

# **Career Awareness Bridge Curriculum**

## **Social Studies Resources**

## Outcome #1

### Oakland students give old computers a new home



By Kate McLean Posted September 10, 2009 6:00 am

On a hot day in West Oakland, children and parents sat at rows of desks in a warehouse classroom. It was dark, the fan hummed and people chattered in low voices. A sense of expectation filled the room.

In three hours, every child would get a voucher for a free computer.



“Okay, ground rules,” said a voice from the back of the class. “Although these computers are free, you pay with your attention. No iPods or text messaging. No internet or games until the appropriate time.”

The voice belonged to 32-year-old instructor Naomi Jimenez, who runs a tight ship. She was there to teach everyone how to use the computer and the software that comes with it. The noise tapered off, and Jimenez launched into a demonstration. The countdown to a new computer had begun.

Jimenez works for Oakland Technology Exchange West, an organization with a simple mission: get unwanted computers, fix them and give them to every middle and high school student in the Oakland Unified School District.

The district doesn't track how many of its students own computers, but most are considered low income—69 percent qualify for free or reduced school lunches. These students live in a city that threw away 1,047 tons—or 2,094,000 pounds—of e-waste last year, according to StopWaste.org, an Alameda County waste reduction organization.

E-waste includes computer monitors, flat screens, CPUs and other electronics such as portable DVD players, TVs and cell phones. E-waste contains a number of toxic materials, such as lead, which is found in cathode ray tubes from computer monitors, and mercury, which is used in flat screens, so keeping it out of the waste stream benefits the environment.

“Just turning computers into consumables that we throw away is so incredibly destructive to the planet,” said Oakland Technology Exchange West Founder Bruce Buckelew. “There couldn't be a better synergy between two problems, e-waste and [the] digital divide. It's like a perfect match.”

Buckelew, who is 66, is a retired IBM engineer. After volunteering to fix computers in the basement of Oakland Technical High School, he founded Oakland Technology Exchange West in 1995. Over the years, the center has grown to employ a staff of eleven, some of whom were students and clients before they graduated to working there.

The center gives away about 1,500 computers to Oakland students every year and sends another 1,000 to community groups and schools, preventing about 100 tons of e-waste annually.

This is accomplished by sorting and repairing a huge volume of donated machines. In the back of the warehouse, 6-foot-tall stacks of computers line the walls. Towering columns of monitors and CPUs divide the main room, leaving narrow walkways.

The donations arrive on the loading dock, where the light shines through a few bullet holes in a metal door. From there, they go to the volunteer area, and on an average day about 25 people sit at long tables cleaning computers, monitors and keyboards. They also test mice and speakers and remove useful parts from older computers that will be recycled.

Many of the donated computers come from local companies, which purge old machines and replace them with new ones every few years. Other computers are dropped off on donation days by people who don't want them anymore.

“We get a lot of amazing computers that have viruses,” said Buckelew. “You know when you have a lot of money, the easier thing to do when your computer starts acting weird is buy a new one.”

The staff makes repairs in a back area full of open machines, some of which are up and running with the circuitry exposed. Every surface is littered with components, cords, wires and parts. A rack holds plastic bins of circuit boards. In some cases, Post-it notes indicate the state of the various fix-it jobs. “Done, put back together” read one note.

This is the domain of technical support specialist Dan Huynh, who started working on computers with Buckelew in 1994 when he was in 10th grade. Huynh and other staff members take the computers apart, replace whatever needs replacing, erase the hard disks to remove old files and viruses, and install the software that the center provides.

Many of the center’s clients come from West Oakland, but any 6<sup>th</sup> to 12<sup>th</sup> grade student in the district can participate. To alert families, the staff sends flyers and emails to Oakland middle and high schools at the start of the school year, and they bring a booth to registration days.

To get a computer, students must take the three-hour class, offered in English or Spanish, and bring a parent. Then they receive a PC with a Pentium III processor, a monitor, a mouse and a keyboard. If they want a faster machine with a bigger hard drive, they can volunteer to earn “service bucks,” which can be used like cash at the center’s “Tech Store.” Parents and community members can also volunteer to earn computers.

Back in the classroom, Robert Malone, a 28-year-old counselor, was sitting in a corner with three shy teenage boys from an Oakland group home. “Whenever we get new residents, I like to bring them here so that they can have computers,” he said. “Being computer literate is important. We want to make sure that they will be well-versed in as many skills as possible.”

17-year-old Adrian, a young man with slicked-back hair and a soft voice, was looking forward to using his machine for games, email, and homework. Ra’sheed, a round-faced 14-year-old, wanted to use his computer to loop beats and make music with Audacity, the audio editing program that the center offers.

Next to Ra’sheed sat Tim, a 17-year-old with the hint of a mustache on his upper lip. He was polite but wary.

“I like to type,” he said, without making eye contact.

Did he mean he liked to write?

“Yes.”

What kind of thing did like to write?

“Poems,” he said, looking up and holding his gaze steady.

About an hour later, Jimenez led Tim and the other students through a word processing demonstration using Open Office, a free office software suite. She directed the students to open a new document and type their name and why they had come to the class.

Tim typed: “I am here to get a new computer for school.”

From the back of the class, Jimenez explained how to change the font.

Tim changed his text to cursive. He made his name blue and his text red. He hit delete and tapped a few keys. A small smile crossed his face.

His screen now read, “I am here to get a new computer for writing.”

From: <http://oaklandnorth.net/2009/09/10/computers/>

Alternative article for Outcome #1, Activity #1

# Schools Prod Students Toward Diplomas With Tuition, Cash

By Caralee J. Adams — June 02, 2014 11 min read



Laquetta Smith, right, hugs Lauryn Scott in 2006 after Kalamazoo Central High School's graduation. Ms. Scott's class was the first to benefit from the Kalamazoo Promise, which covers most tuition costs for students in the Michigan district.

**The expectation of a paycheck motivates many adults to work. Now, though, some educators and policymakers are wondering: Could an incentive of cash get students to perform in school?**

To answer that question, a growing number of districts and schools across the country have experimented with using financial incentives in various ways to improve achievement. Some have given \$100 or more to students who score well on an Advanced Placement test. Then there is the promise of a college scholarship at an early age in hopes of encouraging students to stay in school and succeed.

**Money is indeed an enticing carrot. It sparks interest, and in some cases, produces positive results. But it's hard to know how much impact financial**

**incentives alone have on students' success. Often those initiatives are coupled with added instruction for students, training for teachers, and support from the community—and for good reason.**

**Cash can be part of a successful approach, but experts say students also need motivated teachers to help them and strategies to improve their performance. Some who administer these programs are realizing the need for a more comprehensive approach to ensure a better return on their investment. Others are raising their program eligibility standards to give scholarships to those most likely to succeed. While some see money as a bribe that threatens to dampen students' intrinsic motivation to learn, it does seem to offer some potential for altering students' behaviors, and policymakers are figuring out just how to leverage it for the best results.**

**The [College Readiness Program](#) administered by the National Math and Science Initiative includes giving \$100 to students who get a 3 or higher (on a scale of 1 to 5) on an AP exam—but their teachers get money, too, along with professional development to improve their effectiveness in the classroom.**

**“We don't believe incentives as a stand-alone moves the needle, compared to a comprehensive approach, supporting teachers and students with a whole bunch of interventions,” said Gregg F. Fleisher, the chief academic officer for the Dallas-based math and science initiative. Results from the program, which started in six states and is now in 22, found that, when lured with money, students are more likely to risk the tough course.**

**The first year that schools participate in the NMSI program, the number of students taking and passing AP courses in mathematics, science, and English nearly doubles. The increases are even greater for African-American and Latino students, said Mr. Fleisher.**

**The idea behind the program is to get students into AP who may not have considered advanced work previously. Telling students that they have the potential and that they can earn money changes the game.**

**“Kids will invest in themselves when they know there is a reward for that investment in time,” said Karen M. Morris, the program director of the AP Training and Incentive Program Indiana. “It's an extrinsic reward to help develop the intrinsic motivation down the line.”**

**The incentive is an important piece of the puzzle that conveys to students they are valued, but support is needed because many of these students struggle and need help learning to study, along with differentiated instruction, said Ms. Morris.**

C. Kirabo Jackson, a labor economist from Northwestern University, in Evanston, Ill., **evaluated an AP incentive program in Texas** and found that more low-income and minority students took AP classes than in previous years and more of them scored well. In addition, though, the number of students in the school who made high scores on the ACT and the SAT increased by 30 percent and college-going rates went up 8 percent. Mr. Jackson tracked students' performance in college and found that students in the AP incentive program were more likely than those who weren't to stay enrolled, have higher grades, and complete a degree.

For any intervention to be effective, there needs to be supports and infrastructure, said Mr. Jackson. Successful learning is a collaboration between the student and the teacher. "You need to know how to turn increased efforts into outcomes," he said. "If you pay students in the right conditions, it can be effective.

At Dartmouth College in Hanover, N.H., Bruce I. Sacerdote, a professor of economics, **is experimenting with a program** that includes cash incentives as part of a broader mentoring program that pairs high school seniors with Dartmouth students in an effort to guide the high school students through the college application process.

"Cash incentives as a tool by themselves are less powerful than we were hoping," said Mr. Sacerdote. "Cash is getting people in the door." However, there is more evidence that the intermediate steps of goal-setting and in-person mentoring have the bigger impact.

Harvard University's Education Innovation Laboratory **conducted an experiment** in Dallas, Chicago, Washington, and New York, rewarding students with cash for improvements in grades, test scores, literacy rates, and behavior in 2007-09. While the results varied by region with some positive effects, the researchers didn't find the program helped close the achievement gap as much as they'd expected, said Rucha Vankudre, the research director at the lab. "We were looking for a significant effect, but it was not large," she said.

What the researchers learned was that paying for specific actions, such as giving 2nd graders \$2 for every book they read or for homework completion, yielded better results than paying for end results, such as better test scores. Student achievement is more likely to increase when rewards are given for inputs to the educational process rather than tying incentives to outputs—since students don't know how to turn their excitement about rewards into achievement, according to research by Roland G. Fryer Jr., a professor of economics at Harvard.

A college scholarship is becoming an increasingly popular way to offer a long-range incentive to motivate students. More than two dozen of these "Promise-type" programs across the country are operating now. While

**some are universal models that give free tuition to all, more have merit requirements to qualify.**

**Teachers and school-based administrators surveyed by the Education Week Research Center feel that some strategies for promoting student engagement and motivation are more vital than others. A majority of respondents (64 percent) express a deep belief in the importance of schoolwork that is relevant to real-world challenges and life experiences. But only 14 percent think incentive programs are important.**

**“There is a natural tendency to want to give money to deserving kids. Who wants to give a scholarship to a bad student?” said Michelle Miller-Adams, a research fellow at the Upjohn Institute for Employment Research in Kalamazoo, Mich., who has researched such programs.**

**As scholarship providers track the success—or lack of success—among recipients, some are changing criteria and adding support services to ensure that students make the most of the opportunity.**

**Since 2006, the Kalamazoo Promise Scholarship has covered most of the tuition costs for public school graduates at in-state public colleges or universities, depending on how long the student has been a resident of the 13,000-student district.**

**The offer can be used for up to 10 years, and nearly 85 percent of Kalamazoo graduates (two-thirds of whom meet federal poverty guidelines) have taken advantage of it.**

**Since the launch, district enrollment has grown by more than 2,400 students and students also have been suspended fewer days and are earning more high school credits. Another study of the short-term effects of the Kalamazoo Promise showed an increase in the GPAs of African-American students.**

**While there have not been large changes in the four-year graduation rates, the five-year rate has risen from 73 percent in 2007 to 75 percent. From 2008 to 2013, the dropout rate fell from 18 percent to 13 percent.**

**“Knowing that you can go to college makes a difference,” said Bob Jorth, the executive director of the Kalamazoo Promise scholarship program. “That’s becoming embedded in the culture.”**

**Still, just half of all scholarship recipients finish a college degree in six years. With only two cohorts to analyze, Mr. Jorth said the program is still a work in progress. To address the low completion rates, Kalamazoo Valley Community College has invested more in support programs, and Kalamazoo Promise tweaked its program to allow students to attend part**

time. Those actions have improved Kalamazoo students' achievement (as measured by grades and progress) at the community college by about 20 percent since last year, said Mr. Jorth.

The scholarship program itself does not provide academic help. However, the community has responded with volunteer mentors and tutors, and the high school has ramped up the academic rigor of its classes and increased college-preparation resources for students.

Many of the Promise scholarship programs that popped up after Kalamazoo's have made their scholarships contingent on some measure of academic or personal merit. For instance, the Pittsburgh Promise requires a 2.5 GPA and a 90 percent attendance record. The New Haven (Conn.) Promise set the bar at a 3.0 GPA, along with attendance and community-service requirements.

But not extending the scholarship to all has a price, said Ms. Miller-Adams of Upjohn. Students who are struggling in class and don't have money for college may lose hope; a universal scholarship sets up high expectations for the entire student body. When the push is college for all, the school can expand advanced courses and college counseling.

"Money brings down the most visible barrier to college," said Ms. Miller-Adams. "But then you see other barriers behind it—academic, social-emotional readiness, college knowledge."

Indiana tried another approach with its [21st Century Scholars Program](#), set up in 1990 as a college incentive for students who couldn't otherwise afford it.

"It was a promise if you stay in high school and do the work, you will be able to go to college. It was designed to keep students out of trouble," said Mary Jane Michalak, an associate commissioner in the division of financial aid for the the state's higher education commission.

Students apply in the 7th or 8th grade, and, if they are deemed income-eligible, the state agrees to cover tuition expenses for four years at an Indiana public college or university. Accepted students are asked to pledge to stay on track through high school graduation and not use illegal drugs or alcohol or commit a crime or delinquent act.

Although the program is popular, policymakers were not pleased with the early results—just 15 percent of the scholars were finishing a degree in four years.

To improve completion rates, the legislature in 2011 passed a law that requires students who receive the scholarship to complete a program to

**help them plan, prepare, and pay for college. Students must also maintain a 2.5 GPA, rather than just a 2.0, and complete the Free Application for Federal Student Aid to make sure they are getting all aid for which their family qualifies after the 21st Century grant.**

**“We started to change our focus from access to college completion,” said Ms. Michalak.**

**Oklahoma has also modified its Promise scholarship. It raised income limits to expand eligibility, increased the GPA to qualify from 2.0 to 2.5, and required students to achieve an ACT score of 22 out of 36. The state also started to let students in the program as early as 8th grade if they qualify for the scholarship, instead of waiting until high school, in the hopes of spurring them to get serious about college preparation earlier, said Glen D. Johnson, the chancellor of the Oklahoma board of regents for higher education.**

**As a last-dollar scholarship, the Promise fills in the gap of tuition for students from families who make less than \$50,000, with average awards of about \$3,000 a year, to attend a public two- or four-year college in Oklahoma. To make sure students know they can count on the money being there when they graduate, the legislature in 2007 established permanent funding for the scholarship in the state budget.**

**“This introduces an element of certainty early in a student’s life,” said Mr. Johnson. “As early as middle school, students make an assumption about whether they have a shot at college or not.”**

**Since 2008, the nonprofit Say Yes to Education Inc. has worked to improve high school and college completion with a commitment of free college tuition to children beginning in kindergarten. There are also wraparound services for children and families: academic support, health care, financial services, and legal services. The districts in Syracuse and Buffalo, N.Y., have embraced the model, with other chapters emerging in Hartford, Conn.; New York; and Philadelphia.**

**Mary Anne Schmitt-Carey, the president of Say Yes, said the early promise and communitywide support generates energy to enable students to achieve the goal of college. “Even though there may be financial aid at the end of the rainbow, if you are growing up in poverty and have no experience with college, it’s not real to them. They look at the sticker price and say, ‘That’s not for us,’ ” she said. Because the district is so poor, Deborah A. Doyle, a middle school teacher in Syracuse, said the scholarship “opens the eyes for kids who may not have thought about it before.” Ms. Doyle, whose family qualifies for the Say Yes scholarship, said the money allowed her three daughters to consider private colleges and avoid substantial student debt.**

**Nationally, more than 75 percent of all students in the Say Yes program graduated from high school, and half finished a postsecondary degree.**

**In the District of Columbia this year, City Councilmember David Catania has championed a new D.C. Promise program using city funds to give students up to \$7,500 annually in last-dollar scholarships based on economic need and extending eligibility to families earning up to \$215,000. Rather than setting GPA or behavior requirements, the program would aim to remove all barriers to access and be open to all graduates. It is awaiting approval from Congress.**

**With any incentive program—whether a promise scholarship or cash payments to students for classroom performance—it’s policymakers who need to be convinced of the results.**

**“Symbols do matter. They get attention,” said Mr. Sacerdote of Dartmouth. “But if you simply promise money with no hope of a college-preparatory culture, it would be tough.”**

**Source:**

**<https://www.edweek.org/teaching-learning/schools-prod-students-toward-diplomas-with-tuition-cash/2014/06>**

## Financial Aid for College

### **WIOA Approved Training Programs**

#### Training #1

- Name of program:
- Location:
- Cost:
- Time:
- Goal:

#### Training #2

- Name of program:
- Location:
- Cost:
- Time:
- Goal:

#### Training #3

- Name of program:
- Location:
- Cost:
- Time:
- Goal:

## Scholarships

### Scholarship #1

- Name of scholarship:
- Amount:
- Deadline:
- Who can apply:

### Scholarship #2

- Name of scholarship:
- Amount:
- Deadline:
- Who can apply:

## Student Loans

1. What does FAFSA stand for? \_\_\_\_\_
2. What is the difference between a federal student loan and a private loan?  
\_\_\_\_\_  
\_\_\_\_\_
3. True or false: Loans are the same as grants- they do not need to be repaid. \_\_\_\_\_
4. What is a grace period?  
\_\_\_\_\_  
\_\_\_\_\_
5. What is the typical length of time for repaying a loan?

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6. BEFORE taking out a loan, what is something to ask?

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**Outcome #2**

**Hospitality, Events and Tourism Careers**

<b>Career</b>	<b>What knowledge or skills are required?</b>	<b>Educational requirement</b>	<b>Job outlook</b>	<b>Average salary</b>	<b>Your opinion</b>


## Outcome #2

### **The Pros and Cons of Tourism-** Steve Russel <https://environment.co/the-pros-and-cons-of-tourism/>

The tourism industry is one of the most lucrative and essential industries for the global economy since it can provide revenue almost year-round. It allows people to spend time in places they want to explore and enjoy. Every year, people from all over the world visit destinations like Paris, Hawaii, Mexico and Japan to experience a new culture through food, sightseeing and adventures.

Tourism provides thousands of jobs each year and allows people to explore the world at their leisure. It's excellent for both the people touring an area themselves for happiness and well-being, and it's great for the country's population as a whole.

However, the disadvantages of tourism should be addressed, especially concerning the environment. Tourism industries in some countries often ignore these cons because they want to continue providing revenue for the peoples' livelihoods. It's easy to overlook the negative aspects when tourism has brought enormous wealth to developing countries.

If developing nations only rely on tourism and dismiss other aspects, like the environment, society and infrastructure development, the cons can quickly outweigh the pros. Fortunately, there are ways to be sustainable in the tourism industry. Here are the pros and cons of tourism.

### **The Pros of Tourism**

From stimulating job growth to bridging cultural divides, tourism has many benefits for people, the economy and the environment. Below are five advantages of tourism.

#### **1. Creates Jobs**

One of the most significant benefits of tourism is creating jobs for people who may have previously been unemployed. Tourism accounts for [about 10% of employment worldwide](#), whether directly or indirectly. The tourism industry encompasses retailers, restaurant workers, transportation industries, entertainment facilities and hospitality workers. It can even include medical workers as some people travel for cosmetic surgery or medical advice and medications. This leads to the reduction of unemployment in many countries, which reduces the burden on the government.

#### **2. Develops Countries**

As more people get jobs in developing countries, they can further progress. The government can get the [funds needed to advance](#) their nation. The tourism industry offers more security and financial stability. Plus, the government can carry out various

infrastructure projects to continue its progression by building roads, hospitals, hotels, restaurants, and entertainment businesses to allow more people to stay, generating more jobs and wealth.

### **3. Conserves the Environment**

Some of the primary attractions in countries are the historical sights and beautiful landscapes. Often, countries try to conserve these sights and attractions to continue bringing in more tourists. Governments and private entities often use tourism money to maintain historical sight and protect the environment.

### **4. Broadens Knowledge and Appreciation of Nature**

An airboat ride through the Florida Everglades delivers more than the perfect photo opportunity. Airboat captains share stories about the river's history, wildlife facts, environmental issues plaguing the ecosystem, and how the average person can make a difference. Travel experiences like this are crucial for broadening one's knowledge and deepening their appreciation for the natural world. The hope is for tourists to impart their knowledge to someone else and spark an interest in conservation and sustainable habits.

### **5. Encourages Culture-Learning**

Finally, tourism encourages the learning of different cultures. It helps to create a sense of unity among people from various cultures and countries. Tourism encourages people of all backgrounds to visit a particular place, so tourist destinations become a melting pot of other cultures. People can begin to understand one another and may even make friends with people from other countries.

## **The Cons of Tourism**

While welcoming visitors to explore a particular area has benefits — especially within the eco-tourism subsector — it's not all rainbows and sunshine. Unfortunately, there are some cons of tourism that often get overlooked, such as the following.

### **1. Damages the Environment**

Although countries do their best to conserve the environment, including animals, plants and natural scenes, tourists can still be disrespectful. As people flock to one place, waste and pollution accumulate. Sometimes, tours offer animal experiences as well, which put animals through suffering. Further, land is needed to accommodate tourists, so countries will destroy habitats to build hotels and restaurants.

### **2. Puts Pressure on Natural Resources**

Another con of the tourism industry is that it puts an immense amount of pressure on natural resources. Anytime someone stays in an area, they inevitably use [the area's natural resources](#), like water and food. Cities and countries around the world have faced droughts. Additionally, tourism puts stress on the local land use, leading to soil erosion which can cause damage to infrastructure.

### **3. Strains Infrastructure**

Too many tourists in one location can significantly strain infrastructure, including roadways, water resources and waste disposal. For instance, nearly [30 million tourists visit](#) Venice, Italy, annually, crowding narrow canals and limited roadways. In the Caribbean, Antigua and Barbuda is among the most frequently vacationed and water-stressed countries, with under [1000 cubic meter of freshwater](#) resources per capita. Without a municipal wastewater treatment center, most households rely on poorly built septic tanks.

### **4. Encourages Dependence on Tourism**

It's not a good thing to be solely dependent on tourism. Regions known for their tourist destinations learned that lesson [once COVID-19 spread throughout](#) the world. When people could no longer travel, the tourism industry in countries that depended on it had a more difficult time recovering and getting the necessary resources that locals needed to survive. Without tourists, those countries would receive no more income, which affects the entire country.

### **5. Leads to Loss of Cultural Identity**

Often, locals in a tourist destination will begin copying the lifestyles of tourists and leave their local and cultural traditions behind. Instead of shops filled with daily necessities for the locals, they are filled with things tourists need, like travel-sized toiletries and souvenirs. Fast-food chains have taken over local cuisine as well. And unfortunately, tourism has [led to a growth in prostitution](#) and human trafficking.

### **Making Tourism a More Sustainable Industry**

Tourism is a necessary part of the economy, but the adverse effects often go unnoticed. Fortunately, there are ways to make it a more sustainable industry. Tourists should support the local economy, avoid single-use plastics, take more eco-friendly modes of transportation and avoid all of the traditional "tourist" excursions. The next time you travel, make sustainability a priority.

<b>Pros</b>	<b>Cons</b>
<b>What do I think?</b>	

## Outcome #3

### Gender Pay Gap Discussion Questions

1. What is the gender pay gap?
2. Do you agree that this pay gap is a problem? Why or why not?
3. Have you experienced this pay gap personally? Do you mind sharing your experience?
4. Do pay gaps exist where you are from?
5. What industries are women underrepresented in? Why do you think that is?
6. What can be done to increase women's participation in higher paying industries?
7. What is the "motherhood penalty" described in the video?
8. The video suggested some possible solutions to help close this gap (paid parental leave, affordable childcare, etc.) What do you think about these solutions? Can you think of any others?
9. Should solutions to the pay gap be the responsibility of the government or private companies only? Why?
10. How do you think individual people can help encourage and fight for fair pay?

## **The Exploitation of Garment Workers: Threading the Needle on Fast Fashion**

**By: Ruben Rosalez**

<https://blog.dol.gov/2023/03/21/the-exploitation-of-garment-workers-threading-the-needle-on-fast-fashion>

With L.A. Fashion Week just around the corner and spring designs filling the racks at your favorite stores, you will need more than cash in your wallet to make good shopping choices. You also need information. Here are some facts: Garment workers who make the looks you love are paid some of the lowest wages in the nation, sometimes as little as \$1.58 per hour – well below the legal minimum wage. These workers produce clothing for many retailers you know, including Lulus, Dillard's, Bombshell Sportswear, Nieman Marcus, Stitch Fix, Socialite, Nordstrom, Von Maul, and Amazon, but many are criminally underpaid.

### **Garment Survey Results**

Last year the U.S. Department of Labor Wage and Hour Division's Southern California offices embarked on an ambitious plan to investigate several contractors in the region's large garment industry. We found that 80% of the contractors were violating minimum wage and overtime laws and we recovered over \$892,000 in back wages and damages. We found one contractor paying garment employees \$1.58 per hour in a state where the minimum wage was \$15.

### **Consumers Have a Real Choice to Make**

"Fast fashion" refers to trendy clothing that is quickly and cheaply produced to meet ever-changing consumer demand. Fast fashion garment makers copy ideas from high-end or celebrity fashion designers to sell the latest styles at cheaper prices.

These garment producers are caught in the never-ending cycle to rapidly produce the newest clothes at lowest cost for consumers. As a result, many garment producers, manufacturers and retailers sacrifice workers' wages to ensure that they can make a profit. So, what can you do about it? Investing in more expensive pieces may be costly in the short term, but the higher quality means it won't be replaced as quickly, and you can't put a price on the benefits of ensuring fair wages for your fellow humans.

### **Low Wage Garment Workers Are Our Priority**

The Wage and Hour Division will not tolerate wage theft in the fashion industry. We are committed to protecting the workplace rights of garment workers and ensuring they receive the full wages they are due. We will use all available enforcement tools to hold manufacturers and contractors accountable when they violate those rights. The exploitation of workers is never an acceptable price to pay for the clothes on your back.

## Questions

1. According to the article, workers were being paid \$1.58 in a state where the minimum wage was \$15. What is the minimum wage in your state? Do some research- how does this compare to other states?

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2. What is “fast fashion” according to the article?

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3. What solution does the author provide for unfair pay? What other solutions do you think could be possible? Use the graphic organizer on the next page to brainstorm this solution and present your ideas to the class.

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**Problem:**

**Author's Solution:**

**My Solution:**

**Action Step:**

**Action Step:**

**How would that influence workers' pay?**

**How would that influence workers' pay?**

### Wage and Employment Trends

**Directions:** Search for “bright outlook” jobs using the Onet Online database. Record wage and employment trends for 3 jobs that interest you in the chart below. Reflect on how this information can influence your educational and career choices.

Job Title	Average Salary in the US	Average Salary in your state	Average salary in your local zip code	Projected annual job openings in the next 10 years in the US	Projected annual job openings in the next 10 years your state

## Outcome #4

QR Code for online flashcards:

Taken from

<https://education.nationalgeographic.org/resource/industrialization-labor-and-life/7th-grade/>



## **Industrialization, Labor, and Life**

<https://education.nationalgeographic.org/resource/industrialization-labor-and-life/7th-grade/>

The Industrial Revolution changed the world by transforming business, economics, and society. These shifts had major effects on the world and continue to shape it today.

Before industrialization, most European countries had economies dominated by farming and artisan crafts such as hand-woven cloth. Social structures had remained largely unchanged since the Middle Ages. Yet once industrialization commenced, work and family life transformed.

According to most historians, the Industrial Revolution began in Great Britain in the middle of the 18th century. At the time, most people rarely traveled beyond the small and medium-sized villages where they lived. Rural people worked as subsistence farmers, which meant they grew crops to feed themselves and their families, not to trade or sell.

The European population grew substantially during the 18th century, and farmers increased production to keep pace. Machines became widely used in farming, and consequently, farms required fewer workers. Large, technologically advanced farms replaced subsistence farms.

### **Industrial Revolution's Lasting Effect on Farming**

The Industrial Revolution demonstrates an idea known as economies of scale. According to this principle, increased production of goods leads to increased efficiency. For peasants, however, large-scale production meant fewer economic opportunities. Conditions worsened due to the enclosure movement. Previously, villages had shared lands for grazing animals that could be used by all villagers. Once large-scale agriculture became widespread, wealthy people bought these lands and used them for private farms.

More and more people in rural communities struggled. Many left their old lives behind and headed for towns and cities to find new employment. The growth of British cities was further accelerated by the development of factories. Industrial cities such as Manchester and Leeds grew dramatically in just a few decades.

In 1800, about 20 percent of the British population lived in cities. In just 50 years, by the middle of the 19th century, that number had risen to 50 percent. Other Western European nations, including France, the Netherlands, and Germany, also saw an increase in the urban population, although their changes proceeded at a slower rate.

Factory work in urban areas differed from farming. Before the Industrial Revolutions, artisans such as jewelers, weavers, and blacksmiths produced most manufactured goods. The main sources of energy were human and animal muscle, along with the waterwheel.

## **Families Were Forced To Focus on Factory Work**

The dawn of industrialization came alongside inventions such as the coal-powered steam engine, and the pace of work increased as a result. In factories, coal mines and other industrial workplaces, workers put in long hours in miserable and dangerous conditions. As countries industrialized, factories became larger and produced more goods. Larger companies that were able to achieve economies of scale did better in international trade. Earlier forms of work began to disappear.

Perhaps the most harmful consequences of industrialization were those affecting families. Before industrialization, families served both social and economic purposes. Married couples and their children often worked together in farms or shops. In 18th-century Great Britain, women and men often worked in their homes doing jobs such as spinning wool into textiles and weaving textiles into cloth. They then sold their products in a system that was called the "putting-out" or domestic system.

However, the rise of factories meant that most male workers no longer worked at home. Some men left their families behind for jobs in the city. Even when men stayed with their families, factory jobs were oftentimes so difficult that they had little time for relaxation and family life after returning from work.

## **Child Labor and Other Economic Changes**

Women also worked outside the home. Unmarried women commonly worked as servants in other families' homes. Many British women, including mothers, worked in textile mills. During the first century of industrialization, child labor was common. Factory owners appreciated workers whose fingers were small enough to weave thin threads in complex machines. Despite their important contributions, women and children received low pay for their labor. They were commonly forced to work 16 hours per day or longer. Although their work conditions could be quite dangerous, women's jobs were perceived as less skilled than those of their male co-workers.

Industrialization caused similar social changes in the United States. There, manufacturing began after the nation gained independence from England in the 1770s. President Thomas Jefferson, whose administration spanned from 1801 to 1809, later established a trade embargo. Jefferson's embargo banned foreign countries from sending their goods to the United States. This would mean those countries would not get the money from trading with the United States. It also increased the demand for U.S.-made supplies.

During the War of 1812, the British navy prevented ships from going in and out of U.S. ports, which further drove the development of U.S. industries. By the 1830s, the United States had become one of the world's leading economic powers.

## The Booming Working Class

In the first 50 years after U.S. independence, many agricultural workers moved to take on manufacturing jobs. As in Great Britain, textile production led the way. Industrialization, along with advancements in transportation like the railroad, drove economic growth and urbanization in the United States. A large working class developed, eventually leading to conflict between workers and factory owners. Working men and women led labor strikes to demand safer working conditions and higher pay.

By the late 19th and early 20th centuries, industrialized nations like Great Britain and the United States began passing laws to improve conditions for factory workers. However, harsh conditions then arose in other parts of the world alongside factories. We continue to live with the effects of industrialization today.

<b>Jobs Before</b>	<b>Jobs After</b>

## Researching Occupations in Rural and Urban Areas

Rural area chosen: \_\_\_\_\_

- Predicted most common occupation(s): \_\_\_\_\_
- Actual most common occupation(s): \_\_\_\_\_

Urban area chosen: \_\_\_\_\_

- Predicted most common occupation(s): \_\_\_\_\_
- Actual most common occupation(s): \_\_\_\_\_

Drawing conclusions:

1. Read the chart. How many workers are there in the most common occupation in the rural location? How many workers are in the least common occupation?
2. Read the chart. How many workers are there in the most common occupation in the urban location? How many workers are in the least common occupation?
3. Were your predictions correct? What surprised you about your findings?
4. Look at the most common occupations in the urban areas. How common is this occupation in the rural areas? Why do you think that is?
5. Look up the education levels required for the common jobs in each area using Onet Online . What connections can you make between common occupations and education levels in the rural and urban areas?

## Outcome #5

### Disability Discrimination and Employment Decisions

<https://www.eeoc.gov/disability-discrimination-and-employment-decisions>

Disability discrimination occurs when an [employer or other entity covered](#) by Title I of the Americans with Disabilities Act (ADA) (which protects private and state and local employees) or the Rehabilitation Act (which protects federal employees) treats a qualified employee or applicant unfavorably because of disability. The disability laws forbid discrimination when it comes to any aspect of employment, including hiring, firing, pay, job assignments, promotions, layoff, training, fringe benefits, and any other term or condition of employment.

#### [Definition of Disability](#)

The ADA directs that the definition of disability is construed broadly, in favor of extensive coverage, to the maximum extent permitted by the law. Nonetheless, not everyone with a medical condition is protected from disability discrimination. Under the law, a person has a disability if the person:

- Has a physical or mental condition that substantially limits a major life activity (such as walking, talking, seeing, hearing, or learning, or operation of a major bodily function, such as brain, musculoskeletal, respiratory, circulatory, or endocrine function).
- Has a history of a disability.
- Is subject to an adverse employment action because of a physical or mental impairment the individual actually has or is perceived to have, except if it is transitory (lasting or expected to last six months or less) *and* minor.

A medical condition does not need to be long-term, permanent, or severe to be substantially limiting. Also, if symptoms come and go, what matters is how limiting the symptoms are when they are active.

#### [Reasonable Accommodation and Undue Hardship](#)

When job applicants or employees request job modifications, the disability laws require employers in the private, [federal](#), and state and local government sectors to provide [reasonable accommodations](#) (changes to the ways things are usually done) to employees and job applicants who have or had an impairment that substantially limits a major life activity, unless doing so would cause undue hardship for the employer. A

reasonable accommodation can help a person with a disability apply for a job, perform the duties of a job, or enjoy the benefits and privileges of employment.

Some possible reasonable accommodations could be making the workplace accessible for wheelchair users, providing a reader or interpreter for someone who is blind or hearing impaired, making a schedule change, granting telework, allowing leave for disability-related treatment or symptoms, or reassignment to a vacant position where reasonable accommodation is not possible in the current job.

An employer doesn't have to provide an accommodation if doing so would cause undue hardship to the business. Undue hardship means that the accommodation would be too difficult or too expensive to provide, in light of the employer's size, financial resources, and the needs of the business. An employer may not refuse to provide an accommodation, however, just because it involves some cost. An employer does not have to provide the accommodation the employee or job applicant wants, as long as it provides an effective reasonable accommodation. If more than one accommodation effectively meets the disability-related needs, the employer may choose which one to provide

### [Disability-Related Questions, Medical Exams, and Confidentiality](#)

The [law places limits on employers](#) when it comes to asking job applicants or employees to answer disability-related questions, take a medical exam, or identify a disability. Information that employers may obtain about employees' disabilities must be treated as confidential.

### [During Employment Application & Interview Stage](#)

An employer may not ask a job applicant to answer disability-related questions, such as if they have a disability, or require them to take a medical exam, before extending a job offer. An employer may ask job applicants whether they can perform the job and how they would perform the job, with or without a reasonable accommodation.

### After A Job Offer

After a job is offered to an applicant, the law allows an employer to condition the job offer on the applicant answering disability-related questions and/or successfully passing a medical exam, but only if all new employees in the same type of job have to answer

the questions and/or take the exam. An employer may only revoke the job offer if the information reveals the individual cannot safely perform the job (even with reasonable accommodation, if entitled to it).

### After Employment Starts

Once an employee is hired and has started work, an employer generally can only ask disability-related questions and/or require a medical exam if the employer needs medical information to support an employee's request for an accommodation or if the employer has objective evidence that an employee is not able to perform a job successfully or safely because of a medical condition.

### Confidentiality

The law also requires that employers keep all medical records and information confidential and in separate medical files.

### Harassment

It is illegal to harass an applicant or employee because of a current or past disability an actual or perceived physical or mental impairment that is not transitory and minor, or for association with an individual with a disability. Harassment can include offensive remarks about a person's disability. Harassment is illegal when it is so frequent or severe that it creates a hostile or offensive work environment or when it results in an adverse employment decision (such as the victim being fired or demoted). Unlawful harassment may occur whether the harasser is the victim's supervisor, a supervisor in another area, a co-worker, or someone who is not an employee of the employer, such as a client or customer.

### Retaliation and Interference

Job applicants and current and former employees are protected from [retaliation](#) for asserting their rights under the ADA and any of the other federal [equal employment opportunity laws](#). Speaking out about or exercising rights related to workplace discrimination is called "protected activity" and can take many forms, including complaining to a supervisor about harassment. Witnesses who seek to assist individuals affected by discrimination are also protected.

The ADA also prohibits interference with an individual's ADA rights. Employers may not intimidate, threaten, or otherwise interfere with a job applicant's or current or former employee's exercise of ADA rights. For instance, it is unlawful for an employer to use threats to discourage an individual from asking for a reasonable accommodation or to pressure them not to file a [disability discrimination complaint](#).

### [Association](#)

The law also protects people from discrimination based on their relationship with a person with a disability (even if they do not themselves have a disability). For example, it is illegal to discriminate against an employee because the employee's spouse has a disability.

Although the federal anti-discrimination laws don't require an employer to provide a reasonable accommodation to an employee to care for a family member with a disability, the Family and Medical Leave Act (FMLA) may require an employer to take such steps. The [Department of Labor](#) enforces the FMLA.

## **Massive \$125 Million Verdict Against Walmart In Disability Discrimination Case**

By Eric Bachman, Former Contributor, July 21, 2021

Taken from:

<https://www.forbes.com/sites/ericbachman/2021/07/21/massive-125-million-verdict-against-walmart-in-disability-discrimination-case/>

A federal jury recently delivered an eye-popping \$125,150,000 verdict in a disability discrimination case against Walmart. The case, *EEOC v. Wal-Mart Stores East*, E.D. Wis., No. 1:17-cv-00070 (E.D. Wis. 2021), dealt with actions taken against a disabled employee who was protected by the [Americans with Disabilities Act \(ADA\)](#). The jury's large award of punitive damages sends a strong message that disability discrimination in the workplace is an issue that employers must take seriously.

### **Factual Background**

The plaintiff in the case, Marlo Spaeth, was a longtime Walmart employee with Down Syndrome. The information below is drawn from the allegations made by the plaintiff in her complaint and elsewhere. She had worked at Walmart since 1999 and had performed her job without incident until 2014. During those years, she had worked a regular schedule of 12:00 to 4:00 pm on three or four afternoons per week. Her work had routinely been praised in performance evaluations and she had received multiple pay raises.

However, in or around November 2014, Walmart instituted a computerized scheduling system which changed the hours which Spaeth was required to work. Spaeth informed her employer that she would be unable to work her new schedule, as her condition requires her to maintain a rigid daily routine, including eating supper at a regularly-scheduled time.

Although Spaeth raised this concern to her employer right away and followed up numerous times, Walmart took no steps to fix her schedule. Spaeth argued that this would have been no hardship to Walmart, since the location at which she worked was open 24 hours a day and employed over 300 employees.

Walmart declined to remedy Spaeth's schedule, and she began experiencing attendance problems. She was disciplined twice for attendance and punctuality concerns before being terminated in July of 2015.

After her termination, Spaeth and two of her family members met with her employer to request that she be reinstated. Although her termination letter had specified that she was eligible for reinstatement, Walmart declined to rehire her.

Spaeth filed a complaint with the [Equal Employment Opportunity Commission \(EEOC\)](#), who brought a lawsuit against Walmart in the US District Court for the Eastern District of Wisconsin. The case went to trial this summer, and the jury returned a verdict last week.

## Universal Design

<https://www.dol.gov/agencies/odep/program-areas/employment-supports/universal-design>

Question: What is universal design, and how can it benefit a business?

Good customer service means providing a welcoming environment, respectful treatment and needed information. Universal Design provides an important toolset for companies seeking to provide these advantages for their customers and for their employees, who also want to feel welcome and respected, and who require adequate and timely information to do their jobs.

Universal Design (UD) is a strategy for making products, environments, operational systems and services welcoming and usable to the most diverse range of people possible. Its key principles are simplicity, flexibility and efficiency. And whether we realize it or not, most of us benefit from UD on a daily basis.

Originally developed in response to the needs of the aging population and people with disabilities, UD has much broader applicability. UD increases ease of access to products, places and services for multiple, diverse populations. Using UD means that facilities, programs, and services take into account the broad range of abilities, ages, reading levels, learning styles, languages, and cultures in their diverse workforce and customer base. While diversity brings experience, perspective, and stability to a workplace, it also means that employees and customers have a wider variety of needs and expectations.

Universal Design is a lens through which every aspect of a business can be viewed, and a set of tools by which products, services, customer satisfaction and employee attraction and retention can be improved. UD in the workplace can be applied in areas related to products, services, the physical environment, communications and technology.

### Physical Environment

Most people benefit from examples of UD in the physical environment every day. For example, where sidewalk curbs used to be sharp drop-offs to the street, they are now cut to a sloping grade. "Curb cuts," as they are called, were originally designed for people who use wheelchairs to get on and off sidewalks, but they are routinely used to improve the safety and experience of people pushing strollers or carts, and even bikes!

### Communication

UD in the area of communication means that workplace communications practices or systems are usable by a majority of job candidates and employees. Consider the hiring process. Application forms and pre-employment tests can be

available in various formats, including large-print, which is helpful not only to a candidate with low vision but also to senior workers.

It is well known that different people have different learning styles. During training, organizations that provide large-print handouts, information on disks, oral explanations of PowerPoint® graphics, and a mixture of visual, auditory, and written learning opportunities ensure that training opportunities are inclusive not only for employees with disabilities but also for individuals with different learning styles or language proficiencies.

### Technology

Technical equipment with UD features can also help employers create a welcoming workplace. For example, phones are increasingly designed with simpler interfaces, larger buttons, handsets, and shoulder braces. Cell phones often have voice recognition technology for those who have difficulty using standard buttons, or simply find it more convenient, especially while driving or typing. Manufacturers are now integrating UD principles into their newest products, making it easier for businesses to meet the diverse wants and needs of their employees and customers. Using these products can give employers a competitive advantage — by increasing efficiency and attracting top talent seeking to use state-of-the-art technology.

### Examples of Universal Design

An ironworks shop in Montana is an example of UD in action. When the shop lowered all of its work tables to an appropriate height for a skilled blacksmith who uses a wheelchair, everyone benefited. Employees who previously had to stand throughout the day and who were uncomfortable at the "average" higher tables, and customers visiting the shop to view work in progress have all thanked the shop's owner for the change.

Another example of UD is having flexible management operations. Management structures using teams with a designated lead who focuses on a given issue and encourages employee collaboration have produced a more satisfying work environment for employees, and more innovative products and services to meet the needs of their customers.

Finally, the rise of telework as an option has proven to be a great example of UD. Business models have become flexible and sometimes allow employees to customize their own space and means of working entirely to their needs. Employees can be equally effective in their offices or their homes and, as such, are both more satisfied with their work life, and more productive.

## Conclusion

Designing inclusive workplace environments, policies and practices that consider employees of all abilities helps employers attract and retain a competitive workforce. What's more, adopting a UD approach can benefit existing staff, improving overall productivity and morale, and providing an inclusive business environment for customers of diverse backgrounds, needs, and abilities — ultimately resulting in increased profitability and success. More information about UD is available from the U. S. Department of Labor's [Job Accommodation Network](#).

## **Discussion Questions**

1. The article says, “whether we realize it or not, most of us benefit from UD on a daily basis.” What are some ways you benefit from UD on a daily basis?
2. In your opinion, do you think UD is important? Why or why not?
3. Have you ever been in an environment where UD was not done well? How did it make you feel?
4. Besides the workplace, where else might UD in relation to communication be useful?
5. What UD features on your phone or other devices have you used before? Which feature is the most helpful to you and why?

## Outcome #6

### Do Businesses Have an Ethical Obligation to be Eco-Friendly?

#### Be Responsible, Save the Planet

If you are producing goods and services that are sold to the people of the planet, then you have a moral and ethical responsibility to also protect the earth, keep your customers safe, and thank them for helping your business to succeed. The fact is that pollution from waste and manufacturing is a global issue, and it is worse than you may think.

According to reports, [70% of the pollution around the world is produced by only 100 companies](#), and your organization does not want to be on that list. In the U.K., [75% of the carbon emissions are from products and services](#). While consumers are glad that your products exist and likely understand that some waste may be a side effect, if your organization is negatively affecting the planet in a major way, then it is only right that you make a change to ensure the health and safety of your customers.

The first step that you can take is to research and ensure that you are following all state regulations and guidelines when it comes to pollution, waste management, and energy efficiency. Once you have reached that point, then you can look at additional moves you can make to help the planet. These include:

- Sourcing sustainable materials from ethical, fair-trade suppliers.
- Maximizing efficiency and reducing energy use in the workplace.
- Partnering with nonprofit organizations committed to positive climate action.
- Using shipping companies committed to reducing their emissions.
- Examining every aspect of the production of your product or service and determining how you can be more eco-friendly with each step of the process.
- Producing a product or offering a service the purpose of which is to increase environmental sustainability.

Then, feel free to boast about these accomplishments on your company website. After all, if you truly strive to help the planet, you've earned some bragging rights.

Keep in mind that you aren't expected to make the necessary changes at the drop of a hat. Instead, you can follow the example of other companies and create a goal for sustainability. For instance, [Schneider Electric intends to cut emissions](#) and start producing 80% green revenues by 2025. Set a goal and prove that you are trying to make a difference. Just make sure that you make all efforts possible to follow through.

#### Eliminate Waste

One of the most important components of being eco-friendly is eliminating unnecessary waste. By doing so, you will make the planet a cleaner place and likely increase your profit margins.

You can start with the packaging materials that you use to send out your products. Many companies are creating unnecessary waste by using oversized boxes, unnecessary paper, and a lot of plastic. Instead, you can:

- Ship orders out in form-fitting boxes.
- Minimize the amount of packaging you use — even tape that is a smaller width saves money and lessens waste over time.
- Use recyclable and reusable materials.
- Use biodegradable or sustainable, raw materials such as bamboo when possible.

By using less and eliminating unnecessary waste, your company can also save money as an extra reward.

Of course, some products inherently contain materials and waste that are harmful to our environment, like batteries and household appliances. That doesn't mean you can't contribute to the solution, however. For example, if you sell refrigerators or AC units, at the very least you can educate your clients on [how to properly dispose of and recycle these appliances](#) once they fail. You could provide information for removal companies, or even offer electronic and appliance waste removal services yourself.

If the management or administration at your company can see that potential waste could be hurting the people of your community, then it should be a moral decision to try and make things right.

### **Consider Employees' Perspectives**

When it comes to millennial and Gen Z employees, [climate change is just below the cost of living on the list of their top concerns](#). However, they don't feel businesses are doing enough to address it. Only around 15% of Gen Z and millennials believe businesses are committed to fighting climate change. Therefore, about 50% of Gen Z and 40% of millennials are trying to get their employers to be more eco-friendly.

[Millennials make up the largest portion of the workforce](#), and they're more likely than older generations to change jobs if their employer's values don't align with theirs. Many millennial employees are purpose-driven and want to find meaning in their work. Employers who consider sustainability to be an ethical obligation can provide that sense of meaning and purpose. Millennials who are motivated to take climate action could view their employers' sustainability efforts as a very good reason to stick with the company and increase engagement in their work.

This engagement in climate action and sustainability can be a big part of a [positive and healthy workplace culture](#). After all, a shared sense of values is a strong cornerstone for resilient culture, which contributes to employee retention and helps attract new hires. Studies have shown that positive cultural fit makes a big difference to job candidates. Specifically, 72% of candidates carefully scrutinize company culture when considering job offers.

Let's examine some ways you can take an ethical stance, increase sustainability, and improve the culture in your organization.

## How You Can Increase Sustainability and Employee Satisfaction

There are many ways you can [make your business more eco-friendly](#), including:

- Virtual meetings and remote work, eliminating the commute and its associated carbon emissions.
- Digitizing documents, records, and communications, thereby eliminating paper waste.
- Minimizing office energy consumption, choosing sustainable lighting such as LED bulbs, and installing solar panels for renewable energy.
- Reducing or eliminating the use of disposable utensils in the workplace.

These are great steps to take but it's essential to proactively build a positive culture of engagement at the same time.

One way that you can simultaneously incorporate sustainability and employee satisfaction at your company is to [host a bonding or team activity outdoors](#). This is a great way to help employees learn more about each other and to participate in exercises so that they can strengthen their working relationships in the office. There are many activities that can provide these benefits, including hiking, a picnic, or a day at the beach.

While you are out in nature, management can give a little presentation on the beauty of the outside world and why it is so important that you all work together to eliminate waste and focus on sustainability. It will be a great message, and everyone will know that they are part of the solution.

As you can see, your company's ethical obligation to be more eco-friendly and operate more sustainably is also a great chance to [improve workplace culture](#) and employee engagement. Consider these tips, and your company can improve in almost every way.

Source:

<https://www.workplaceethicsadvice.com/2022/12/do-businesses-have-an-ethical-obligation-to-be-eco-friendly.htm>

## Defining “Green Jobs”

- There are different ways of defining ‘green jobs’. According to the [U.S. Bureau of Labor Statistics](#), they are “jobs in businesses that produce goods or provide services that benefit the environment or conserve natural resources.”
- But just about any occupation can have an impact on the environment. The "greening" of occupations refers to the extent to which green economy activities and technologies increase the demand for existing occupations, shape the work and worker requirements needed for occupational performance, or generate unique work and worker requirements ([Occupational Information Network](#)). The [US Department of Labor’s Green Job Initiative](#) estimates that there are 8.4 million jobs requiring green tasks.

Source: Higher Education Curriculum Toolkit (September 2024) ©U.S. Green Building Council <https://www.usgbc.org/resources/green-careers-curriculum-toolkit-supplement>

## What Are Green Jobs? 18 Environmental Careers To Consider

Written by **Ruscena Wiederholt**

<https://www.indeed.com/career-advice/finding-a-job/what-are-green-jobs>

Career	Description
Environmental Technician	<p>National average salary: <a href="#">\$50,630 per year</a></p> <p>Primary duties: Environmental technicians monitor the environment and identify ways to reduce contamination or pollution. Their responsibilities may include collecting and analyzing soil samples, performing environmental impact studies to determine how various human activities affect the environment and cleaning up contaminated sites. They might also engage in scientific tests and field investigations to determine the extent of environmental damage from natural disasters like forest fires.</p>
Insulation Installer	<p>National average salary: <a href="#">\$54,099 per year</a></p> <p>Primary duties: Insulation installers add and replace insulation material in homes, buildings and mechanical systems, which helps to save energy and reduce noise. Their duties may include removing old insulation, analyzing structure blueprints and determining the type and amount of insulation needed for a job. They also follow safety guidelines and protocols when performing their work, particularly when measuring and cutting the insulation to fit into walls and ceilings.</p>
Agricultural Specialist	<p>National average salary: <a href="#">\$55,289 per year</a></p> <p>Primary duties: An agricultural specialist researches different crops and farming practices to help farmers implement sustainable practices. They create and implement eco-friendly breeding programs, set up and adapt research centers and procedures, participate in experimental projects and ensure the appropriate sanitary and health standards are met on the farm. They might also educate others in the agricultural industry and support land conservation efforts while working at universities or on research projects.</p>
Solar Technician	<p>National average salary: <a href="#">\$61,888 per year</a></p>

	<p>Primary duties: Solar technicians assemble, install and maintain solar panel systems on structures like homes and buildings to reduce dependence on fossil fuels. Their common duties include configuring solar panels, determining where to place panels, ensuring the structural integrity of panels and making sure installations meet local, state and federal building codes. They also repair solar panels on homes and commercial buildings.</p>
Wind Turbine Technician	<p>National average salary: <a href="#">\$68,523 per year</a></p> <p>Primary duties: Wind turbine technicians install, repair, operate and maintain the wind turbines that produce renewable energy. They diagnose issues relating to wind turbines, help ensure the physical integrity of wind turbines and complete inspections. They might also troubleshoot the electrical, mechanical and hydraulic components that make up a wind turbine.</p>
Boilermaker	<p>National average salary: <a href="#">\$64,658 per year</a></p> <p>Primary duties: A boilermaker installs, creates and maintains tanks, boilers and closed vats. Common duties of a boilermaker include analyzing building blueprints to better understand where to place and install the boiler, completing boiler maintenance and repairing or replacing boiler parts when necessary. Boilermakers might also repair and maintain closed vats and other large containers holding gases or liquids.</p>
Solar Installer	<p>National average salary: <a href="#">\$67,213 per year</a></p> <p>Primary duties: Solar installers work with solar panels. They assemble solar modules, apply sealant, determine how to lay out panels and identify any hazards that would interfere with photovoltaic installations. They might also educate customers on the most efficient type of solar panels to install and measure, cut and assemble support structures for larger panels.</p>
Energy Adviser	<p>National average salary: <a href="#">\$75,675 per year</a></p> <p>Primary duties: Energy advisers offer energy services and assist clients with a variety of energy needs. They might help clients choose the right energy-efficient product for their needs and preferences, schedule energy equipment installations and educate clients on available energy products and their</p>

	<p>benefits. They also perform energy audits of homes or businesses, analyze their current energy usage, and figure out ways to make buildings more energy-efficient</p>
<p>Water Resources Engineer</p>	<p>National average salary: <a href="#">\$65,272 per year</a></p> <p>Primary duties: A water resources engineer oversees the water supply and use of a specific community. Their duties include testing water samples to ensure it's safe for human consumption and implementing ways to clean water that may be contaminated. This can also involve implementing strategies to preserve water and promote sustainable use.</p>
<p>Environmental Specialist</p>	<p>National average salary: <a href="#">\$56,316 per year</a></p> <p>Primary duties: Environmental specialists monitor how humans affect the environment. They identify environmental hazards, recommend ways to reduce impact, oversee field examinations and create reports on hazardous materials or locations. They may also implement employee training programs that focus on integrating more sustainable practices in the workplace and conduct inspections to ensure that their clients are complying with local, state and federal environmental regulations.</p>
<p>HVAC Project Manager</p>	<p>National average salary: <a href="#">\$80,337 per year</a></p> <p>Primary duties: HVAC project managers oversee the installation of heating, air and ventilation systems in new construction and existing structures. Their primary duties include designing projects, planning HVAC installation projects, managing a team of other HVAC technicians and supervising them during the installation process. They also might inspect HVAC systems to ensure they're environmentally friendly and develop ways to make them more energy-efficient.</p>
<p>Energy Consultant</p>	<p>National average salary: <a href="#">\$82,009 per year</a></p> <p>Primary duties: Energy consultants work with people who are interested in installing renewable energy systems like solar panels. The goal of an energy consultant is to help clients find the best renewable energy system for their needs while also mitigating the environmental impact of the installation. Their other duties may include gathering energy usage audit reports, staying on top of renewable energy trends and making recommendations and proposals for clients based on their preferences and needs.</p>

<p>Construction Manager</p>	<p>National average salary: <a href="#">\$84,874 per year</a></p> <p>Primary duties: A green construction manager specializes in using eco-friendly technologies and materials while managing construction sites. Green construction managers oversee projects, including buildings, homes and roadways. They ensure these structures use sustainable materials and that all construction staff follow the applicable codes and building regulations while also working to ensure the final project is more efficient at using water and energy.</p>
<p>Environmental Manager</p>	<p>National average salary: <a href="#">\$86,722 per year</a></p> <p>Primary duties: Environmental managers ensure companies comply with environmental regulations and promote sustainable development. Their additional duties may include helping companies establish and meet environmental goals, creating programs and procedures that promote a safer work environment and performing administrative tasks as necessary. They might also create tools or purchase technologies for organizations to use to develop more sustainable practices.</p>
<p>Environmental Engineer</p>	<p>National average salary: <a href="#">\$87,611 per year</a></p> <p>Primary duties: Environmental engineers use their engineering knowledge to address environmental challenges like unsafe drinking water or climate change. Their duties include providing recommendations to organizations and governments to improve air quality and reduce pollution, ensuring companies meet environmental regulations and developing ways to improve environmental management. They might also make suggestions for increasing the sustainability of infrastructure to reduce the effects of commercial activity on the environment, such as projects dealing with wastewater treatment and environmental remediation.</p>
<p>Nuclear Engineer</p>	<p>National average salary: <a href="#">\$93,838 per year</a></p> <p>Primary duties: Nuclear engineers research and develop projects that use nuclear energy and radiation. Their typical duties may include designing and building nuclear equipment like radiation shielding and reactor cores, overseeing operational nuclear power plant activities and creating operational instructions for nuclear equipment. They might also manage the maintenance activities at a nuclear power facility to ensure they meet any applicable safety standards and oversee the safe disposal of nuclear waste.</p>

Energy Engineer	<p>National average salary: <a href="#">\$90,094 per year</a></p> <p>Primary duties: Energy engineers create, develop and design energy-related programs or projects to reduce energy costs and usage and improve overall energy efficiency. Their duties may include conducting energy audits, identifying areas for energy conservation and cost reduction and assessing energy consumption. They might also inspect energy systems to ensure they're working properly and that they meet the energy standards and help clients learn more about available sustainable energy systems.</p>
Environmental Health and Safety Officer	<p>National average salary: <a href="#">\$103,761 per year</a></p> <p>Primary duties: Environmental health and safety officers monitor the condition of a company by creating strategies to reduce possible environmental hazards and training staff members on the best environmental practices to follow. They create reports regarding health and safety within their market and give presentations on existing safety hazards and ways to avoid them. They might also inspect buildings and other physical structures and report pest infestations, toxic chemical leaks, outbreaks or other incidents.</p>

### Job Search Chart

Job title	Company	Location	Rate of pay	Job Responsibilities	Qualifications

### Green Topics and Related Careers Research

Topic	Career	Education Required	Average Salary in US

**Write 8-10 sentences (1-2 paragraphs):** Explain why you chose the topics that you did and what you think about each of the careers you researched. Would you be interested in pursuing any of these careers? Why or why not? How could you be involved in promoting this green topic in your everyday life outside of your career?

## Outcome #7

### The Hippocratic Oath

[Original, translated from ancient Greek]

I swear by Apollo, Asclepius, Hygieia, and Panacea, and I take to witness all the gods, all the goddesses, to keep according to my ability and my judgment, the following Oath:

To consider dear to me, as my parents, him who taught me this art; to live in common with him and, if necessary, to share my goods with him;

To look upon his children as my own brothers, to teach them this art I will prescribe regimens for the good of my patients according to my ability and my judgment and never do harm to anyone.

To please no one will I prescribe a deadly drug nor give advice which may cause his death. But I will preserve the purity of my life and my arts.

I will not cut for stone, even for patients in whom the disease is manifest; I will leave this operation to be performed by practitioners, specialists in this art.

All that may come to my knowledge in the exercise of my profession or in daily commerce with men, which ought not to be spread abroad, I will keep secret and will never reveal.

If I keep this oath faithfully, may I enjoy my life and practice my art, respected by all men and in all times; but if I swerve from it or violate it, may the reverse be my lot.





Name: \_\_\_\_\_

Class: \_\_\_\_\_

# Workers' Rights and the History of Labor Unions

By Jessica McBirney

2016

*What is a labor union? In the past, when workers were mistreated by their employers, there was nothing they could do about it. Labor unions were the workers' solution to this problem. This article sets the scene for the dawn of labor unions, explores the history of workers' rights, and explains the strategies they still use today. As you read this text, identify 3 strategies that union members used to seek justice and create change.*

- [1] Have you ever heard the phrase “There’s strength in numbers”? For many years, people who worked on farms, in factories, or in other low-wage positions were sometimes forced to endure<sup>1</sup> terrible conditions with little pay. But they soon found, with “strength in numbers,” that they could take charge of their circumstances. That’s where labor unions come in.



*["Miners Just Leaving the Elevator Shaft of Virginia-Pocahontas Coal Company Mine #4 near Richlands, Virginia"](#) by The U.S. National Archives is in the public domain.*

A labor union is a group of workers who join together to ask their employers for better payment, working hours, and working conditions. Labor unions are very common today, and many workers in the United States are members of different kinds of unions.

However, unions did not always exist. Modern labor unions didn’t appear in the United States until the late 1800s.

The United States experienced an Industrial Revolution from about 1860 until about 1920. People started to use machines and factories to make products instead of making them by hand. Factory owners became rich very quickly, but they did not treat their workers with kindness or respect. Employees had to work up to 12 hours per day for only a few dollars. They did not always get weekends off. In many industries, workers faced inhumane<sup>2</sup> conditions such as having to bend over all day, or breathing in smoke from the machines.

1. **Endure** (*verb*) to continue without giving in
2. **Inhumane** (*adjective*) not kind or gentle to people or animals

One of the worst industries to work in was the coal industry, where workers spent all day deep underground in coal mines. The mines were very dark and usually damp and cold. Workers had to breathe coal dust and poisonous gases. They had to crawl through the mine in narrow tunnels and pull carts full of coal behind them. There was always a chance that the whole mine could collapse from an explosion. Because coal miners were paid so little, many families could not afford to buy enough food. They had to send their children to work in the mines too, just so the family could have enough money to live on. Children worked six days a week just like their parents, so they could not go to school.

- [5] Workers decided they could not keep living such hard lives. They knew they had to work together to negotiate<sup>3</sup> with the rich and powerful factory owners, so they grouped together to form labor unions. Labor unions used 3 different strategies to protect workers:

The first strategy was called “collective bargaining.” Workers chose a few leaders to represent them in a meeting with the factory or mine owner. In this meeting, everyone would agree to a new contract that gave workers shorter hours, higher pay, and safer working conditions. If the factory owner did not agree to the contract, all the workers would strike, or stop working until they got what they wanted. Many strikes occurred during the Industrial Revolution, and workers still go on strike today.

The second strategy was giving benefits to union members. If any worker got hurt on the job, the union would pay for the doctor’s visit, medicine, and sometimes food.

The third strategy was working with the government to pass more laws. Union leaders could make deals with politicians to pass laws that helped workers. For example, child labor became illegal and the government began to send inspectors to make sure factories were safe.

Unions were very successful in making sure business owners did not take advantage of their workers. Unions still serve many of these same functions today. Workers still go on strike when their employer will not agree to a better contract, and unions still work with the government to get laws passed. Many people across the country rely on unions to keep their jobs safe and their families fed.

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3. **Negotiate** (*verb*) to formally discuss something in order to make an agreement

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. Explain how the Industrial Revolution relates to the history of workers' rights. Cite evidence from the text in your response.

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2. PART A: Which of the following best identifies a central idea of this text?
- A. By forming unions, workers protected their rights and made important social changes.
  - B. Children were the first members of labor unions before the trend spread among adult workers.
  - C. Workers acted illegally and outside the law, so their strikes were not always respected.
  - D. Labor unions were a popular trend in the past, but after the Industrial Revolution, workers have moved beyond them.
3. PART B: Which phrase from the text best supports the answer to Part A?
- A. "Labor unions are very common today, and many workers in the United States are members in different kinds of unions." (Paragraph 2)
  - B. "Many strikes occurred during the Industrial Revolution, and workers still go on strike today." (Paragraph 6)
  - C. "If any worker got hurt on the job, the union would pay for the doctor's visit, medicine, and sometimes food." (Paragraph 7)
  - D. "Many people across the country rely on unions to keep their jobs safe and their families fed." (Paragraph 9)

4. PART A: What does the word "inhumane" most closely mean as it is used in paragraph 3?
- A. Not human; animal
  - B. Difficult yet rewarding
  - C. Unequal
  - D. Cruel and brutal
5. PART B: Which paragraph from the text provides the best support for the answer to Part A?
- A. Paragraph 2
  - B. Paragraph 4
  - C. Paragraph 5
  - D. Paragraph 9



## Union Research

<b>What is the name of this union?</b>	
<b>Who can join this union?</b>	
<b>What is one way you can take action in this union?</b>	
<b>What meetings or events does this union have coming up?</b>	
<b>What else did you find interesting about this union?</b>	

## Outcome #8

### Mali Project Presentation

1. Mali improvement project name: \_\_\_\_\_

Group members:

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2. How will you explain your group's proposal to the class?

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3. Explain the benefits of this proposal for the people of Mali.

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4. What are some possible objections to this proposal? How would you answer those objections?

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5. Concluding Statement: This is your last opportunity to convince the class that your project is the best plan for improving the lives of people in Mali.

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## Outcome #9

### Filmmaking Career Match-Up

- |                                |   |
|--------------------------------|---|
| 1. _____ Actor                 | A. Oversees the construction of the sets.   |
| 2. _____ Associate producer    | B. Responsible for all financial aspects of a show.   |
| 3. _____ Best boy grip         | C. Writing executive producer who hires the writing team  |
| 4. _____ Assistant director    | D. Operates the camera.   |
| 5. _____ Camera operator       | E. Runs the set and is responsible for keeping the director on course with the production day.  |
| 6. _____ Casting director      | F. Responsible for care of wardrobe.  |
| 7. _____ Costume designer      | G. Manages every aspect of a show.  |
| 8. _____ Director              | H. Deals with scheduling the production, hiring crew, and ordering equipment.                   |
| 9. _____ Prop master           | I. Decorates with furniture, drapes, textures, etc.   |
| 10. _____ Executive producer   | J. Translates the screenplay into moving images.  |
| 11. _____ Gaffer               | K. Assumes character and performs role in script.   |
| 12. _____ Key costumer         | L. Maintains an accurate shooting script and records in detail all information related to take. |
| 13. _____ Key grip             | M. Responsible for directing the actors.  |
| 14. _____ Photography director | N. Finds, auditions, and negotiates for the services of actors.                                 |
| 15. _____ Producer             | O. Supervises transporting cameras, rigging, and scaffolding.                                   |
| 16. _____ Production designer  | P. Supervises the search of locations and designs sets.   |
| 17. _____ Script supervisor    | Q. Responsible for lighting.  |
| 18. _____ Set designer         | R. Researches and designs all costumes.   |
| 19. _____ Set decorator        | S. Maintains all props.   |
| 20. _____ Show runner          | T. Assists the key grip in taking care of equipment.  |

## Key for Filmmaking Career Match-Up

- |                                       |   |
|---------------------------------------|---|
| 1. <u>  K  </u> Actor                 | A. Oversees the construction of the sets.   |
| 2. <u>  H  </u> Associate producer    | B. Responsible for all financial aspects of a show.   |
| 3. <u>  T  </u> Best boy grip         | C. Writing executive producer who hires the writing team  |
| 4. <u>  E  </u> Assistant director    | D. Operates the camera.   |
| 5. <u>  D  </u> Camera operator       | E. Runs the set and is responsible for keeping the director on course with the production day.  |
| 6. <u>  N  </u> Casting director      | F. Responsible for care of wardrobe.  |
| 7. <u>  R  </u> Costume designer      | G. Manages every aspect of a show.  |
| 8. <u>  M  </u> Director              | H. Deals with scheduling the production, hiring crew, and ordering equipment.                   |
| 9. <u>  S  </u> Prop master           | I. Decorates with furniture, drapes, textures, etc.   |
| 10. <u> G  </u> Executive producer    | J. Translates the screenplay into moving images.  |
| 11. <u>  Q  </u> Gaffer               | K. Assumes character and performs role in script.   |
| 12. <u>  F  </u> Key costumer         | L. Maintains an accurate shooting script and records in detail all information related to take. |
| 13. <u>  O  </u> Key grip             | M. Responsible for directing the actors.  |
| 14. <u>  J  </u> Photography director | N. Finds, auditions, and negotiates for the services of actors.                                 |
| 15. <u>  B  </u> Producer             | O. Supervises transporting cameras, rigging, and scaffolding.                                   |
| 16. <u>  P  </u> Production designer  | P. Supervises the search of locations and designs sets.   |
| 17. <u>  L  </u> Script supervisor    | Q. Responsible for lighting.  |
| 18. <u>  A  </u> Set designer         | R. Researches and designs all costumes.   |
| 19. <u>  I  </u> Set decorator        | S. Maintains all props.   |
| 20. <u>  C  </u> Show runner          | T. Assists the key grip in taking care of equipment.  |

## Outcome #9

### Trailer Production Planning Worksheet

You are a filmmaking agency that specializes in creating trailers to advertise upcoming movies. The trailer you must create is for a movie called The Life of Gandhi.

Research Gandhi's life and describe three scenes you would include to attract audiences. Explain why your team made this choice.

- Scene one:

Why would this scene appeal to an audience?

- Scene two:

Why would this scene appeal to an audience?

- Scene three:

Why would this scene appeal to an audience?

## Outcome #10 Biographies

### William J. Powell

*There is a better job and a better future in aviation for Negroes than in any other industry, and the reason is this: aviation is just beginning its period of growth, and if we get into it now, while it is still uncrowded, we can grow as aviation grows.*

—William J. Powell, *Black Wings*

Born in 1897, William J. Powell earned an engineering degree from the University of Illinois. In 1917 he enlisted in officer training school and served in a segregated unit during World War I. During the war, Powell was gassed by the enemy, and he suffered health problems throughout his life.

After the war, Powell opened service stations in Chicago. He became interested in aviation, but the only school that would train him was located in Los Angeles. He sold his businesses in Chicago and moved to the West Coast. After learning to fly, Powell dreamed of opening an all-black flight school.

By the 1930s Los Angeles had become an important center for black aviation. Powell organized the Bessie Coleman Aero Club to promote aviation awareness in the black community. On Labor Day 1931, the flying club sponsored the first all-black air show held in the United States, an event that attracted an estimated fifteen thousand spectators. Through the efforts of the Bessie Coleman School, the number of black aviators increased dramatically despite the economic hardships of the Great Depression.

William Powell used many methods to attract African Americans to the field of aviation. He made a film about a young man who wanted to be a flyer, and for two years he published the *Craftsmen Aero-News*, a monthly journal about black aviation. He offered scholarships with free technical training in aeronautics for black youth. He invited celebrities, such as jazz musician Duke Ellington and boxer Joe Louis, to lend their names—and their funds—to his cause.

Powell published *Black Wings* in 1934. Dedicated to Bessie Coleman, the book entreated black men and women “to fill the air with black wings.” A visionary supporter of aviation, Powell urged black youth to carve out their own destiny—to become pilots, aircraft designers, and business leaders in the field of aviation.

## William J. Powell



Heavyweight boxing champion Joe Louis (second from left) visits the workshop of the Bessie Coleman Aero Club in Los Angeles. William J. Powell (right) founded the club to promote aviation in the black community.

*Credit: National Air and Space Museum, Smithsonian*  
<https://airandspace.si.edu/multimedia-gallery/99-15418640jpg>

## Outcome #10 Biographies

### C. Alfred “Chief ” Anderson

*She told me, “I always heard Negroes couldn’t fly and I wondered if you’d mind taking me up.” All her escorts got tremendously upset and told her she shouldn’t do it. . . . When we came back, she said, “Well, you can fly all right.” I’m positive that when she went home, she said, “Franklin, I flew with those boys down there, and you’re going to have to do something about it.”*

—C. Alfred Anderson, *A-Train: Memoirs of a Tuskegee Airman*

C. Alfred “Chief ” Anderson is often called the “Father of Black Aviation,” because he spent at least six decades training and mentoring countless African American aviators. Interested in flying from a young age, he saved enough money by the time he was twenty to take flying lessons, but could not find a school that would accept a black student. With his savings and some borrowed money, he bought his own plane and begged for lessons from any pilot who would listen. He finally found an instructor in Ernest Buehl, a German World War I pilot who had immigrated to the United States. Anderson earned his Private Pilot Certificate in 1929, and in 1932 he became the first black to receive his Transport License. He became friends with Dr. Albert E. Forsythe and taught Forsythe to fly. Together, in 1934, they were the first black pilots to make a round-trip continental flight.

In 1939 Anderson initiated the Civilian Pilot Training (CPT) program at Howard University. Soon he was hired to be the first African American pilot instructor at Tuskegee Institute in Alabama, which had the largest CPT program for blacks.

He was an inspiring instructor. Although many thought it couldn’t be done, “Chief ” created expert pilots at Tuskegee. As the chief civilian flight instructor at Tuskegee, Anderson trained Benjamin O. Davis, Jr., and Daniel “Chappie” James. He was known and loved by the thousands of pilots he trained during his fifty-three years as an instructor.

The most famous photograph of “Chief ” Anderson shows him smiling from the cockpit of his plane, as a beaming Eleanor Roosevelt sits behind him. The photograph was taken in 1941 during Mrs. Roosevelt’s fact-finding trip to Tuskegee. As First Lady, Mrs. Roosevelt did much to promote the cause of equal opportunity for black Americans. Over the Secret Service’s objections, she flew with Anderson to show her support for the Tuskegee program. According to Anderson, the Army Air Corps began training blacks several days after Mrs. Roosevelt’s flight.

## C. Alfred “Chief” Anderson



As First Lady, Eleanor Roosevelt took a special interest in the Tuskegee flight program. On a visit to the flying school, she joined C. Alfred “Chief” Anderson on an airplane ride over the facility. Her willingness to fly with a black pilot had symbolic value for the entire Tuskegee program.

*Credit: National Air and Space Museum, Smithsonian Institution Date: 1941*

*<http://pioneersofflight.si.edu/content/first-lady-eleanor-roosevelt-and-flight-instructor-c-alfred-%E2%80%9CChief%E2%80%9D-anderson>*

## Outcome #10 Biographies

### Benjamin O. Davis, Jr.

*The privileges of being an American belong to those brave enough to fight for them.*

—Benjamin O. Davis, Jr.

In 1936 Benjamin O. Davis, Jr., became the first black student to graduate from West Point in the twentieth century. He graduated 35th in a class of 276 students. While at West Point, he was officially “silenced” by his classmates: No one spoke to him for four years except in the line of duty. Davis remembers, “When we traveled to football games on buses or trains, I had a seat to myself.... I lived alone in whatever quarters were provided.... Except for tutoring some underclassmen . . . I had no conversations with other cadets.”

Cadets use silencing to punish a classmate who is guilty of wrongdoing. Benjamin Davis was guilty of nothing but being black. “It was designed to make me buckle, but I refused to buckle. They didn’t understand that I was going to stay there, and I was going to graduate. I was not missing anything by not associating with them. They were missing a great deal by not knowing me.”

When Davis graduated he applied for pilot training but was turned down because there were no black units in the Army Air Corps to which he could be assigned. While he was serving in the infantry in 1940, this policy was reconsidered, and Davis was sent to Tuskegee for pilot training. Because of the war and his ability, he was quickly promoted to lieutenant colonel and commanded the 99th Fighter Squadron in combat. After one year with this all-black unit in Italy, Davis was promoted to colonel and asked to lead the 322d Fighter Group. Under Davis’s superb leadership, the Tuskegee Airmen earned the highest reputation, among both Allied and enemy pilots, for their achievements as fighter escort pilots. While under the protection of Davis’s fighter escort unit, not one bomber was ever lost to the enemy.

In 1948 President Truman’s Executive Order 9981 ended segregation in the services, and Benjamin O. Davis, Jr., continued his life of accomplishments. Davis became the first black general in the U.S. Air Force in 1954. He was the first black man to command an Army air base and the first to become a lieutenant general. Following duty in Korea, General Davis was assigned as chief of staff for the United Nations Command and the U.S. Forces in Korea. In 1967, he assumed command of the Thirteenth Air Force. General Davis retired in 1970. In 1975, President Ford appointed him Assistant Secretary of Transportation. In 1999 President Clinton advanced him to the rank of four-star general. The Tuskegee Airmen who served under Davis remember him as stern but inspiring. One said that Davis was “the most positive commander I ever had. He stressed the awful price of failure.” Another said, “Davis was respected by most and hated by some, but it was because of the discipline he exacted that we were able to make the record we did.”

## Benjamin O. Davis, Jr.



In 1941, the first group of black cadets to earn their wings at Tuskegee Army Air Field gather alongside a Vultee BT-13 trainer. Benjamin Davis Jr. (middle) became the first black general in the U.S. Air Force in 1954.

Left to right: Lemuel R. Custis, Mac Ross, Benjamin Davis, George S. Robers, Charles H. DeBow)

*Credit: National Air and Space Museum, Smithsonian Institution*  
<https://airandspace.si.edu/multimedia-gallery/99-15437640jpg?id=2993>

Outcome #10  
**Overcoming Obstacles Worksheet**

<b>Aviator</b>	<b>Obstacles To Participating In Aviation</b>	<b>How Did African American Aviators Overcome The Obstacles They Faced?</b>
William J. Powell	1.  2.	1.  2.
C. Alfred "Chief" Anderson	1.  2.	1.  2.
Benjamin O. Davis, Jr.	1.  2.	1.  2.

## Hidden History: American music sprang from a New Orleans park

<https://www.wivb.com/news/local-news/hidden-history-american-music-sprang-from-a-new-orleans-park/>

The musical contributions of Louisiana's African-American community play a rich part in United States history. The culture of Louisiana itself moves to its rhythms. And African-Americans greatly influenced the Louisiana music scene – from jazz, to blues, to present-day hip hop.

Those contributions can still be heard in Jackson Square in New Orleans, across the street from the Mississippi River.

Kenneth Terry of the Kenneth Terry Brass Band said that the music they play comes from their roots.

“All this music we are playing out here come from slavery days, what are forefathers, brought from Africa to the streets of New Orleans,” Terry said. “If you look behind me, that’s where all the slaves used to get off the boats. This is what we do to keep our culture, our culture growing throughout New Orleans.”

They’re mainly playing New Orleans jazz music, also known as Dixieland, the new jazz that replaced ragtime music.

The new jazz music had an African-based rhythmic pattern, such as stomping and clapping, a West African influence and a European classical music. The music originated with African-Americans, emerged out of New Orleans, and took over at the turn of the 20th century.

Mark Smith of the Kenneth Terry Brass Band said that the music is a gumbo.

“It’s a mixture of Dixieland jazz, all that, it’s a mixture of them, at the same time,” Smith said.

But before rag time, jazz, or stars like Louis Armstrong, the music of Louisiana started with slaves.

“Louis Armstrong inspired me and it’s important because it helps me become a better person in life,” Terry said. In Congo Square, located in what’s now known as Louis Armstrong Park, as many as 500 to 600 enslaved and freed Africans would congregate on Sunday afternoons from the 1700s to the 1800s. Africans were allowed to express themselves-not just creatively-but spiritually as well.

Mike Shepherd, president and managing member of the Louisiana Music Hall of Fame, said Africans had everything they needed to create their unique sounds.

“They brought their own music, they brought their own instruments. They brought the rhythmic blends that New Orleans became famous for,” Shepard said.

Shepherd said blues, swing, and jazz, all have origins in Congo Square and the musical contributions of African-Americans in Louisiana. And those sounds spread.

“They really made the music of the whole United States, and everything came from that, the rock and roll, everything except country,” Shepard said.

Kenneth Terry and his band, at Jackson Square, plan to carry on their forefathers’ musical contributions.

“What we do is keep the music alive,” Terry said.



## An Introduction to HBCUs



HBCU stands for “**Historically Black Colleges & Universities**,” institutions of higher learning founded before 1964.

Their primary mission was originally to provide a safe space where African Americans could receive an education following the Civil War, though students of any race or ethnicity may attend an HBCU.

There are currently 103 HBCUs in America—half public, half private institutions.

### The History – Before HBCUs

Before the mid-1900s, it was nearly impossible for black students to receive an education. The law prohibited the education of African Americans in many areas across the United States. Only a handful of institutions allowed African Americans to enroll into college.

Oftentimes, black churches were responsible for the elementary and secondary education of African Americans to prepare them for greater advancement in society.

During this time, black Americans like **Frederick Douglass** had to rely on self-education and informal educational settings in order to receive any sort of schooling.



*“Some know the value of education by having it. I know its value by not having it.”*



Frederick Douglass was an abolitionist and orator who escaped slavery after teaching himself how to read and write. Douglass became an integral national leader in the campaign towards ending slavery.

## History – The First HBCUs

The first HBCUs were actually created before the Civil War, and most were founded in the late 1800s.

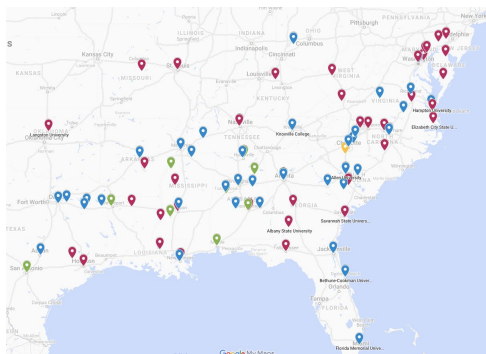
Between 1861 and 1910, the American Missionary Association (AMA) and the Freedmen's Bureau were primarily responsible for creating colleges and universities for African Americans.

HBCUs were created as a place where African Americans could pursue higher education and gain professional skills. Most were founded in the South, but some were also created in the Midwest and Northeast, where there was still limited access to quality higher education for black students.



Cheyney University of Pennsylvania was founded in 1837 as the first institution of higher learning for African Americans, originally called the African Institute.

## History – HBCUs Today



Today, 9% of all African American college students attend historically black colleges and universities.

The number of students enrolled in HBCUs has increased by **35%** since 1976!

These days, HBCUs are also open to any students that want to attend. Today, 22% of all students enrolled at HBCUs are of other races.

## Why Attend an HBCU?

- HBCUs typically have smaller class sizes. Students attending HBCUs report feeling socially and academically supported by their institution and their peers.
- African American students at HBCUs report feeling culturally connected and that attending an HBCU gave them the opportunity to learn more about their history.
- The average cost of attendance at an HBCU is 26% lower than the average total cost at all four-year non-profit institutions.
- HBCU generate a significant number of all bachelor's degrees earned by African Americans in STEM (science, technology, engineering, & mathematics) fields. They also graduate the most African Americans seeking doctoral and engineering degrees in the nation.
- The alumni association is very active and engaged, providing great opportunities for networking that can help you develop your future career.

## Researching HBCUs

**Directions:** Visit <https://www.thehundred-seven.org/hbculist.html> and choose an HBCU from the list to explore. Click on the link for the college and find the information below and record it in the chart.

What is the college or university name?	
What is the location?	
What types of degrees are offered (bachelors, masters, certificates, associates)?	
What field(s) of study do you find interesting?	
What resources and support is available to students (gym, library, scholarships, etc.)?	
What is this college or university known for or proud of?	
Did this college or university have anything about cost on their website?	
What else did you find interesting?	

Adapted from [https://resources.raise.me/HBCU\\_Lesson\\_Plan.pdf](https://resources.raise.me/HBCU_Lesson_Plan.pdf)

**Outcome #11**

**Archaeological Thinking**

Group Name: \_\_\_\_\_

Artifact Bag Number: \_\_\_\_\_

Directions: Use this worksheet to record your observations of the artifacts provided by your teacher.

<b>Object</b>	<b>Material it is made of:</b>	<b>What it was used for (function):</b>