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ABSTRACT

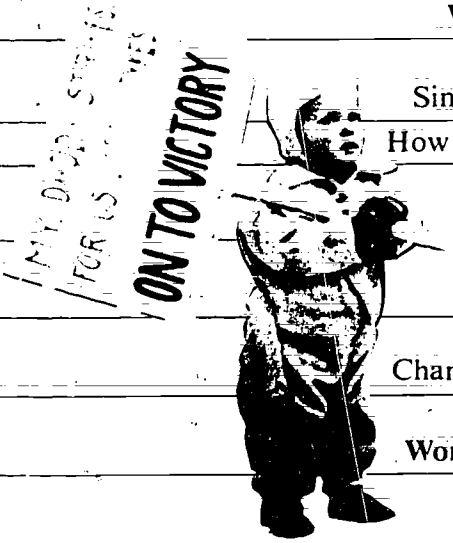
This student booklet and teacher's guide are intended to be used in secondary school classrooms with the award-winning color documentary 16mm film "With Babies and Banners," which records the role that the women of Flint, Michigan, played in the great General Motors sit-down strike of 1937. Calling their organization the Women's Emergency Brigade, working women, wives, mothers, sisters, and sweethearts of the striking auto workers became the spearhead of the 44-day-long battle in which the strikers emerged triumphant, catapulting the new United Auto Workers to national prominence. The study activity booklet, for use by students, contains historical background reading materials and black and white photographs and suggests learning activities and projects. For example, students role play positions of women and men and workers and managers in simulated strike negotiations, investigate past and present work experiences in their community, including modern attitudes toward child care, research historic work songs, and analyze their own work goals. The teacher's guide suggests uses of the curriculum materials in different courses, outlines objectives for each activity, suggests time allotments, gives directions for implementing the program, and projects possible outcomes. (RM)

WITH BABIES AND BANNERS
STUDY/ACTIVITY BOOKLET

By Phyllis Palmer, Ph.D and Joan Skolnick, Ed.D.

Hidden From History Program
Director: Lorraine Gray
Coordinator: Judith Kidd

Contents



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Coordinator: Judith Kidd
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PART ONE
Recovering Women's Work History

"We are the foremothers of today's young women.
And we are proud of it."

In 1977, the United Auto Workers held the fortieth anniversary of its first great victory: The Flint sit-down strike of 1937 that led to a union agreement with General Motors. One of the leaders during the strike, Genora Johnson Dollinger, stood on the stage to proclaim to today's young women workers that there is a history of women's work and organizing. The story of the Women's Emergency Brigade had been lost to history, held only in the memories of many women and men who had supported the union's effort in 1937, and in scrapbooks, family photograph albums, film and photograph collections in libraries where the memories had gathered dust and were forgotten.

The history of women's work and organizing has been better hid and less documented than that of men. In the mid-1970s two young filmmakers, Lorraine Gray and Anne Bohlen, and history student Lyn Goldfarb set out to recreate the story of the women's actions during the Flint strike. They began a work of detection that took them over hundreds of miles, into dozens of homes and archival collections, and lasted many years. Their work is part of many efforts to uncover hidden history that you, too, can join. Here is a map of clues to some of the materials they used and you may use.

The first information about the Women's Emergency Brigade they discovered was in a footnote to the best history book about the Flint strike, Sidney Fine's *Sit Down*. The footnote led the researchers to a library, the Archive of Labor and Union Affairs at Wayne State University, which had some personal scrapbooks that participants in the strike had donated. In the scrapbooks, they found names of women who had been in Flint in 1937 and were still living. These women were contacted and asked to give interviews about what they remembered. They were also able to give names of friends who might be interviewed. When the three filmmakers went to the interviews, they found that the women had saved as mementos still other scrapbooks, newsclippings, and letters from the time of the strike.

Film footage for *With Babies and Banners* was even harder to find. The film clips of Flint and the strike came mainly from commercial news film companies that had made newsreels for the movie theaters. But movie newsreels rarely showed women in roles other than beauty queens or society ladies. Where could film of the working women be found? The filmmakers knew that camera crews always shoot more film than they use. They cut out what they don't want to include when they edit the film for final showing. The "outtakes," the film that was clipped, often had more pictures of working women than the finished edited film. As Lorraine Gray says, "The women always ended up on the cutting room floor." The *With Babies and Banners* crew searched through files of discarded film for the outtakes that showed the everyday lives of women.

The music research was also done in a library, the Library of Congress, which has a special Music/Folklife Division where hundreds of songs, recordings and song references are cataloged.

The sources that you can use to uncover a past in your community are: books, local history collections, oral histories (which are personal recollections captured in interviews) and the scrapbooks and newspaper clippings that people have kept or that may be in local newspaper offices. You can also contact local and state historical societies, local libraries or newspaper offices, the Library of Congress and the National Archives for photographs and music. You can write or call commercial film companies, and you might find photos in the collection of a local photography company. These are clues. It requires the imagination and tenacity of a good detective to gather and make sense of them. The past is a mystery until we bring it to life.

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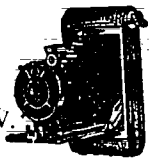

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In order to piece together the story of the Flint strike, the filmmakers and historian had to know the outline of what work had been like before the strike in Flint, what they ought to look for and what they might find. From reading the books of many historians, looking at magazine and picture collections of the times and conducting over fifty taped interviews, they compiled a picture of what work people had done before 1937. So that you can investigate what work people in your own community did in the past and how they felt about it, here are highlights of the United States' working past. Filling in the picture will be up to you.

Women Have Always Worked . . . In Factories

Unmarried New England farm girls staffed the first factories built in the United States, when a textile industry was created in small New England towns during the 1810s. Employers hired the young women, who helped pay mortgages on their families' farms. Since few jobs were available to young women, they were willing to work at lower wages than their fathers and brothers. In addition, employers expected that the women would place no long term burdens on them. They thought that women would work in the mills while young and return to farms and villages to marry. Mill owners also hoped that young women would be docile and obedient, willing to take orders without complaint.

The factory owners were disappointed. In 1828, in Dover, New Hampshire, factory women struck. They stopped their spinning and weaving machines and walked out to protest certain company practices: fining women who came to work late; forbidding talking on the job; and requiring that workers give fourteen days notice before leaving or lose their pay for those last days of work. The 1828 "turnout" was the first of a series of struggles about who would set the rules for working. Throughout the 1830s and 1840s working women and owners disagreed about hours of work, including whether or not state legislatures would pass laws allowing only ten hours work per day instead of the customary twelve to fourteen hours; rates of pay, conditions within the factories, cost of housing provided by the company, and the right of companies to establish non-work rules, such as compulsory church attendance.

In the 1850s New England women, who had united with men in the New England Labor Reform League, were gradually forced out of the mills as employers hired impoverished Irish men, women and children for the low wage jobs in the mills. These impoverished families, fleeing famine and unemployment in Ireland, were eager to take jobs.

Throughout the 1800s textile mills remained a major source of wage employment for women. Another major source of income was from being a domestic servant (working in a private household or hotel as maid, cleaner, cook and child nurse). Black, white and hispanic women worked in agriculture alongside men, as farmers leasing land to grow crops for market or as day laborers. They planted, tended, and harvested cotton and tobacco, and a myriad of food crops.

Women Have Always Worked . . . In Homes

Women were essential workers in the United States' industrial revolution. For example, women fed paper into newly invented high speed printing presses. During the Civil War and World War I, they made bullets and worked in armament plants. In canneries, starting in the 1850s, women shucked, sorted and peeled; put food into cans and jars; and pasted on the labels. Many married women sewed shirts by hand at home to be sold as readymade by merchants from the 1820s onwards. After the invention and spread of mechanical sewing machines in mid-century, women also worked in garment factories to produce children's, men's, and by 1900, women's ready-made clothing. They also sewed umbrellas, hats and shoe tops, sometimes working in factories and sometimes at home.

Women have always cleaned and cared for houses and the people who live in them. Before indoor plumbing, gas and electricity lines (innovations of the 1900s), this was an endless task. As unpaid housewives or as paid laundresses and domestic workers, women boiled laundry in tubs heated over open fires, pressed clothes with heavy irons that gave the task its name, scrubbed kitchens, hearths and floors, taught young children, tended the aged, baked bread and cooked meals.

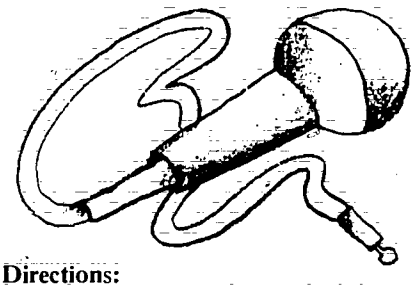
Married women often produced goods and provided services in their homes so that they could also supervise children. Women on farms sold eggs, butter and vegetables to neighborhood storekeepers. Some city women sewed and laundered for pay; others took in lodgers for whom they also cooked and laundered. In some areas women made special products to earn money; for example, some farm women made straw hats for market. The need to plan work around home tasks, however, meant that employers often considered women less serious and reliable employees than men, and they were paid less. And women's need to do both jobs - earn money and care for homes - led them often to accept lower pay than men received for their work outside the home. Despite their lower wages, women were expected to contribute money to the family just as men did.

ACTIVITY I
Oral History Project

The women and men whose lives we have been describing were not the people who wrote history books, whose names appeared in headlines, or whose accomplishments are covered in standard history texts. They worked hard; and with little time, formal education or money, they could not influence what was written and published. Among them are our own parents and grandparents, whose thoughts and actions have been important to the building of this country and the making of our history.

Without a detailed record in the books, often the only way to find out about this hidden history of the United States is to ask people who were there what happened and what it was like. When asked, most people are proud to tell their life stories to their children and grandchildren. To gather, preserve, document and corroborate these stories through use of personal accounts, pictures, letters and clippings is called *Oral History*.

In this activity, you become an historian detective whose task it is to uncover and pass on the history that will inspire future generations. To do this, you will document a grandparent's or another older friend's work life.



Directions:
Interview someone who worked during the 1930s or 1940s. Search out, for example, photos, letters, diplomas, training certificates, clippings of work or work buddies songs. Use the hints and questions given here.

How To Do Your Oral History

Hints For the Historian
Before your interview:

☐ Learn as much as you can about the person's life, the history of the period, the place s/he lived, the kind of work s/he did.

☐ Outline the subjects you want to cover.

☐ Tell the person what you intend to do, and why. Explain that you have chosen him/her because you think his/her information is important to future generations. Oral histories are *confidential*. Ensure the person that his/her name will *not* be divulged.

☐ Ask the person to bring photos, newsclippings or letters if s/he has any.

Line of Questioning
We all carry around lots of memories we don't think about unless someone asks. Your questions must help the person remember.

☐ Use the questions in this workbook as a guide. You can make up other questions, too.

☐ You can get *factual information* largely by asking questions that begin with "when," "what," or "where."

☐ Ask some questions that will get thoughtful, lengthy responses and help remind your friend of feelings and thoughts. These are called *Open-Ended Questions*. They ask "how," "why," "what was it like," "what were your feelings about . . .," "what do you remember . . ." Avoid questions that can be answered with "yes" or "no."

Picking the Person

☐ Try to choose someone who was working during the 1930s. These people are now at least in their mid-60s.

Otherwise,

☐ Chose someone who was working during the 1940s. These people are now probably at least in their mid-50s.

☐ Chose someone (grandparent or older friend) whom you are comfortable talking to.

Tips On Talking and Taping

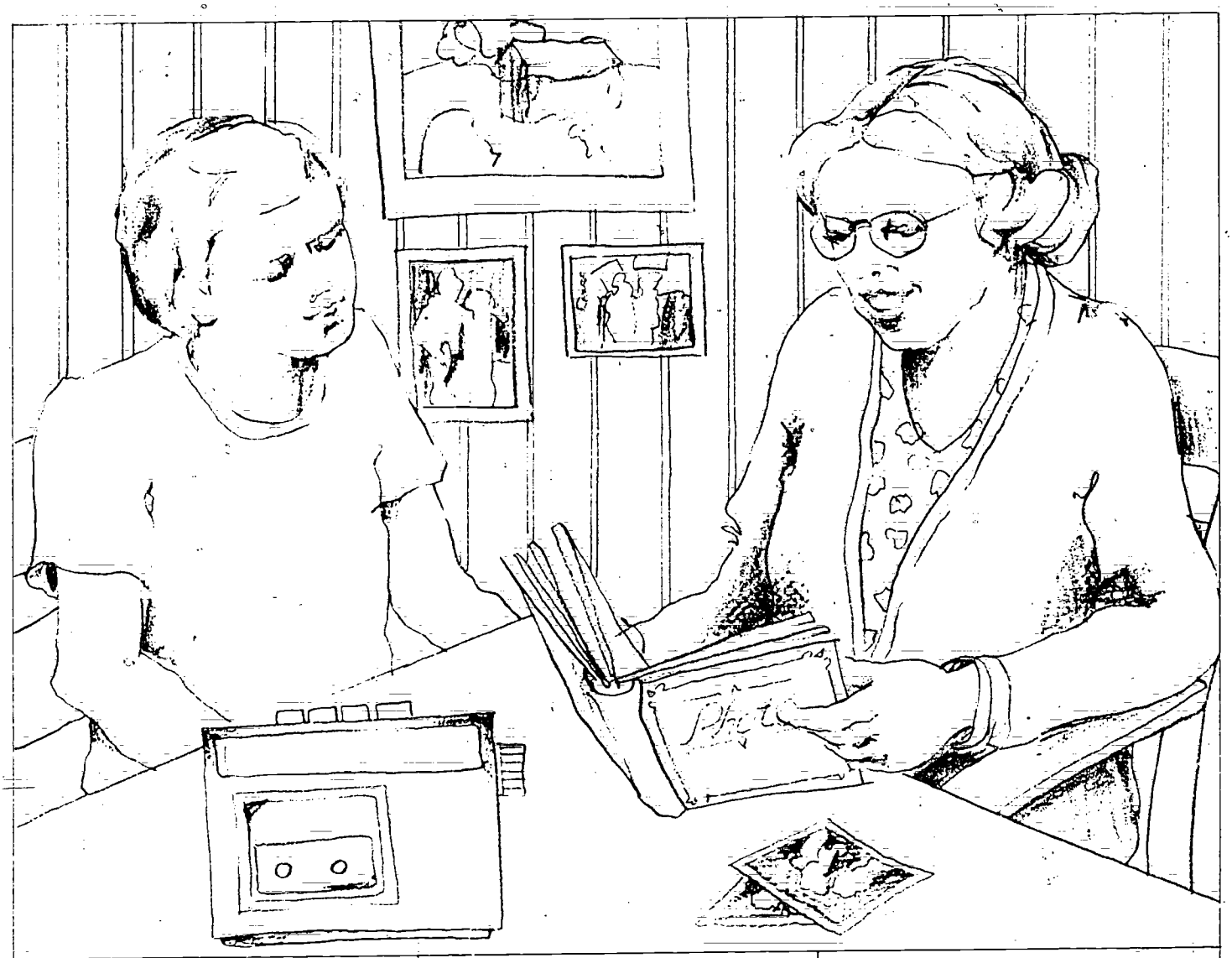
☐ Take some notes during your interview; fill in details after the interview.

☐ Bring a tape recorder and tape the interview, if possible.

☐ Be polite: do *not* insist that a person answer a question he or she does not wish to answer. Getting all the answers is *not* most important.

☐ If the person strays off the subject, politely remind him/her "you were telling me about such and such . . ."

☐ Set up a second interview if the person gets tired.



Oral History - Inteview Questions (A Guide)

What your job was like

☐ *What memories do you have of your first or second regular job?*

☐ *What were the conditions like where you worked? (pay, supervision, safety, hours?)*

☐ *How did you and other workers feel about your work? (What did you like/dislike?)*

☐ *How did you and other workers feel about the boss? Do you remember any problems?*

☐ *Did your work life change when you got married (if you got married)?*

What the people you worked with were like

☐ *Who worked with you at your job?*

☐ *Were there both men and women at your place of employment? If so, did they do the same jobs? Different jobs?*

☐ *Were the men and women treated the same?*

☐ *How do you think the men and women viewed each other?*

What home life was like

☐ *How did all the work in your home get done? (Who did the shopping, cooking, caring for children?)*

☐ *What did you do in the evenings when you got home from work?*

☐ *Who else lived in your household? What did other members of the family do in the evenings?*

How people tried to make life better

☐ *What did people do when they were unhappy about something at their jobs?*

☐ *Do you remember any talk of organizing workers to better conditions where you worked?*

☐ *Do you remember hearing about the sit-down strikes that were taking place in many parts of the country in the 1930s?*

☐ *Was there a union where you worked? Were any benefits won by the union?*

☐ *Did you ever participate in or remember organizing any efforts at work or in your neighborhood? Tell me about it. Were women involved as well as men?*

Looking at the Documents

Hopefully, the person you interview will have some photos, letters, diplomas, etc., to show you. Looking at these documents, see what more you can learn about what this person is especially proud of in work, friendships and family memories.

PART TWO
Women and Men Organizing

Why Workers Formed Associations

By the 1820s, unions of working people began to form to give workers power to negotiate with an employer about wages, hours and conditions of work. Very early, employers made informal agreements with each other about what they thought was fair to pay workers, so a worker could not necessarily go from one employer to another looking for better wages. Workers also needed to get together to agree on what they thought was a fair wage for doing a certain job. During the 1820s, workers formed municipal associations which included many workers in a city who agreed on what wages and working conditions they would accept for doing particular jobs. This made it difficult for employers to hire workers to work for lower wages or longer hours than the workers' associations agreed were fair.

During the 1840s, as workers found it difficult to get most of the workers in a city together, they began to form associations within certain industries, such as textiles and shoes. Many of the workers in these industries met to form standards of fair working conditions and wages. When employers ignored these standards, sometimes speeding up machines and reducing wages, workers attempted to organize everyone in the factory to support their own goals. They knew that the factory owner was unlikely to fire the whole working staff and more likely to bargain with the employees about what fair work rules should be. Though these municipal and industrial organizations brought together many workers, they were tentative efforts that did not last for a long time.

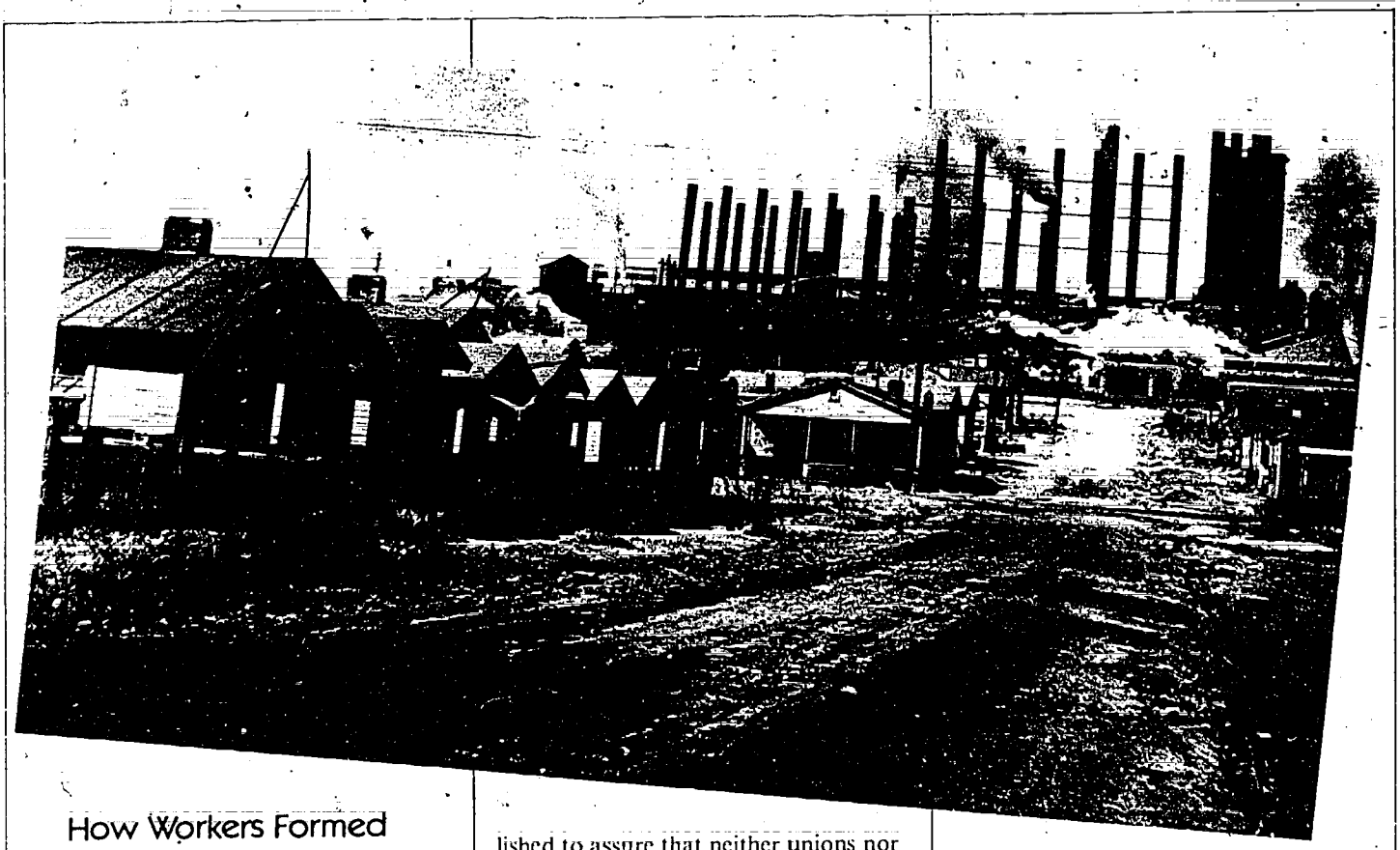
By the 1870s, as factories and mills became larger, more small owners were bought out by large corporations. The corporations often hired thousands of workers at plants and offices in different parts of the country. One corporation could decide what pay and hours it expected its thousands of employees to

accept. To formulate alternative goals for pay and work conditions, workers had to organize, also, across many cities and communities. This was much harder for workers, who had little money to travel to attend meetings and to keep in touch.

Workers' first national effort to organize was the Knights of Labor, which tried to organize all workers, including black men and all women after 1881. The Knights found it hard to unite workers all over the United States, working at different kinds of jobs. After 1886, the American Federation of Labor (AF of L) used a different strategy. It formed a confederation of individual craft unions of skilled workers. Each craft union was organized within one highly skilled trade such as masonry, iron molding, and railway operation and maintenance. Since the Civil War, employers had generally hired white men in these skilled jobs.

Because there were so few decent jobs offered to women and to black and immigrant men, many trade unionists feared that these groups would be tempted to work for less money than white men. They feared that if women and foreign-born or black men were trained, they might be hired by employers to replace white men at lower pay. So the craft workers did not train women and minority men. Although the AF of L did not officially exclude these groups, its unions did not usually train them. Only within the mineworkers union were there large numbers of black workers.

In addition, the AF of L did not hold as a priority organizing occupations in which women and minority men worked. Women organized themselves, however, and the International Ladies Garment Workers Union and other unions of garment workers joined the AF of L during the 1910s. Black men also organized railway porters into the Brotherhood of Sleeping Car Porters, and got AF of L recognition by 1930.



How Workers Formed Unions

Seven percent of workers were in trade unions when the Great Depression threw hundreds of thousands of workers out of jobs. The Depression brought sharp drops in wages, job security and safety precautions, and unions began to seem more necessary to protect workers' jobs and lives. Many workers began to attempt to organize and to strike (withhold labor) in a variety of industries around the country during the early 1930s. By 1934, President Roosevelt and the U.S. Congress became more friendly to the efforts of organized labor. In 1935, Congress passed the National Labor Relations Act and established a National Labor Relations Board (NLRB) to oversee union organizing and to arbitrate when employers and employees disagreed about what the law allowed. The Law and the Board were to guarantee unions' right to exist. Employers believed that keeping the business going and making profits were the most important considerations; they did not want to bargain with workers about workers' demands for better wages and improved working conditions. "They would have done anything to turn one against the other to cut down the union so it wouldn't get as strong as it did." The NLRB was established to assure that neither unions nor employers used unfair tactics.

Even with favorable government legislation, the AF of L's emphasis on organizing solely along craft lines meant that there could be many trade unions representing different groups of workers in one factory. This often weakened the union's strength within a factory. A committee to organize workers along industrial lines formed within the AF of L and then split off as the Congress of Industrial Organizations (CIO).

It organized on the principle of "industrial unionism," admitting all workers within an industry regardless of what work they did. After 1935, the United Auto Workers (UAW), an affiliate of the CIO, intensified its drive to organize workers in the auto industry.

Racial, ethnic, language, regional or sex differences had often acted to keep all working people from joining together to ask for changes in their workplaces. The distrust caused by these differences had been intensified by employers' practice of giving different jobs to different workers. They had hired black men for one kind of job, white men for others, and women for another, and paid each group different wages.

Lack of jobs made divisions especially sharp. For example, many employers refused to hire married women during the Depression. Any older or married woman who took a job was supposedly taking it away from a man and from the wife and children who depended on his wage. But both married and single women often needed jobs. For instance, as Nellie Besson points out in the movie, "My father wasn't working, he was a carpenter. It was winter and they didn't work much then. So my sister and I were supporting the family of seven."

Why Workers Organized at Flint

"My husband worked in a very hot place in the paint shop. And of course when he'd come home at night, quite often I'd have to rub his back down with soda because it had peeled from the constant heat he'd been in."

"My husband used to come up the stairs, swollen hands, and just throw himself flat on the floor; and he couldn't sometimes hold a fork in his hands afterward."

Difficult conditions in the auto plants led workers to unite for change. The workers finally turned off the machines and sat down in the Flint plants in the winter of 1936-1937. They used the new strategy of staying in the plants so that General Motors couldn't bring in new people, desperate for work, to replace them. What they were asking for was recognition of the UAW to represent them and bargain about the conditions they wanted changed.

How Flint Was Organized Part One

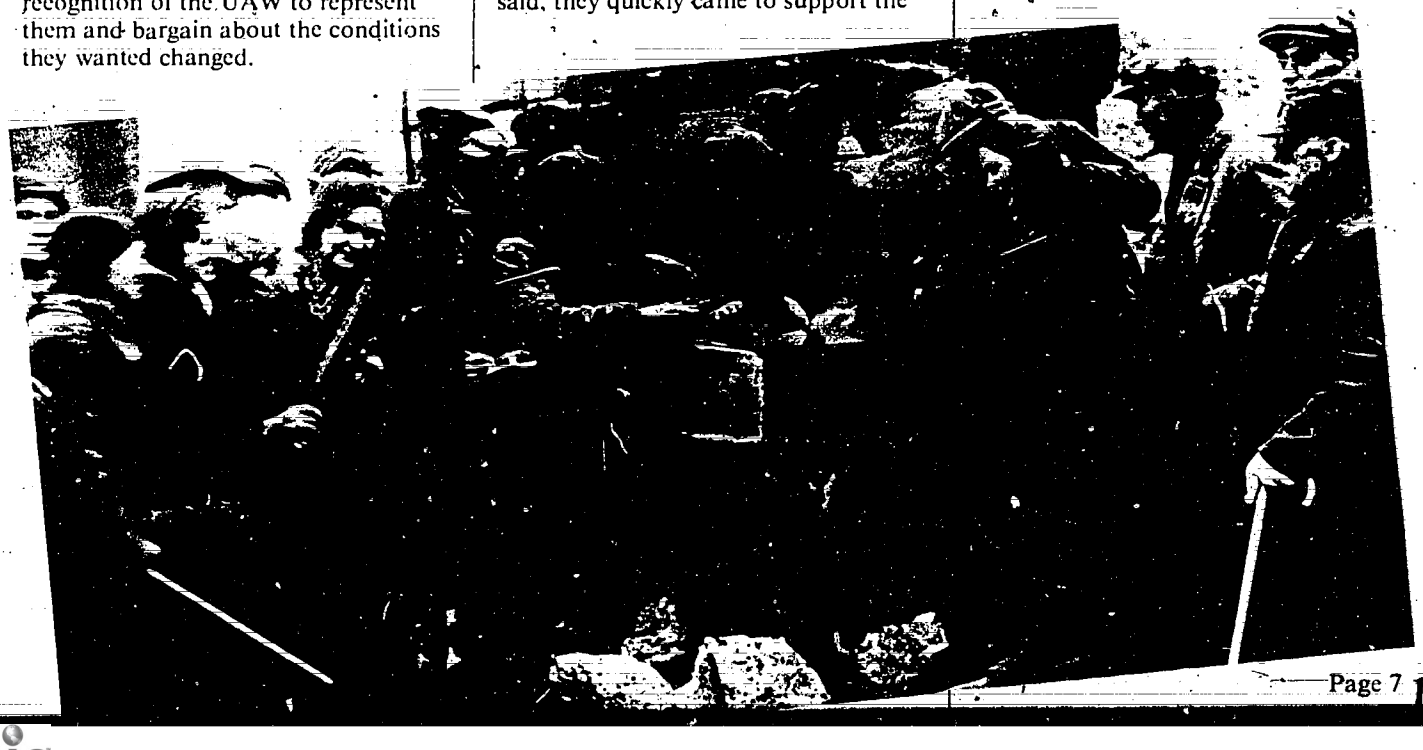
"It was in the winter season in 1937. And one evening my husband didn't come home; and he didn't come home for two days. We did have a radio and they mentioned it, that there was a strike."

When the workers sat down in the plant they had not prepared for the difficulties they and their families would face. Not only did many of the women workers' families need their pay packets; the wives of men workers needed their husbands' pay to meet the demand of rent, food and clothing for their children.

Most of the wives had not been involved in union work before the strike. Women at home worked hard to take care of children, buy and cook food cheaply, pay the rent, and earn extra money by sewing, taking in laundry and roomers. In the evenings when the men went to union meetings, the women cleared the dishes, mended clothes, took care of children, and worried that their husbands might be at the bar or the pool room. In addition, women workers had not been included in union activity because they also had home responsibilities after work. And none of the women felt comfortable going out at night to union meetings in strange neighborhoods where they would have to speak in front of men, even though the men were relatives or co-workers. When women finally attended union meetings, as one wife said, they quickly came to support the need for "seniority rights, pensions and better working conditions in the plant."

When the strike began, the employers spread the false rumor that the men sitting in the factories were cheating on their wives with the women workers in the plants. To end the rumor, women workers left the plant with the intention of organizing the community of Flint in support of the strike. These women helped to organize all women. The first, immediate task was to feed the men sitting in the plants.

"Well, I was busy scrounging around, getting food, and then we had to cook it. And that's not an easy task when you're used to cookin' for two or three people and all of a sudden you're cookin' for five hundred."



ACTIVITY II
Simulation - Flint, Michigan 1937

In the era of the GM sit-down strikes, working people, managers and factory owners, and men and women had diverse responsibilities, interests and needs. When the Flint strike began, they each experienced it differently and acted differently although many shared common goals. Their situations in Flint in 1936-37, were not so dissimilar from those facing other workers, their families and employers in many places since then. In order to understand better how people make decisions and organize themselves to act, you are going to re-create the situation in Flint during the sit-down period. Then we see how similar your decisions and debates are to what people did in Flint in 1937.

A simulation is a role-playing activity. It is like a play with a setting and characters, but without a script. By pretending to be persons who lived in another time and place, you will create the script, just as the men and women you represent created history by their actions in the labor movement.

This simulation is based on the lives of people who worked in Flint. You have information about their lives from the film, *With Babies and Banners*, the chart entitled "Wages and Employment in Flint," and the historical discussions in this booklet. After your teacher has assigned you to a group, and assigned your group a role, think about how you might feel, think or act as the person you represent. You will have an opportunity to talk over all questions and responses with other members of your group. Then be ready to tell all of Flint (all the other groups in your class) what your life is like and what you need to make it better.

Remember, there are no right or wrong answers. Your goal is to try to understand why people believed and acted as they did. After the simulation, your teacher will discuss with you how the real history of Flint matches the one you have created, and this booklet will tell you what actually happened.

Wages and Employment in Flint, 1936

WOMEN	MEN
Jobs: Upholstery stitchers and cutters Clerical workers Sales clerks Waitresses Laundresses Domestic servants Housewives with extra work, such as taking boarders	Jobs: Production line assemblers Machinists Painters Floorsweepers Iron molders Inspectors
Wages: 20¢ to 40¢ per hour	Wages: 60¢ to 75¢ per hour

The Auto Company

Profits in 1936:

Company gets $283 million in profits; an average profit of $1200 per worker

Workers get $1200 to $1300 in wages

Company sales:
The company sold 43% of all cars sold in the United States in 1936

Number of Plants:
70 plants in the United States in 1936

Group Roles

Workers

women who work in the auto factories

women who work mainly at home (homemakers, relatives of auto workers)

men who work in the auto factories

Managers and Owners

managers and owners of the auto factories

Directions, Part 1:
Make a group sign to identify your role. Then look carefully at the chart on "Wages and Employment in Flint, 1936." Each person in the group will be responsible for discussing and recording on paper the answers to one question. This information will be critical in helping your group fight for its rights later!

Workers

☐ *What kind of work do you do: a) for wages; b) at home?*

☐ *What is it like to work where you work?*

☐ *Who supports you and your family?*

☐ *Who takes care of other family needs like housework, child care, shopping?*

☐ *How do you spend your time when you are not on the job?*

☐ *How do conditions on your job, or on your husband's job, affect your family life?*

Managers and Owners

☐ *What are the different jobs done in your plant by each of the other groups?*

☐ *Why do you think your pay scale for each is fair?*

☐ *What are your main concerns in running your factory and producing your product?*

☐ *Do all your workers work full-time, year-round? How do you decide who to lay off and when? How does this flexibility help you to run your plant?*

☐ *Who do you think makes the best kind of worker?*

Directions, Part 2:
Discuss the following questions within your own group:
Each person will be responsible for explaining one of the answers to the whole class.

All Groups

☐ *How does your situation compare to that of the other groups? Why do you think this is the case?*

☐ *How do you feel about the other groups? How do you think they feel about you?*

☐ *Is women's work treated as seriously as men's?*

☐ *How are your problems similar to other groups? How are they different?*

☐ *Who or what do you think is making your life difficult? Do you blame any other group for difficulties?*

Directions, Part 3:
Organizing For Change. Now you are going to negotiate an alliance with another group. You must be prepared! Discuss these questions within your own group. Then be ready to convince another group to join in your fight. You may negotiate by telling the other group "we are willing to ally with you if you agree to some things we want." The other group has a chance to respond: to state their own terms, to agree, or to turn you down and propose an alliance with a different group.

Workers

☐ *Make up a list of things you need to change to make your life better. Which are the most important to change immediately?*

☐ *What are the obstacles to this change? What groups stand in your way?*

☐ *Which are the most important groups to have on your side? You will propose an alliance with one of these groups.*

☐ *Why would the group you wish to ally with want to join you? What interests do you share?*

☐ *What differences are there?*

☐ *Would anything make it especially hard for your ally to participate in a fight?*

Managers and Owners

☐ *What things do you think your workers will want to change?*

☐ *What is most important to keep the same? What might you be willing to change, if necessary? (What would hurt your business least?)*

☐ *What things make it difficult for the other groups to join together to fight?*

☐ *What arguments can you give them for not joining a union, but instead working with you?*

☐ *What groups can you appeal to most easily? Offer them some concessions to work with you. Make the best business deal you can.*

Directions, Part 4:
Wrap-Up: Read "How Flint Was Organized," presented below. Together, the class will discuss: 1) what did you learn from the simulation about the needs of each group? 2) do you recognize any similar issues and feelings in today's world? 3) what actually came out of the 1937 Flint strike? Did things happen in the classroom simulation the way they really happened in history? If it was different, why do you think it was?

How Flint Was Organized
Part Two

Wives, daughters and sisters of men in the factories immediately formed a Women's Auxiliary to do various essential tasks and to keep the strike going on a daily basis. Women did on a large scale what they had done on a small scale in their own homes. They now cooked in the strike kitchen and organized a group nursery and networks to care for children.

But women who worked in auto plants, factories and stores, as well as many wives who worked at home, wanted to have a more decisive role in the strike. They wanted to participate in the strike more directly. As one worker's wife, Genora Johnson, remembers:

Well, when I went down to the union headquarters, and I volunteered my services, they said, "The strike kitchen!" I said, "But you've got men who can peel those potatoes, ailing men, who can't walk a picket line. Why does a woman have to go out there?" "Well, that's where you can serve the most efficiently." And I thought, "Well, that's the role they've always given to women." So the first thing I says, "What else can I do? I don't intend to go out there." And so I decided I had to work on my own. And I organized the children's picket line in front of the big Fisher I plant and that received national publicity; and I had my little 2-year-old boy in the front of it, cute little kid. And he had a sign: "Our Daddy Strikes for Us Little Tykes."

The crisis of January 11 gave the women the idea that they should have an official organization. On that night, almost two weeks into the strike, Flint police tried to force the strikers out of the plant by tear-gassing the occupied Fisher Body building and turning off the building's heat and water supply. On that night, with the citizens of Flint standing on one side of the police and the strikers besieged on the other, Genora Johnson went to the union's sound truck and called to the wives and sisters of the strikers to break through the police lines to stand between the police and the strikers. The women did, winning the battle for the night, and out of that success came the impetus for the Women's Emergency Brigade.

The Brigade was led by women like Ruth Pitts, who had made seat covers at Fisher Body; Teeter Walker of Redmond's auto parts factory, and Nellie Besson, who had been fired from AC Spark Plug for joining the union. These "lieutenants" were captained by Genora Johnson. All Brigade members agreed that they would be ready for any "dangerous emergency situations." Women, "all the way from 16 to 65," volunteered to do whatever was needed for the strike, at whatever hour of the day or night. They knew that they would have to face taunts that they should be home taking care of families, as well as threats of beatings by pro-company gangs. Closing the gap between men's duties and women's tasks, the women drew Flint together more closely than the UAW had envisioned when the strike began.

A new type of women was born in the strike . . . Women who only yesterday felt inferior to the task of organizing, speaking, leading, as if overnight, had become the spearhead of the battle.
Mary Heaton Vorst, *Journalist*, 1937

The Brigade women went wherever they were needed: "'OK, we need help in the kitchen,' we went there, 'we need somebody out on the picket line,' we were there. They needed food brought in, we were there." The Brigade members visited other cities, traveling hundreds of miles around Michigan, Ohio and Indiana to explain why the strike was happening, to ask for help, and to organize women in Brigades in their cities.

The finest moment for the Brigade came when the strikers decided they must shut down GM operations by taking over GM's most important plant, Chevrolet #4, that produced motors for all plants in the U.S. When the men inside the plant shut it down, the police rushed to the plant to stop them. But

the Women's Emergency Brigade was already in place, blocking the gate of the plant. They locked arms to keep the police out, and held them in heated debate until the community's strike supporters could arrive to outnumber the police. After forty-four exhausting days, with General Motors' major plant held by the workers, the country's eyes upon them, and President Roosevelt encouraging the company to recognize the UAW as an agent to bargain for the workers, General Motors agreed to settle.

"We wasn't individuals any longer; we were part of an organization."

The community of Flint--men and women, wives and husbands—had won an immense victory for themselves, for the UAW, and for the entire labor movement. The strike settlement, signed on March 12, 1937, accepted that the union could represent workers to bargain with the employer about working conditions and wages. In the coming decades, the union would bargain about conditions on the job (wages, disciplinary actions taken by foremen, speed of production) and conditions related to the job (the principle of seniority rights, company-paid health insurance, pensions, paid vacations, and cost-of-living wage increases). The March agreement set off a wave of organizing efforts and demonstrated that unions were a means for workers to join together successfully; by 1953, 17 million workers (over 25% of the labor force) were unionized.

"Following the strike, the Emergency Brigades were effectively dispersed; there was none of the usual things of financing or encouraging on the part of the men. From the national (union leadership) on down, everybody in it said, 'Thank you, ladies. You have done a wonderful job, we appreciate it very much; but now the laundry is piled up, and the kids need attention.'"

Many Brigades continued to work for months after the Flint victory to help women workers organize in the laundries, drug stores, and restaurants and factories where they worked and to support men and women sit-down strikers in their hometowns. Ultimately, the pressures of family life and of their own jobs forced them to disband. They were not offered the necessary funds to sustain their efforts. When the Brigade membership dispersed, there was no one to keep the record of their historic activities, and the history was lost, except for the memories of those who had seen them in action or been one of their members. The epic of the Women's Emergency Brigades, recovered in *With Babies and Banners*, makes clear that women must and can organize to improve their own lives and those of their families. Their history points the way to the future.

ACTIVITY III
Songs About Work

What do you remember about the music played in the film: the way the strikers used music? the songs sung by Hazel Dickens and Mary McCaslin at the film's beginning and end?

As *With Babies and Banners* illustrates, music has been important to the lives of working women and men, and inspired them in organizing to better their working conditions. Often people who didn't write books and letters, or have their histories recorded in newspapers, wrote songs describing their lives and experiences.

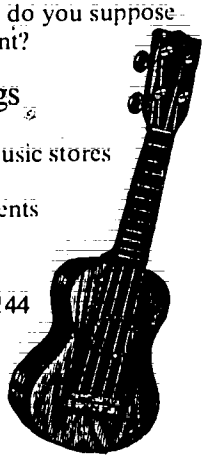
Directions:
Find songs about workers' lives during the 1930s. What kinds of work and work problems do the songs tell about? What hopes and fears do the songs reveal? Are the songs about women? men? children? family? If you can, bring the songs and records to class to play or perform. Why do you suppose music was so important?

Sources of Songs

record libraries
folk music/country music stores
songbooks
grandparents and parents

Rounder Records
186 Willow Avenue
Sommerville, MA 02144

Folkway Records
43 West 61st Street
New York, NY 10023



One good source for early American folk music is the Archive of Folk Culture/American Folk Life Center, Library of Congress, Washington, D.C. 20540. Write for copies of one or two early song sheets. Specify the kinds of songs you'd like, or ask for the original version of the songs in the film, "Rebel Girl" by Joe Hill or "Join the CIO" by Aunt Molly Jackson.

Is music important in your own life? What do you sing about in your music? Find several songs written about work today. How do the stories and sentiments compare with the earlier work songs? How do their themes differ? Optional: Write your own song about work.

ACTIVITY IV
Organizing Skills

From the simulation activities and the film, you already have some ideas about what skills people use in organizing. Think now about how you use these skills in your life. Have you ever organized anything—a school project? a benefit? a gathering? a group of people who needed to negotiate or ask for something? Make a list of the skills you think it takes to be an organizer. (A class list can be written on the blackboard.) How do girls and how do boys learn these skills in their daily activities (sports, games, afterschool clubs or jobs, work around the house)? What makes it hard to be a leader? How can you overcome these difficulties?

Now think of something you would like to change. Write a brief story of how you could apply these organizing skills in changing it.

ACTIVITY V
Changing Attitudes, Changing Lives

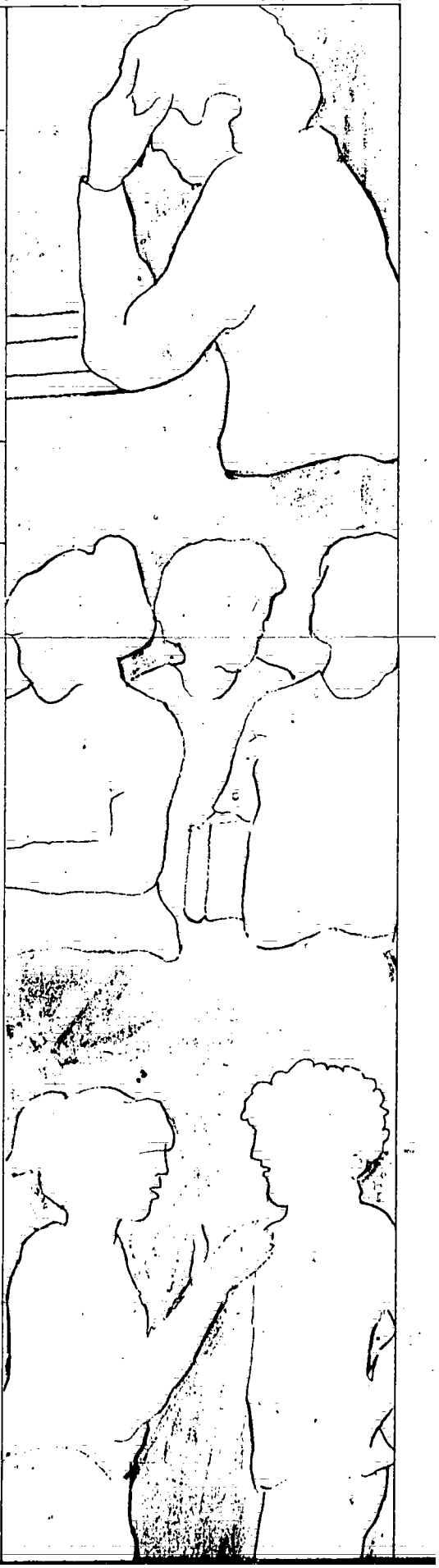
Convincing people to change their attitudes is one important organizing skill. As you saw in the film, women's leadership and action during the Flint strike was essential to winning the fight for better working conditions. But to participate as they did, the women had also to fight for a new vision of women.

"When we first started coming up to the union hall, you must remember that the union had been the domain solely of men . . . women never went up to union meetings. They weren't wanted. And when we first started coming up there, the men were suspicious you know. (A woman) couldn't be too masculine, she couldn't be too feminine, she couldn't be too intellectual, or men resented this . . . she was in a . . . never never land."

Directions:
Think of a situation in your own life (or in the life of someone you know) in which you had to fight hard to be recognized as a leader or to participate in an activity. (Examples: you may have childhood memories of wanting to play a game usually reserved for "boys only" or "girls only"; you may have helped a younger brother or sister in that situation; at some point in your life you may have wanted to participate in a sports activity, or consider a career that parents or friends thought unsuitable for a boy "who must think about supporting a family" or a girl "who must think about raising children"). Without putting your name on the paper, describe the situation, and what you or your friend did to resolve it. What, if anything, changed the views of the people involved? What feelings did you have to overcome in yourself?

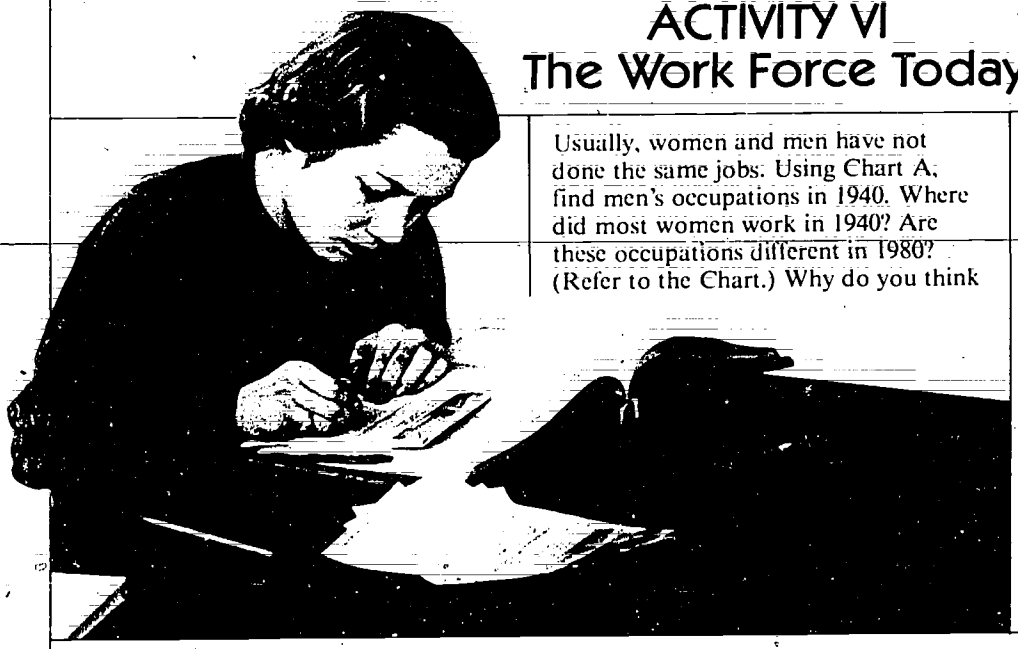
Your teacher will collect the papers, mix them up and hand you back a different one. Look at the story you receive. On the board, the class will make a list of:

- ☐ the arguments people used in telling you that you couldn't participate or be a leader.
- ☐ the ways you found to solve the problem.
- ☐ the compromises you had to make.



PART THREE
Women and Men Working Today

Since the end of the Depression and the emergency of World War II, the patterns of adult men's and women's lives have changed in some ways and not in others. One change is that many of the kinds of jobs women could do in their homes to earn money while they also cared for children became outdated. Simultaneously, many new jobs were created that needed workers, such as typists, keypunch data processors, and electronics assemblers. To continue earning money to maintain the family's standard of living, women took these and other jobs outside the home. In 1980, 52% of women over 16 and 78% of men over 16 worked for wages outside the home. Women who are 18 years old now can expect to work 34 years before they retire. As a consequence, many women are now training for occupations that women did not usually hold in the past, so that they can make the best possible income.



ACTIVITY VI
The Work Force Today

Usually, women and men have not done the same jobs. Using Chart A, find men's occupations in 1940. Where did most women work in 1940? Are these occupations different in 1980? (Refer to the Chart.) Why do you think men do the jobs they do? Why do women do the jobs they do? (You may get hints about these decisions from the oral histories you compiled as a class.)

Imagine that men had the most responsibility for taking care of the children and housework. How do you think this might affect their choice of occupations?

Do men's and women's jobs pay the same wages? Refer to Chart A. What do you think should be the most imporant factors in determining what a job should pay?

Let's see how your work history compares to what men and women were doing in 1980.

Chart A: Distribution of Women and Men Who Are Working, 1940 and 1980

Occupations	1940		1980			
	Men-Percent In	Women-Percent In	Men-Percent In	Average Weekly Wages	Women-Percent In	Average Weekly Wages
Professional/ Technical	6%	13%	15%	$372	15.9%	$263
Managers/ Administrators	10%	4%	14.4%	399	7%	235
Sales	13%	28%	5.9%	311	6.7%	159
Clerical			6.4%	287	35.4%	183
Craft	15%	1%	21%	310	1.8%	188
Operatives	18%	18%	10.8%	253	9.8%	159
Transport			5.4%	277	.5%	186
Laborers	9%	1%	7.9%	213	1.3%	159
Private Household		18%	.1%	208	2.6%	139
Other Service	7%	11%	8.8%		17.3%	

Sources: U.S. Bureau of Labor Statistics and U.S. Bureau of the Census.

ACTIVITY VII
Charting Your Own Work History

Most of you already have a work history of your own. In this activity you are going to write your work history (or, if you have not worked, the history of a friend your own age).

1. What kinds of jobs have you had?

2. At the place you've worked, approximately how many girls, and how many boys were employed?

3. Were the boys and girls doing the same jobs or different jobs? Did they have the same pay scale?

4. How did you spend the money you earned?

5. What did you like most about the jobs you did?

6. What did you like least?

7. Did you get along with your boss? With the other workers?

8. Do you think your job experience will help you on jobs you hope to have in the future?

Working Adults With Children

Now that women and men are both working away from their homes to earn the family's income, they have to plan much more carefully how to care for children, buy and cook food, do the laundry and take care of the house. Often, since the jobs that women do pay less than the jobs that men do, it is easy to assume that women should make up the difference by doing most of the household chores. Studies done by researchers who ask husbands and wives how much time they spend on various household chores (Time-Budget Studies) find that in most families, wives who work also spend about 30 additional hours per week doing these chores. In the same families, husbands spend about 6.3 hours per week doing these chores, and children add another 6 to 7 hours of household work. As wives' employment becomes more regular and necessary, families are thinking about new ways to share household work.

The most important household chore to take care of when the adults in a family work outside the home, is tending to children. This is an especially important area of life now, since so many women with young children must go away from their houses to earn the family's income. (See Chart B below.)

Chart B: Percent of Women with Children Who Work, 1979

14 to 17 years old 61%	6 to 13 years old 61.9%
3 to 5 years old 52.2%	Under 3 years old 40.9%

Source:
PERSPECTIVES ON WORKING WOMEN: A DATEBOOK, U.S. Department of Labor, Bureau of Labor Statistics, October 1980.

For you to begin to get ideas about how these important tasks are done, you will undertake a survey of how people in your neighborhood care for children, and then compile the class's data to make a picture of child care in your area.

ACTIVITY VIII
Neighborhood Child Care Survey

"... I would like to see the union ... take up the issue of nursery schools for working mothers."

From your recollections of the film, who took care of the children of the factory workers in Flint before the strike? Did this change in any way during the strike?

In your own neighborhood, just as in Flint, adult men and women have many responsibilities: holding a job, running a household, and working with church, school, community or political groups. Most adults also have to provide care and supervision for children. As seen in the film, when both men and women are engaged in organizing and emergency activities, providing care for children is especially difficult.

Today, in the great majority of American households, women have to support their families. For these families, both parents must either adjust their schedules so that at least one adult can be home for the children, or rely on other people. More and more men are becoming involved in child care and want to be more active in rearing their children. Like earning an income, child care is a concern for all adults in the family.

Who takes care of the children in your neighborhood? Let's find out the answers.

How To Conduct Your Survey

☐ *Explain to each person you interview that you are doing a class project on all the ways children receive care in your neighborhood.*

☐ *Interview your friends outside of this class who have younger brothers and sisters. Find out about the arrangements in their families.*

☐ *Interview friends of your family who live in the neighborhood.*

☐ *With each interview, check the appropriate box on your Child Care Chart (at the end, add up all the numbers in each box).*

☐ *Keep a record of the total number of families you've interviewed.*

This is your data.

Wrap-Up:
When your class has gathered its data, your teacher can make a master chart on the blackboard—a profile of child care in the community. The following questions may be used as a basis for class discussion: 1) Why do most people use child care? 2) Which child care arrangements are most usual? Unusual? 3) Did any of the results surprise you?

4) Can you think of still other possibilities for child care? Where would it be centered? Who would pay for it? 5) What do you think you would want for your own children? 6) If you wanted to organize an Emergency Brigade today in your own community, what would make it harder or easier than in Flint in 1937?

Child Care Chart	Uses Child Care Mainly Because Both Parents Work	Uses Child Care Mainly Because Parent Does Voluntary Work	Uses Child Care Mainly To Provide Leisure Time for Parent	Other
After-school or day care program				
Babysitter				
Older brother or sister				
Grandparent or other relative				
Friend or babysitting exchange				
Father				
Father and mother share (both adjust their schedules)				
Other				

ACTIVITY IX
Future of Work Fantasy

We have now completed many activities which explore people's work world, in history and in the present. What the work world looks like in the future is up to you. To shape the real world, it is important to imagine what an ideal work world would be like. Let's travel through an imaginary 24-hours in your ideal world.

What are your feelings as you get ready to go to work?

How far from home do you work? How do you get there?

What do you wear to work?

Where are the other members of your family during your day? When do you see them and spend time with them?

Imagine yourself at work. What are you doing?

Do you work with your hands? Do you work with people? With machines?

What kind of a place do you work in? A big place? A small place?

How do you feel doing your job?

What kind of people do you work with?

How do you and the people you work with decide what to do? Does someone tell you? Do you decide among yourselves?

What happens to your work? Who gets what you produce, or who is helped by what you do? Is there a fee? A profit? An exchange?

Your day is ending, and you are getting ready to leave work. How do you feel?

What do you do when you get home?

Who is there when you arrive? What do you say to each other?

How do you get dinner and spend the evening?

Who is the last person to go to bed?

What do you think about as you face the new day?


I'LL BE A SCAB

This Study/Activity Guide was developed to accompany the film

With Babies and Banners:
Story of the Women's Emergency Brigade.

A 45-minute, 16mm, color documentary.

Credits

Director: Lorraine Gray
Producers: Anne Bohlen, Lyn Goldfarb, Lorraine Gray

Awards

Oscar nomination *The Academy Awards*
Gold Ducat *Mannheim International Film Festival*
International Medallion *Le Prix Georges-Sadoul, Paris*
An Outstanding Film of the Year *London Film Festival*
Emily Grand Prize *American Film Festival*
John Grierson Award *American Film Festival*
Blue Ribbon *American Film Festival*
Award of Excellence *National Film Advisory Board*

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WITH BABIES AND BANNERS
EDUCATOR'S GUIDE

By Phyllis Palmer, Ph.D and Joan Skolnick, Ed.D.

Why Is This Film Important?

The film *With Babies and Banners* explores one epoch in the history of women and of work in the United States, and illustrates how that history can be recovered. Specifically, it shows how essential women's work was to their families and to economic development in the United States, and how important their leadership and activities were to the development of workers' rights in the United States. It documents how we came to accept collective bargaining as a principle for labor negotiations by describing how one community of women and men workers struggled with employers to reach an agreement about bargaining together to set the rules and conditions for working. More generally, the film shows that people are active agents making history. It is intended to inspire students to see everyday people as having the power to direct the course of historical change.

What the Film Curriculum Packet Does

The Curriculum Packet (Study/Activity Booklet and Educator's Guide) is designed to enhance the learning of 8th through 12th graders viewing this film. Together with the film, the Packet constitutes a self-sufficient curriculum on the history of women, work and labor organizing in the United States. Its overall objectives are: 1) to provide an overview of the history and contemporary status of women's work; 2) to help students define women and working people as leaders of the U.S. Labor Movement, and as sources of leadership today; 3) to provide students with tools for examining attitudes toward work and sex roles in their own lives; and 4) to help students see themselves as active agents of positive change.

The Curriculum Packet focuses on major issues raised by the film and provides further information on the 1937 Flint Strike. In addition, it takes students back through U.S. work history prior to 1937, and forward to the present U.S. labor force. Student activities emphasize both *content matter* and *skills development*. The entire curriculum or its component units, may be integrated effectively into a range of courses and study units. Suggestions are indicated below.

study units	courses
labor movement	social studies
male/female sex roles	U.S. history
folk music	civics
labor/management relations	vocational/career education
social protest	family studies
non-traditional jobs	women's studies
oral history	economics
historical investigation	political studies
leadership training	
combining work and family	

How To Use the Curriculum Guide

The Educator's Guide supplements the step-by-step directions provided in the Study/Activity Booklet. It clarifies objectives and expected outcomes, and specifies instructions for setting up activities and teacher interventions.

In its entirety, the curriculum provides material for an on-going semester-long unit. Each activity, however, is complete in itself; the entire sequence of activities need not be used, nor does it require one uninterrupted block of time. Although sequential ordering of the activities is ideal, it is not necessary. For each activity used, assign students to read the preceding narrative in advance. Whether or not students work on all activities, they will benefit from reading the entire narrative.

Curriculum activities vary in kind and in time to complete. Some are designed as one-period, in-class activities; some as research projects to be completed outside of class; some as a series of in-class assignments covering several periods. Approximate time required for each activity is specified below.

How the Curriculum Guide Is Organized

	NARRATIVE	ACTIVITY
PART ONE	Recovering Women's Work History A. The Recovery B. The Record, 1820-1930	I. Oral History Project
PART TWO	Women and Men Organizing How Flint Was Organized	II. Simulation - Flint, 1937 III. Songs About Work IV. Organizing Skills V. Changing Attitudes/Changing Lives
PART THREE	Women and Men Working Today	VI. The Work Force Today VII. Charting Your Own Work History
	Working Adults With Children	VIII. Neighborhood Child Care Survey IX. Future of Work Fantasy

Part One: Recovering and Recording Women's Work History

Narrative

A. Recovering Women's Work History: Describes how the three young women who made *With Babies and Banners* located historical information and photo and film documentation used in the film.

Objective:
students will learn about tools of historical investigation.

This section is intended to give students ideas about how to be historian-detectives uncovering historical data; and to inspire an historical vision as students learn to see everyday stories and mementos as the fabric of history.

B. The Record of Women's Work History: Outlines what historians have learned about the kinds of work men and women did in the home and the workplace, the ways women workers organized during the first hundred years of industrialization in the U.S.

Objective:
students will learn the history of women's work and organizing, 1820-1930.

This section provides an historical context for the events of the film. Major points included in the narrative are: 1) women were expected to work for income, whether by working in factories for wages, or in the home producing goods and services. 2) married women usually found work they could do at home because they had the major responsibility for child care; unmarried women more often worked outside the home in a variety of industrial or service occupations. 3) as a consequence of these different work patterns, as well as of discrimination against women, men more often than women participated in political parties and working men's associations; women more often joined together in church and neighborhood groups and pressed for better schools, housing and health care. 4) as wage workers, both men and women have a history of organizing for better working conditions.

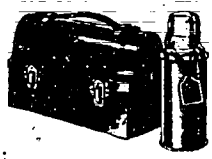
Activity I. Oral History Project

Oral history is the process of investigating the past through oral recollections and mementos, rather than written material; it uncovers a past about people and events not fully accessible in books. In this oral history project, students interview a grandparent or another older friend who worked during the 1930s or 1940s. They compile a record of that person's history through interview questions and documents. Here each student becomes an historian passing on the history that will inspire future generations.

Objective:
students will learn the skills of doing oral history: researching background data, conducting interviews, gathering documents.

Timing:
in-class
1 period - introduction and review of procedure
1 period - wrap up

out-of-class
1 hour - arranging interview, background research
1 hour - interview and related
1 hour - reviewing and filling in notes, or tape replay



Directions:
Interview questions and directions for doing oral history are provided in the Study Activity Booklet. Review these with students before they begin the project. The interview questions may be used verbatim, or as a guide. You may wish to encourage students to make up additional questions of their own; you may prefer assigning only certain questions. Since women's work is usually neglected in history books, encourage both boys and girls to explore women's work roles. At least half of those interviewed should be women. It is also important to stress that ***oral histories are confidential.*** Names must be omitted when discussing interviews and recording the histories. The person interviewed must be informed of this.

Be prepared for a broad range of responses in the interview results. The histories your students uncover may not resemble those portrayed in the film; since most people in the 1930s and '40s were not working in the large-scale industrial plants seen in Flint, nor necessarily living in company towns. Secondly, work experience during the 1930s and 1940s was influenced by the Depression and by World War II. Try to help your students distinguish between emergency war work and the more regular pattern of people's work lives. One way to do this is to have students ask their interviewees what they did before and after the War.

Wrap-Up:
To help the students figure out what aspects of the lives of their interviewees were unique and what aspects were similar to the lives of other people who worked during that period, pool and chart the class's interview results. On the blackboard, draw four charts which the students can fill in from their interview notes: *Chart 1.* What Work Men Did. What Work Women Did. *Chart 2.* What Home Responsibilities Men Had. What Home Responsibilities Women Had. *Chart 3.* What People Said About Their Feelings Toward Their Work and Employer. *Chart 4.* What People Did To Try To Change Their Situation. At the conclusion, ask students what they learned that surprised them (here you may want to focus on women's work roles), and what they learned from the documents they uncovered.

Part Two: Women and Men Organizing

Narrative

Outlines: 1) the history of workers' organizing to bargain with employers. 2) the formation of the Congress of Industrial Organizations (CIO). 3) the effort by a CIO affiliate, the United Auto Workers (UAW) to win recognition from General Motors as a bargaining agent in the Great GM Sit-Down Strike of 1937. 4) [in preparation for the Simulation] differences that working people must overcome in organizing, particularly differences in perspective between workers in the Flint plants and their wives, mothers and daughters outside; how employers used differences to try to obstruct organizing.

The narrative is divided around the Simulation activity so that prior to reading "How Flint Was Organized, Part Two" students can use the Simulation to explore issues among workers, and between workers and management, imagining what they themselves might do in a similar situation. They then compare their reactions to the *actual* history of Flint, which is narrated after the simulation section.

Objectives:
students will learn through historical example how employers and employees have come to bargain collectively to set wage and work conditions;

students will learn to identify some issues in collective bargaining and the terms used to describe them;

students will learn that there is a history of women's leadership in labor.

Activity II. Simulation - Flint, Michigan, 1937

A simulation is like a play with a setting and characters, but without a script. Students assume the roles of people in another historical time and place, and try to view the world from their perspective. They are

presented with information and an historical situation, and are free to create their own script as their characters try to resolve conflicts.

A simulation is a non-threatening and stimulating way for students to analyze historical problems and the course of social change. Through their roles and interactions, they understand how people get together, make alliances, and compromise their interests in order to get agreement (i.e. how they participate in social movements). They begin to see that history is not inevitable - that the decisions people make and the actions they take change the course of history. The objectives of this activity are particularly important to the history of women, minorities and working people.

Objectives:
students will learn to better understand the perspectives of other groups;

students will learn to see themselves and other people as active agents of history;

students will learn to understand how people get together to bring about social change.

Directions:
Dividing the Groups: The simulation is enacted in group, rather than individual, roles. The number of groups used in the simulation depends on the size of your class. We have outlined four groups. No group should have more than six students. If you have more than 24 students total, additional groups may be formed in either of these ways: 1) using fewer than six students per group, subdivide groups 1 through 3 into separate ethnic groups (you can also make subdivisions based on regional background of workers or the native language they speak); or 2) add a second group for any of groups 1 through 3. Decide in advance which students shall be assigned to each group. Although the men's and women's parts may be played by students of both sexes, use your own discretion in determining whether this is appropriate for your class.

Orchestrating the Simulation: There are two kinds of classwork in the simulation: 1) students meeting just with their own group members to discuss questions, and 2) the whole class (all the groups) meeting together to explore differences and similarities in their responses, and to explore alliance possibilities. Seating is important to the dynamics of the classwork. Groups meeting separately should be seated separately; when all groups meet together, students should still be seated with their group members, but facing so that they may interact with the other groups.

Timing:
The entire simulation takes 2½ class periods. Part 1 may best be started during the second half of a class period, so that students will have a break before continuing to work on the questions in Part 2. You should plan uninterrupted class periods for Parts 2 and 3. Groups meet separately for a *maximum* of 20 minutes; the remainder of the class time is devoted to interaction among the groups.

Part 1: Go over the introduction to the simulation and student directions for Part 1. Divide the groups. Each group then meets to discuss questions.

Part 2: After each group meets to discuss the questions, the class meets together. For each question in turn, go around the room, giving each group an opportunity to explain its answer. The management group will answer one of its questions at each turn. After all groups have responded, allow a *brief* period of time for questions and challenges.

Part 3: When the class meets together, give each group in turn a chance to negotiate an alliance with another group (or groups). The other group may ask questions, state its own terms, bargain, agree to the alliance or turn it down, or try to find out what the other groups are offering. You may find that nearly all groups become involved once the first group proposes an alliance, since this affects all the other possible alliances. This is fine so long as all groups have a chance to be heard. Continue interaction between any two groups (or the class as a whole) until clear alliances have been made, or fruitful discussion concluded.

Wrap-Up:
Focus more systematically on what students learned about the different perspectives of each group, and how issues and feelings resemble their real world today. Assign students the Student/Activity Booklet narrative "How Flint Was Organized, Part Two." Compare the real history with the simulated one, as indicated. At the end, ask "Can you think of still other ways history might have happened?"

Activity III. Songs About Work

Historically, working people have expressed many of their feelings and hopes in music. Music has also been a focus of social life. As such music is an historical tool, which students should learn to use for historical investigation as they do the written material of books and letters.

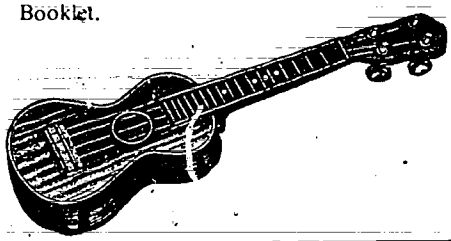
Objectives:
students will learn about work in the 1930s through song and music;

students will clarify their own attitudes toward work through contemporary music;

students will learn to use sources of current social data (government offices and publications; libraries).

Timing:
in-class: introduction - 15 minutes; discussion of student research results - 1 class period (additional time if music is performed).

Directions:
After students have completed the research assignment hold a class discussion based on questions provided in the Study/Activity Booklet.



Activity IV. Activity V.

These two activities are designed to help students identify all the skills they use in their daily lives to assume leadership, to change discriminatory attitudes, and to make things better for themselves and others.

Objectives
students will learn to identify their own skills as leaders and as organizers.

Activity IV. Organizing Skills

Timing:
in-class: 1 to 2 class periods.
out-of-class: 1 homework assignment to write the story.

Directions:
Use questions in Study / Activity Booklet in class discussion format. List skills on the blackboard, as indicated.

Activity V. Changing Attitudes, Changing Lives

Timing:
in-class: 15 minutes introduction; 1 period to review and discuss stories.

out-of-class: 1 homework assignment to write the story (stories may also be written in class).

Directions:
Collect written assignments (ensuring anonymity). Mix them up and pass students back different papers. Draw a chart on the blackboard with three columns: 1) Arguments used to keep person from participating; 2) Ways found to solve the problem; 3) Compromises made. From the stories they receive, class members pool their information by filling in the chart.

Part Three: Women and Men Working Today

Narrative
Outlines the position of women in the work force today.

Objectives:
students will learn how men and women workers are distributed in different occupations in the United States today, and what average wages they can expect to earn in these occupations;

students will learn to think realistically about their own work futures and about the roles of men and women;

students will learn to use sources of current social data (government publications and offices)

The section opens with a brief statement that women and mothers work more often outside their homes now than they did in the 1930s. The fact of occupational divisions between men's and women's work (occupational segregation) has *not* changed, although women have made inroads into some nontraditional fields. Occupational segregation is indicated in the chart taken from the U.S. Bureau of the Census and the U.S. Bureau of Labor Statistics showing the percentages of working men in particular occupations and the percentages of working women in particular occupations. Discussion questions, designed to examine the statistical material in the charts, are provided in the Student Activity Booklet. Allow one class period.

The major differences revealed by the charts are that: 1) women are more concentrated in clerical and sales work in 1980 than they were in 1940, when domestic service was a more important female occupation, 2) men are more concentrated in craft work and professional technical (white-collar) work than they were in 1940. Note that the "professional, technical" category, which has about the same percentage of men and women, disguises the fact that men and women in this category usually have very different jobs. More women are in lower-paid, lower-status jobs, like nursing and elementary teaching, while more men are in higher-paid, higher-status jobs, as, for example, doctors, engineers, administrators. The average weekly wages for men and women in each category in 1980 reflects two facts: that in the *same* category, women are doing different jobs than men, and that the occupational categories in which women predominate pay less well than the categories in which men predominate.

Activity VI. The Work Force Today

Discussion questions are designed to help students examine the statistical material in the charts and to explore why men and women enter different occupations.

Timing:
1 class period to discuss what the charts reveal about changing work patterns.

Activity VII. Charting Your Own Work History

This activity helps students to see themselves as part of America's work force and work history. What they are doing now, and will do, shapes our future.

Objective:
students will learn to clarify their own attitudes toward work and the work roles of men and women.

Timing:
1 out-of-class assignment to write the history.
1 in-class period for discussion.

Directions:
Introduce assignment. Have students fill in work history sheet at home or in class. Discuss questions 2, 3, 5, 6, and 7 in class at the conclusion.

The narrative continues, providing information about the percentage of women with children in today's labor force, and information from Time-Budget studies that show how housework gets done and by whom. This information is intended to introduce the next project—a survey of child care in the students' own community.

Activity VIII. Neighborhood Child Care Survey

Objectives:
students will learn to conduct a social survey;

students will expand their vision of sex roles: they will learn that both men and women are involved in child care as well as wage work; they will learn the ways families juggle work for wages and work at home;

students will learn that work at home is as essential to family survival as wage work;

students will learn about resources in their communities to meet the needs of working men and women.

As women enter the labor force in unprecedented numbers and remain in it for a long period of time, men and women are creating new ways to handle the necessities of child care and hoasehold work to accommodate the labor force participation of both adults. This activity is designed to help students explore the variety of arrangements that already exist within their communities.

In introducing the activity, you may explore with your class what the women in the film meant when they chanted at the end, "The UAW needs an ERA." Because the UAW has been a long-time supporter of an Equal Rights Amendment to the constitution, this slogan was used symbolically to call the union's attention to: 1) giving recognition to the past work of women in the union, and 2) developing policies related to the particular needs of women. One of the most essential needs of women workers is child care.

Timing:
in-class: ½ period to introduce the activity and review directions;
1 period to discuss results.

out-of-class:
1 to 2 weeks to complete the survey.

Directions:
Review the chart on number of mothers working. Then review with students how they explain this project to interviewees as they conduct the survey. Follow Study/Activity Booklet directions, as indicated.

Wrap-Up:
After the class has gathered its data, make a master chart on the blackboard; it will be a portrait of child care in the community. Discuss Study / Activity Booklet questions as indicated.

Activity IX. Future of Work Fantasy

Your students have now completed many activities which explore people's work worlds, in history and in the present. What the work world looks like in the future is up to them. To shape the real world, it helps to imagine what an ideal work world would be like. Workbook questions explore a 24-hour day in an ideal work world.

Timing:
1 class period.

Directions:
There are several ways to do this activity: 1) have your students close their eyes, while you ask each question slowly, giving them time to imagine a response, 2) divide them into groups and have them discuss the questions, 3) have them write their responses. Afterward, conduct a class discussion.