit the position in which they are seeking.

Connections to National and Michigan Stated Standards

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Career & Employability Skills
Michigan Department of Education

Problem Solving
4.1, Apply a problem solving model to a classroom or workplace situation that involves setting goals, implementing a plan of action and evaluating results.

4.2, Apply problem solving skills to a situation with unclear goals and a team with diverse needs. Identify what the team thinks should be the goals, a task, plan, timeline, and select an approach to accomplishing the task.

Responsibility
5.3, Take responsibility for successes and failures

5.4, Express thoughts, feelings and personal preferences in appropriate ways.

5.7, Set goals and identify action steps toward attainment.

5.8, Work independently without supervision.

5.9, Express thoughts and feelings in a constructive way.

Ethical Behavior

5.12, Build personal credibility through competency, honesty, and integrity.

5.13, Demonstrate positive personal qualities as a member of a work group.

5.14, Describe honesty, fairness, integrity in school and work situations.

Respect for Self and Others

5.15, Increase confidence in one's own abilities and take appropriate risks in meeting new challenges.

Organizational Skills
6.13, Describe how the unique interests and strengths of self and others contribute to the completion of projects.

Teamwork
7.1, Identify teaming skills and talents of self and others.

7.2, Identify and use relevant options in terms of setting and accomplishing a goal.

7.4, Work as a member of a team to solve problems.

Understanding Systems and Using Technology
9.8, Demonstrate skills needed for searching, accessing, and interpreting information.

9.9, Use computer applications software (word processing, database, graphics, and telecomputing).

9.10, Use technologies as tools for communication, creative expression, and applications.

Using Employability Skills
10.3, use an Employability Development Plan (EDP) to set learning goals and to refine a portfolio.

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6th Grade Reading Standards

Word Recognition
R.WS.06.01: Students will explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.

R.WS.06.03: Students will automatically recognize frequently encountered in grade-level reading and oral language contexts.

R.WS.06.05: Students will acquire and apply strategies to identify unknown words and construct meaning.

Vocabulary
R.WS.06.07: Students will, in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.

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R.NT.06.01
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Word Recognition
R.WS.07.03: Students will automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadiness across the year.

R.WS.07.04: Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.

Narrative Text
R.NT.07.01: Students will identify how the tensions among characters, communities, themes, and issues are related to their own experiences, in classic, multicultural, and contemporary literature recognized for quality and literary merit.

Conventions

S.CN.07.01: Students will adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using specialized language related to a topic and selecting words carefully to achieve precise meaning when presenting.

L.CN.07.01: Students will distinguish facts from opinions and question their validity when listening to or viewing a variety of speeches and presentations.

8th Grade Reading Standards

Word Recognition

R.WS.08.01: Students will explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.

R.WS.08.03: Students will automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the year.

R.WS.08.04: Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.

R.WS.08.05: Students will acquire and apply strategies to identify unknown words and construct meaning.

Vocabulary

R.WS.08.07: Students will, in context, determine the meaning of words and phrases including content area vocabulary and literary terms using strategies including activating prior knowledge, using text features/structures, and authentic content-related resources.

Informational Text

R.IT.08.02: Students will analyze organizational patterns including chronological sequence, compare/contrast, and cause/effect.

Comprehension

R.CM.08.01: Students will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
R.CM.08.02: Students will retell through concise summarization grade-level narrative and informational text.

Metacognition

R.MT.08.01: Students will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature

readers to increase comprehension including; predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

Spelling
W.S.08.01: Students will, in the context of writing, use correct spelling conventions.

Conventions
S.CN.08.01: Students will adjust their use of language to communicate effectively with a variety of audiences and for different purposes by using enunciation to emphasize key ideas and concepts when presenting.

Discourse
S.DS.08.04: Students will plan, outline and deliver an information presentation using precise and vivid language in the active voice; organizing logically to convey the message; applying persuasive non-verbal techniques making use of rhetorical strategies to support the purpose of the presentation and to positively impact the intended audience.

Middle School Social Studies Standards
Historical Perspective
MS I:2.2: Students will identify and explain how individuals in history demonstrated good character and personal virtue.

MS I:2.4: Students will use historical biographies to explain how events from the past affected the lives of individuals and how some individuals influenced the course of history.

MS I:4.3: Students will identify the responses of individuals to historic violations of human dignity involving discrimination, persecution, and crimes against humanity.

Inquiry
MS V:2.2: Students will gather and analyze information using appropriate information technologies to answer the question posed.

MS V:2.3: Students will construct an answer to the question posed and support their answer with evidence.

Public Discourse and Decision Making
MS VI:1.2: Students will trace the origins of a public issue.

MS VI:1.3 Students will explain how culture and experiences shape positions that people take on an issue.

Middle School Educational Technology Standards

Technology Productivity Tools
2. Students will use a variety of technology resources, including the internet to increase learning and productivity.

Technology Research Tools
1. Students will use a variety of Web search engines to locate information.

7. Students will evaluate new technology tools and resources and determine the most appropriate tool to use for accomplishing a specific task.

National Educational Technology Standards

1. **Creativity and Innovation**
   Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   a. apply existing knowledge to generate new ideas, products, or processes.
   b. create original works as a means of personal or group expression.
   c. use models and simulations to explore complex systems and issues.
   d.   identify trends and forecast possibilities.

2. **Communication and Collaboration**
   Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
   a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
   c.   contribute to project teams to produce original works or solve problems.

3. **Research and Information Fluency**
   Students apply digital tools to gather, evaluate, and use information. Students:
   e. plan strategies to guide inquiry.
   f. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
   g. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

4. **Critical Thinking, Problem-Solving & Decision-Making**
Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:
    c. plan and manage activities to develop a solution or complete a project.

5. **Digital Citizenship**
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
    g. advocate and practice safe, legal, and responsible use of information and technology.
    h. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
    i. demonstrate personal responsibility for lifelong learning.

6. **Technology Operations and Concepts**
Students demonstrate a sound understanding of technology concepts, systems and operations. Students:
    i. understand and use technology systems.
    j. select and use applications effectively and productively.
    k. troubleshoot systems and applications.
    l. transfer current knowledge to learning of new technologies.

Web Research, PowerPoint Development and Presentation Rubrics

Originality
1- The work is a minimal collection of rehash of other people's ideas, products, images and inventions there is not evidence of new thought.

2- The work is an extensive collection and rehash of other people's ideas, products, images and inventions. There is not evidence of new thought or inventiveness.

3- The product shows evidence of originality and inventiveness. While based on an extensive collection of other people's ideas, products, images and inventions, the work extends beyond that collection to offer new insights.

4- The product shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, inventive and based upon logical conclusions and sound research.

Provides Sufficient Evidence- Content

4- The content is written clearly and concisely with logical progression of ideas and supporting information. The project includes motivating questions and advanced organizers. The project gives the audiences a clear sense of the project's main ideas. Information is accurate, current, and comes from a variety of primary and secondary sources.

3- The content is written with a logical progression of ideas and supporting information. Includes persuasive information from reliable sources.

2- The content is vague in conveying a point of view and does not create a strong sense of purpose. Includes some persuasive information with few facts. Some of the information may not seem to fit. Sources used appear unreliable.

1- The content lacks a clear point of view and logical sequence of information. Includes little persuasive information and only one or two facts about the topic. Information is incomplete, out of date and/or incorrect. Sequencing of ideas is unclear.

Writing Mechanics

4- The text is written with nor errors in grammar, capitalization, punctuation, and spelling.

3- The text is clearly written with little or no editing required for grammar, punctuation, and spelling.

2- Spelling, punctuation, and grammar errors distract or impair readability.
1- Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader and major editing and revision is required.

Citations

4- Sources of information are properly cited so that the audience can determine the credibility and authority of the information presented. All sources of information are clearly identified and credited using designated citation format.

3- Most sources of information are properly identified using the designated citation format.

2- Sometimes copyright guidelines are followed and some information, photos, and graphics do not use properly designated citation format.

1- No way to check validity of information. Citation format is not used.

Presentation Criteria

Organization

4- Student presents information in logical, interesting sequence which audience can follow.
3- Student presents most information in logical sequence which audience can follow.
2- Audience has difficulty following presentation because student jumps around.
1- Audience cannot understand presentation because there is no sequence of information.

Subject Knowledge
4- Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
3- Student is at ease with expected answers to all questions, but fails to elaborate.
2- Student is uncomfortable with information and is able to answer only rudimentary questions.
1- Student does not have grasp of information; students cannot answer questions about subject.

Graphics
4- Student's graphics explain and reinforce screen text and presentation.
3- Student's graphics related to text and presentation.
2- Student occasionally uses graphics that rarely support text and presentation.
1- Student uses superfluous graphics or no graphics that do not support text.

Mechanics
4-Presentation has not misspellings or grammatical errors.
3- Presentation has no more than two misspellings and/or grammatical errors.
2- Presentation has three misspellings and/or grammatical errors.
1- Student's presentation has four or more spelling errors and/or grammatical errors.

Eye Contact
4- Student maintains eye contact with audience, seldom returning to notes.
3- Student maintains eye contact most of the time but frequently returns to notes.
2- Student occasionally uses eye contact, but still reads most of the report.
1- Student reads all of report with little to no eye contact.

Elocution/Speaking
4 Students uses a clear voice and correct, precise pronunciation of terms so that all in the audience can hear and understand.
3- Student's voice is clear. Student pronounces most words correctly. Most of the students in the audience can hear and understand.
2- Student's voice is low. Student incorrectly pronounces terms. Audience can not hear or understand most of presentation.
1- Student mumbles and incorrectly pronounces terms, and speaks too low. Audience cannot hear or understand all of presentation.

Web Resources

UAW Historical Timeline
http://www.uaw.org/history/uaw70years.html
This web page chronicles the history of the United Automobile Workers.
Students and Teachers

The TIME 100
Walter P. Reuther
http://www.time.com/time/time100/builder/profile/reuther.html
This website contains information about Walter Reuther's role in developing the health care plan that so many take for granted today, as well as information about his agenda being much greater than unionism.
Students and Teachers

Walter Reuther Library
Walter P. Reuther's Story
http://www.reuther.wayne.edu/exhibits/wpr.html
This website contains a synopsis of Walter Reuther's life and the role he played in establishing worker's rights and the United Automobile Workers Union (UAW).
Students and Teachers

Sparticus Educational
http://www.spartacus.schoolnet.co.uk/USAreuther.htm
This website contains information about Walter Reuther's educational background and his emergence as one of the most significant labor leaders of our time.
Students and Teachers

AFL-CIO
Walter Reuther (1907-1970)
http://www.aflcio.org/aboutus/history/history/reuther.cfm
This website contains information about Walter Reuther's childhood, education, apprenticeship as a too and die maker and eventual rise to the head of the United Automobile Workers Union (UAW).
Students and Teachers

Third World Traveler
The Wonderful Life & Strange Death of Walter Reuther

http://www.thirdworldtraveler.com/Parenti/Walter_Reuther_DT.html

This website chronicles Walter Reuther's life and examines the circumstances surrounding his death in a fatal plane crash in 1970.
Students and Teachers

USHistory.com
Walter Reuther (1907-1970)
http://www.u-s-history.com/pages/h1745.html
This website contains information about Walter Reuther's emergence as one of the world's greatest labor leaders and also explores his beliefs on worker's rights, role in the civil rights movement, and views about unionism.
Students and Teachers

Answers.com
Walter P. Reuther Biography
http://www.answers.com/topic/walter-reuther
This website contains information about American labor leader Walter Philip Reuther's pioneering efforts in unionizing the mass-production industries. It explores the ways in which he dedicated his career to broadening labor's political and social horizons.
Students and Teachers

A new biography of Walter Reuther of the UAW by Nelson Lichtenstein
http://www.hartford-hwp.com/archives/45b/031.html
This website explores how the labor lessons of yesterday hold great value in today's labor community in crisis.
Students and Teachers

ChickenBones- A Journal for literary and Artistic African-American Themes
Labor's Problem: Real Wages
http://www.nathanielturner.com/laborsproblemrealwages2.htm
This website explores Walter Reuther's travels to Europe, the growth and success of the United Automobile Workers (UAW), Reuther's Joint Management plan, and Post War Unionism.
Students and Teachers

TheHenryFord.com
Battle of the Overpass, May 26, 1937
http://www.thehenryford.org/exhibits/fmc/battle.as
This website contains information about the May 26, 1937 Battle of the Overpass.
Students and Teachers

Walter Reuther: An Extraordinarily Good Man
http://www.zmag.org/content/showarticle.cfm?ItemID=12920

This website contains information about Walter Reuther's character and the reasons behind is methodology as it related to union practices.
Students and Teachers

UAW DaimlerChrysler National Training Center
Building A Union, Walter P. Reuther Helped to Unite Autoworkers
http://www.uawdcx.com/worktog/reuther.cfm
This website contains information about the ways in which Walter Reuther helped to unite automobile workers from around the world for one specific cause.
Students and Teachers

Executive Intelligence Review
Walter Reuther's 1940 Plan
http://larouchepub.com/other/2006/3314reuther_1940.html
This website contains information about Walter Reuther's 1940 Plan- Using the Machine- tool Principle to Save the U.S. Industrial Republic.
Students and Teachers

Westside Local 174- The Home of Walter P. Reuther, Region 1A
http://www.local174.com/Walterreuther.html
This website is Westside Local 174's Tribute to Walter P. Reuther's legacy.
Teachers

On This Day- May 11, 1970
Reuther Dies in Jet Crash with Wife and Four Others
http://www.nytimes.com/learning/general/onthisday/bday/0901.html
This website contains the New York Times Obituary on Walter Reuther's death at age 62 in a plane crash, along with his wife Mae Reuther and four others.
Students and Teachers

West Virginia Division of Culture & History
Walter Reuther
http://www.wvculture.org/hiStory/labor/reutherwalter01.htm
This website contains information about Walter Reuther's life from the West Virginia Archives and History.
Students and Teachers

The American Presidency Project
26 - Letter to Walter Reuther, President, United Automobile Workers, CIO, Concerning Economic Growth and Stability.
http://www.presidency.ucsb.edu/ws/index.php?pid=10052
This website contains a letter written by President Dwight Eisenhower to Walter Reuther Concerning Economic Growth and Stability in the United States.
Students and Teachers

Vocabulary List
Courtesy of the American Labor Studies Center (ALSC)
http://www.labor-studies.org/glossary_3.htm

1. **AFL-CIO -** Name of the federation created by merger in 1955 of the American Federation of Labor and the Congress of Industrial Organizations.

2. **Agency shop** - Form of union security under which all employees-nonmembers as well as members of the union-pay union dues as a condition of employment.

3. **American plan -** Device or slogan of an employer group in 1920s designed to counteract the labor movement and especially to inhibit the spread of closed shops.

4. **Anti-Injunction Law (Norris-LaGuardia Act) -** A federal law passed in 1932 restricting the use of injunctions by federal courts in labor disputes. Many state statutes have used this act as a model.

5. **Anti-Strikebreaking Act (Byrnes Act)** - Federal law that prohibits interstate transportation of strikebreakers. See yellow dog contracts.

6. **Apprentice Worker** serving a special training period in preparation for admission to full status as a skilled tradesman.

7. **Arbitration** - The hearing and determination of a controversy between parties by a person or persons chosen by the parties or appointed under statutory authority instead of by a judicial tribunal.

8. **Area agreement -** Collective bargaining agreement covering a given physical or geographical region, its terms and conditions governing all companies that participate

9. **Association agreement -** Collective bargaining agreement applicable to all members of the employer association that has negotiated it.

10. **Authorization cards -** Signed statements by employees designating a union as their bargaining agent.

Baby Wagner Acts State labor relations statutes modeled on the original National Labor Relations Act (the Wagner Act).

11. **Back pay** - Wages due for past services, often the difference between money already received and a higher amount resulting from a change in wage rates. Under the National Labor Relations Act, "back pay" is the amount an employee discriminatorily discharged or otherwise discriminated against would have earned if no discrimination had occurred, minus earnings during the discrimination period.

12. **Bargaining rights -** (1) Right of workers to negotiate through chosen representatives concerning terms and conditions of employment: (2) The right of the union designated by a majority of the workers in the appropriate bargaining unit to represent the group in collective bargaining.

13. **Bargaining unit** - An employee group that, on the basis of related skills or common interests in working conditions, is an appropriate unit for collective bargaining.

14. **Blacklist** - List of union members circulated among employers to advise them of the union activities of job applicants.

15. **"Blanket" injunctions -** Injunctions prohibiting in the future acts or violations by an employer or a union that have not actually been committed in the case presently before the court.

16. **Blue-collar workers -** Workers employed in a plant or in production, manual workers.

17. **Boycott** - A refusal to deal with an employer, involving refusals to purchase products, refusals to work or both.

18. **Brotherhood -** Term frequently appears in the titles of labor unions, particularly the older craft groups.

19. **Bumping** - Exercise of seniority rights by longer-service workers to displace junior employees when business conditions require temporary layoffs or the discontinuance of departments, or to obtain preference over junior employees in choice of shifts, runs, dates of vacation periods and the like.

20. **Bureau of Labor Statistics** - A federal agency in the U.S. Department of Labor engaged in fact-finding in the field of labor economics. Among its functions is the compiling of the cost-of-living index.

21. **Business agent** - Local union officer who acts as executive secretary for the union, handles business matters, enrolls new members, investigates complaints of members, negotiates with employers and generally administers the union's affairs.

22. **Cease-and-desist orders** - The final order to cease and desist from unfair labor practices that is issued in an unfair labor practice case by the National Labor Relations Board. Certification Official, formal designation of a union as the exclusive bargaining representative for employees in a particular bargaining unit.

23. **Charge** - Written statement of alleged unfair practices. Its filing with the National Labor Relations Board is the first step in an unfair labor practice proceeding.

24. **Check-off** - A system by which union dues and other assessments are deducted from the employees' paychecks by the employer, either automatically or on specific authorization from the workers,

25. **City central** - A union council formed to correlate activities of union locals in a community.

26. **City Industrial union council** - A union body composed of the various AFL-CIO locals within a city or metropolitan area

27. **Clayton Act** - Federal statute passed in 1914 as an amendment to the Sherman Antitrust Act, Notable for its declaration that human labor is not a "commodity or article of commerce" and for its privileging of certain labor activities.

28. **Closed shop** - A form of union security in which the employer obligates himself to hire and retain in employment only union members, declared illegal by the Taft-Hartley Act of 1947.

29. **Closed union** - A union that restricts membership to a relatively few, selected members of a particular craft, trade or similar group of workers.

30. **Collective bargaining** - The process of negotiating a union contract or settling grievances under the grievance procedure provided in an existing contract.

31. **Collective bargaining agreement** - The agreement reached between an employer and the union representing the employees that embodies the terms and conditions of employment agreed upon in collective bargaining. Ordinarily, the agreement is written and is effective for a definite period.

32. **Communist affidavits** - Affidavits disclaiming Communist party membership or affiliation, which, under the Taft-Hartley Act prior to the 1959 amendments, union officers were required to file before their organizations could invoke the processes of the National Labor Relations Board. The affidavit requirements were repealed by the Labor Management Reporting and Disclosure Act of 1959.

33. **Company store** - A store maintained, by an employer, which sometimes advances supplies to workers on a scrippayment basis. Company town A community that, including premises occupied by the workers, is owned by the employer.

34. **Company union** - An unaffiliated union whose membership is limited to the employees of a single company.

35. **Complaint** - Formal paper issued by National Labor Relations Board to start an unfair labor practice hearing. The complaint States the basis for the board's jurisdiction and the alleged unfair practices.

36. **Compulsory arbitration** - Settlement of a dispute by arbitration required by law.

37. **Compulsory unionism** - Employment conditioned on union membership, as in the closed shop, union shop, maintenance of membership or preferential hiring.

38. **Concerted activity** - Activity by two or more employees as a group, which, if engaged in for mutual aid or protection, is a right guaranteed to employees by the National Labor Relations Act and protected against coercion by employers or unions.

39. **Conciliation Attempt** - by third person, a conciliator, to aid the settling of a labor dispute by hearing both sides and offering advice and nonbinding suggestions.

40. **Conspiracy doctrine** - Early labor law theory that viewed sell-organization of workers as a violation of common law prohibitions of criminal or civil conspiracy. Cooling-off period Period of time that must elapse before a strike or lockout may begin. See also "sixty-day notice,"

41. **Cost-of-living adjustinent(COLA)** - A provision in a collective bargaining agreement that adjusts wage increases tc fluctuations in the cost of living during the term of the contract

42. **Cost-of-living index** - The Bureau of Labor Statistics "Consumers' Price Index for Moderate-Income Families in Large Cities," based on retail prices of consumer items in a representative group of large cities

43. **Craft union** - A union whose membership is restricted to workers employing a particular skill, but admits workers having that skill regardless of the industry in which they work.

44. **Davis-Bacon Act** - Federal law that provides for payment of minimum wages by contractors engaged in construction, alteration or repair of public buildings. These wage rates are fixed by the secretary of labor

45. **Dead time** - Time during which production employees wait for materials or for machinery adjustments and for which pay is usually provided.

46. **Decertification** - Removal by the National Labor Relations Board of a union's certification as exclusive bargaining representative

47. **Department of Labor** Federal agency established in 1913 to further the welfare of wage earners.

48. **Discriminatory discharge -** Discharge for union activities or membership.

49. **Dispute -** Disagreement between an employer and employees that is of such proportions as to warrant referral to an arbitrator for settlement or that threatens or causes a work stoppage, See also "jurisdictional dispute."

50. **Docking** - Deducting penalties from an employee's wages for tardiness, absence, spoilage, etc..

51. **Economic strikes -** Strikes called to force changes in wages, hours or other working conditions rather than in protest against unfair labor practices.

52. **Employer's last-offer ballot** - A Taft-Hartley Act authorized election that is conducted by the director of the Federal Mediation and Conciliation Service to give workers an opportunity to vote, before striking, on acceptance or rejection of an employer's final offer.

53. **Escalator clause -** Union contract provision for the raising and lowering of wages according to changes in the cost-of-living index or similar standard.

54. **Escape clause** - A provision in maintenance-of-membership union contracts giving union members an "escape period" during which they

may resign from membership. Members who do not resign must remain members for the duration of the contract.

55. **Exclusive bargaining rights -** Right of the union designated as bargaining representative by a majority of the employees in the appropriate bargaining unit to bargain collectively for all employees in the unit.

56. **Fair Labor Standards Act** - The federal wage-hour law that establishes minimum wage and Overtime pay requirements and child-labor restrictions.

57. **Federal Mediation and Conciliation Service -** Independent agency created by the Taft-Hartley Act of 1947 to attempt to settle labor disputes that substantially affect interstate commerce. It is a successor to and took over the functions of the U.S. Conciliation Service.

58. **Free riders -** Term applied by unions to nonmember employees who secure whatever benefits are derived from the union's activities without paying union dues.

59. **General strike -** A strike by all organized workers in a city or country.

60. **Geographic wage differentials -** Differences in wage rates based upon locations of plants or industries.

61. **Grievance procedure -** Procedure for settling disputes, either established by the employer or provided for in a collective bargaining agreement.

62. **Grievances -** Workers' dissatisfaction-complaints-that charge a violation of a collective bargaining agreement or of traditional work practices.

63. **Guaranteed wage plans -** Systems under which the employer states, in advance, that for a specific period he will pay a predetermined amount to, or retain in service at some employment or in any event with pay, a previously specified number of his workers, whether or not they have work to do.

64. **Hatch Act -** Federal law that, as amended by the Taft-Hartley Act, forbids corporations or unions from making contributions or expenditures in connection with elections for certain federal offices.

65. **Hiring hall** - Headquarters from which requests for workers are filled. A hiring hall may be operated by a union alone or by an employer and union jointly.

66. **Hot cargo clauses -** Clauses in union contracts permitting employees to refuse to handle or work with goods shipped from a struck plant or to perform services benefiting an employer listed on a union unfair list.

67. **Hot goods Goods -** Goods manufactured in violation of the Fair Labor Standards Act's wage, hour or child labor provisions.

68. **Illegal strike -** A strike that is called in violation of law, such as a strike that ignores cooling-off period restrictions or some absolute statutory ban, or a strike that disregards the no-strike agreement of the union.

69. **Improvement factor -** Annual increase in wages given under employer-union contract, representing an agreed-upon amount as employees' share of benefits resulting from increased productivity in the economy.

70. **Incentive wages** - Method of wage payment under which workers receive extra pay for extra production.

71. **Independent union -** A labor organization, not company dominated, that is not affiliated with the AFL-CIO and remains independent of any federation.

72. **Industrial union** - A union whose membership includes any worker in a particular industry, regardless of the particular skills the workers are exercising.

73. **Informational picketing -** Picketing to publicize either the existence of a labor dispute or information concerning the dispute.

74. **Injunction -** A court order that either imposes restraints upon action or, if in mandatory form, directs that action be taken, and that is, in either case, backed by the court's power to hold disobedient parties in contempt.

75. **Interference** - Under the National Labor Relations Act, action or non-action by employers or unions that infringes upon the rights of employees to join together or to refrain from combining for purposes of self-organization and collective bargaining.

76. **Job action** - A concerted action by employees on the job that puts pressure on an employer without striking. Slowdowns, in which workers deliberately reduce productivity, and work-to-rule actions, in which employees perform the minimum of what is officially required of them, are examples.

77. **Journeyman** - Workers in a traditional craft who have gone through an apprenticeship and mastered the type of work involved in the craft: qualified craftsman.

78. **Jurisdictional dispute -** A conflict involving a dispute between two unions as to which shall represent a group of employees in collective bargaining or as to which union's members shall perform a certain type of work.

79. **Knights of Labor** - One of the first large American unions or federations of unions.

80. **Labor dispute -** A controversy concerning terms or conditions of employment. The term is expressly defined in various laws, such as the Norris-LaGuardia Anti-Injunction Act.

81. **Labor Management Relations Act of 1947 (Taft-Hartley Act)** Federal law that amends the National Labor Relations Act to regulate some union activities, authorizes damage suits for collective bargaining violations and certain strikes and boycotts and sets up procedures for trying to settle national emergency strikes.

82. **Labor-Management Reporting and Disclosure Act of 1959 (Landrum-Griffin) -** Federal statute that imposes controls on unions to protect rights of individual members; requires the filing of reports by unions, employers and labor relations consultants: and amends the National Labor Relations Act to impose tighter restrictions on strikes, picketing and boycotts.

83. **"Little Steel" formula -** A method of adjusting wages to offset increased living costs authorized by the National War Labor Board in World War II, named for the pattern established in settlement with steel companies other than U.S. Steel, "Big Steel."

84. **Local union -** The basic unit in union organization. The local adopts its own constitution and by-laws and elects its own officers, but it is chartered by the international with which it is affiliated.

85. **Lockout -** Shutdown of a plant by the employer to discourage union membership or activity or to force employees to meet the demands or economic terms of the employer.

86. **Maintenance of membership -** A union security system under which an employee is not required to join the union, but if he does, or, if already a member and if he fails to resign during the escape period, he binds himself to remain a member for the duration of the union contract.

87. **Majority representation -** Designation of a union by a majority of employees in a bargaining unit or by a majority of employees voting in a representation election, as the bargaining agent for all employees within the unit.

88. **Management rights or prerogatives -** The assortment of rights involving hiring, production scheduling, pricing, etc., that are generally reserved to management and are not proper subjects for collective bargaining.

89. **Master agreement -** A union contract usually associated with industry-wide or near-industry-wide bargaining. Usually the master agreement settles major issues but does not necessarily control all points, thus leaving room for local adjustments.

90. **Mediation -** The efforts of a third party to suggest to the parties to a labor dispute possible solutions for their controversy.

91. **Minimum wage -** The rate of pay established by statute or by minimum wage order as the lowest wage that may be paid whether for a particular type or to a particular class of workers or to any worker.

92. **Minority union -** A union that has members in a bargaining unit but not enough to give it majority representation.

93. **National emergency strikes -** Strikes that would imperil national health or safety and are, therefore, subject to special cooling-off procedures under the Taft-Hartley Act.

94. **National Labor-Management Panel** - Joint labor management body created to advise the Federal Mediation and Cancellation Service in the avoidance, mediation and voluntary adjustment of labor disputes.

95. **National Labor Relations Act** - Federal statute enacted in 1935, originally known as the Wagner Act and now a part of the Taft-Hartley Act, that guarantees to employees in industries affecting interstate commerce the right to self organization, to bargain collectively and to engage in concerted activities, Amended in 1947 by the Labor Management Relations Act and in 1959 by the Labor-Management Reporting and Disclosure Act.

96. **National Labor Relations Board -** Board established by National Labor Relations Act to conduct representation elections and hearings and determine unfair labor practice charges arising under the statute.

97. **No-raiding pact -** Agreement between unions not to seek to organize workers within each other's specified jurisdiction.

98. **Open shop** - A shop in which union membership is not required as a condition of obtaining or retaining employment.

99. **Organizational picketing -** Picketing to persuade employees to join a union or to accept the union as bargaining agent. Organizational picketing is subject to certain restrictions under the 1959 amendments to the National Labor Relations Act.

100. **Outlaw strikes -** Work stoppages that lack the approval of the national or international union and usually violate either a collective bargaining agreement or the union constitution.

101. **Picketing** - Union's patrol alongside the premises of a business to organize the workers, to gain recognition as a bargaining agent or to publicize a labor dispute with the owner or with whom the owner deals.

102. **Piecework pay -** Wages paid on the basis of the number of units produced rather than the time spent on production

103. **Preferential hiring -** System under which employers agree to hire only union members as long as the union is able to fill demands for workers.

104. **Premium pay -** An extra amount over straight-time rates sometimes a flat sum, sometimes a percentage of the wage rate paid to workers to compensate them for inconvenient hours, overtime, hazardous or unpleasant conditions or for their undesirable circumstances. See also definition of "shift differential."

105. **Public Contracts Act** - Federal statute fixing wage, hour and working conditions for most federal supply contracts in excess of $10,000.

106. **Raiding -** A union's attempt to enroll workers belonging to or represented by another union.

107. **Railway Labor Act of 1926 -** Federal statute recognizing the right of collective bargaining in the railroad and airline industries.

108. **Real wages -** Wages in terms of goods and services that those wages will buy.

109. **Recognition -** Employer acceptance of a union as the exclusive bargaining representative for all employees in a bargaining unit.

110. **Recognition picketing -** Picketing to persuade or coerce an employer to recognize a union as the bargaining agent of his employees.

Recognition picketing is subject to certain restrictions under the 1959 amendments to the Nat ional Labor Relations Act.

111. **Reinstatement -** Placing a worker back in a job he has lost without loss of seniority or other job benefits. Usually ordered by the National Labor Relations Board, together with back pay, as a remedy in discrimination cases.

112. **Reopening clause -** Clause in a collective bargaining agreement providing for reopening negotiations as to wage rates, etc., during the term of the agreement.

113. **"Right-to-work" law -** State law prohibiting a union shop, closed shop or any other union-security arrangement that requires employees to join a union as a condition of retaining employment.

114. **Run-off election -** A second election conducted by the National Labor Relations Board in which no choice receives a majority of the ballots in the first poll. The run-off allows a selection between the choices receiving the largest and second largest number of votes cast in the original balloting.

115. **Scab -** A union term generally applied to a worker who refuses to join coworkers in a strike. Sometimes applied to members of a non-striking union who pass through a striking union's picket line.

116. **Secondary activities -** Strikes, picketing or other activities directed by a union against an employer with whom it has no dispute in order to persuade or coerce that employer to stop doing business with, or to bring other pressure against, another employer with whom the union does have a dispute.

117. **Secondary boycott -** Refusal to deal with a neutral party in a labor dispute, usually accompanied by a demand that he bring pressure upon the employer involved in the dispute to accede to the boycott's terms.

118. **Seniority System -** granting preference in job security, promotions or other rewards to employees in accordance with their length of service.

119. **Shift differential** - Premium paid to workers on other than the day shift to compensate them for their inconvenient working hours, See also "premium pay.

120. **Shop steward** - Union member ordinarily elected to represent workers in a particular shop or department. The shop steward collects dues, solicits new members, announces meetings, and receives, investigates and attempts the adjustment of grievances.

121. **Sit-down strike -** A strike in which the workers refuse to work but stay inside the employer's premises.

122. **Sixty-day notice -** The notice that, under the Taft-Hartley Act, must be given by either party to a collective bargaining agreement when desiring to reopen or terminate it, no strike or lockout may be begun during the sixty days.

123. **Strike** - A concerted and sustained refusal by workers to perform some or all of the services for which they were hired.

124. **Strike benefits -** Sums paid by a union to its striking members, and sometimes to nonmember strikers, to help finance them during a strike.

125. **Strikebreaker -** Workers hired during a strike primarily for the purpose of defeating the strike.

126. **Strike vote -** A vote conducted among employees in the bargaining unit on the question of whether they should go out on strike.

127. **Supplemental unemployment benefits (SUB)** - Payments by employers to laid-off workers (usually through trust funds) to supplement state unemployment compensation benefits.

128. **Sweetheart contract -** Term of derision for an agreement negotiated by an employer and a union granting concessions to the employer or the union, the usual purpose being to keep a rival union out or to promote the individual welfare of the union officers rather than that of the employees represented.

129. **Sympathetic strike** - Concerted work stoppage by employees of Employer A to express sympathy for striking employees of Employer B and to exert indirect pressure on B.

130. **Unfair labor practice-proceeding -** National Labor Relations Board proceeding to determine alleged employer or union unfair labor practices.

131. **Unfair labor practices -** Those employer or union activities that are classified as unfair by federal or state labor relations acts.

132. **Unfair lists -** A boycott device used by unions, involving the circulation, by publication in union papers or by other means, of the names of employers with whom a union is disputing or with whom the union seeks to force to take certain action, such as ceasing to deal with a party to a labor dispute.

133. **Unilateral action** - Action by only one of the parties involved in the collective bargaining relationship. Often it is designed to undercut the other side.

134. **Union security clause -** Provision in a union contract requiring employees, as a condition of employment, to maintain union membership or pay union dues or requiring an employer to check off dues from employees' wages.

135. **Union shop -** Form of union security that employees must, within a certain time after they are hired or after a compulsory-unionism contract is executed, join the union and maintain their membership as a condition of employment.

136. **Wage differentials -** Different rates of pay for the same general type of work, the variations resulting from differences in conditions under which the work is done, differences in performance standards or differences in the types of workers.

137. **Whipsawing -** Successive surprise strikes by a union against one after another of the various employers in an industry or in an employer's association so that no employer knows which one will be "sawed off" next.

138. **Wildcat strike** - A strike called without the consent of the union.

139. **Yellow dog contracts** - Agreements signed by workers as a condition of employment in which they promise not to join or remain in a union. The National Labor Relations Act, the Norris-LaGuardia Act and the Railway Labor Act all prohibit them.

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