OUR COMMUNITY OF WORKERS WORKBOOK

This workbook supplements Our Community of Workers Coloring Book and contains work-related exercises for students from grades 3 - 8.

These exercises help young people develop word skills, language skills and spelling skills and focus students’ attention on aspects of the world of work. The exercises are designed around and refer to the specific work depicted in the coloring book.

• **Work Games**: answering questions and puzzles about work, workers, and tools

• **Work Words**: finding names of occupations

• **Work Safety**: matching specific jobs to specific safety gear

• **Work Exercise**: identifying the occupation titles and roles of workers in schools

• **Work Names**: defining occupations identified in common last names

• **Work Exercise**: identifying connections among jobs

• **Work Exercise**: working alone and teamwork

• **Work Exercise**: talking to workers about their jobs
Work Games: answering questions and puzzles about work, workers, and tools

• Which of the jobs depicted do you think is
  most interesting? ____________________________________________
  most fun? ____________________________________________
  most dangerous? ____________________________________________
  most difficult? ____________________________________________

• Which of the jobs depicted have you seen people do?

• List jobs you know about that are not depicted.

  Note: answers to these questions will vary widely and students should be encouraged to discuss their responses.

• Match the following tools and jobs
  clippers       parks worker
  hammer         carpenter
  cello          musician
  pliers         electrical worker
  trowel         bricklayer
Work Games: answering questions and puzzles about work, workers, and tools – continued

• Which of the workers depicted do you think are members of unions?

  Note: there are unions that represent each of these occupations.
  (But not all workers in these jobs have joined or have been able to join these unions.)

• Which words in the captions and drawings are hardest to understand?
  Make a list and look them up.

  Note: teachers can help students with vocabulary, both identifying and defining words.

• Which drawings include numbers showing time, cost, location, or length?

  librarian   letter carrier   clerks
  electrical worker   mechanics   broadcast technicians
  mounted police

• What words can you make by rearranging the letters in the names of different jobs? (For instance, the letters that spell TEACHER can be rearranged to make lots of other words, such as CAT, HARE, REACH, TEAR, and so on)

  Note: Teachers can help students rearrange the letters, including writing them out on separate pieces of paper so students can manipulate them.
Work Words: finding names of occupations

Who Am I?

• I install large cable in the walls of buildings that help run computers, lights and air conditioning.
  I am a ___ELECTRICIAN___________

• I care for people when they are sick in the hospital, their home, or a health care facility.
  I am a ___NURSE__________________

• I install miles of pipe in buildings to carry water for drinking and many other uses.
  I am a ___PLUMBER________________

• I carry people to their jobs and other activities throughout the community.
  I am a ___BUS DRIVER______________

• I make knowledge and information available to my community.
  I am a ___LIBRARIAN______________

Note: students may suggest other answers, some of which could be discussed by the class. For example, reporters and teachers also make knowledge and information available to their communities.
Work Safety: matching specific jobs to specific safety gear

Look carefully at the following illustrations:

• operating engineer digging holes for concrete posts
• plumber soldering industrial pipe
• bricklayer building a wall
• electrical worker installing high voltage cables
• machinist operating a turret lathe
• iron workers repairing bridge

Circle the five items listed below that help these workers do their jobs safely:

- goggles
- steel-toed shoes
- warning sign
- belt
- gloves
- tee-shirt
- helmet
- torch
- pipes
Work Exercise: identifying the occupation titles and roles of workers in schools

School Work

The school is a worksite. It is the one worksite you have in common and which you and your teachers and counselors know best.

(A) Place a check next to the occupation titles of all the following school workers you have seen at your school.

______ Attendance Teacher  ______ Audiovisual Assistant
______ Classroom Teacher  ______ Clerk
______ Custodial Assistant  ______ Food Service Helper
______ Guidance Counselor  ______ Librarian
______ Physical Therapist  ______ School Secretary
______ School Sentry  ______ School Psychologist
______ School Social Worker  ______ Speech and Hearing Teacher
______ Substitute Teacher
Work Exercise: identifying the occupation titles and roles of workers in schools – *continued*

(B) Try to find those you have not seen.

(C) Identify titles of workers at your school who are not on the list above.

(D) Discuss the roles of these different school workers. How do their tasks help students and teachers?

*Note: To help students with this exercise it will be helpful for teachers to review the job titles and job descriptions of those who work in their schools. (If these workers are represented by unions, it might be useful to look at their contracts.)*

*For activity (D) it would be good to invite some of these workers into the classroom to discuss their work with students.*
**Work Names: defining occupations identified in common last names**

Many people have names that describe kinds of work. Some of these names are listed below.

Which ones do you recognize? Do any of your friends share these names?

Can you guess the occupations all these names represent?

Can you add more names to this list?

<table>
<thead>
<tr>
<th>Name</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrowsmith</td>
<td>ARROW MAKER</td>
</tr>
<tr>
<td>Baker</td>
<td>ONE WHO BAKES</td>
</tr>
<tr>
<td>Barber</td>
<td>HAIR CUTTER</td>
</tr>
<tr>
<td>Carter</td>
<td>DRIVER, or TEAMSTER</td>
</tr>
<tr>
<td>Chandler</td>
<td>CANDLE MAKER/SELLER</td>
</tr>
<tr>
<td>Clark</td>
<td>CLERIC, or CLERK</td>
</tr>
<tr>
<td>Collier</td>
<td>COAL MINER</td>
</tr>
<tr>
<td>Cooper</td>
<td>BARREL MAKER</td>
</tr>
<tr>
<td>Currier</td>
<td>LEATHER FINISHER</td>
</tr>
<tr>
<td>Draper</td>
<td>CLOTH MAKER/SELLER</td>
</tr>
<tr>
<td>Farmer</td>
<td>ONE WHO FARMS</td>
</tr>
<tr>
<td>Fuller</td>
<td>CLOTH FINISHER</td>
</tr>
<tr>
<td>Forrester</td>
<td>FOREST GUARDIAN</td>
</tr>
<tr>
<td>Gardner</td>
<td>ONE WHO GARDENS</td>
</tr>
<tr>
<td>Glazer</td>
<td>GLASS WORKER</td>
</tr>
<tr>
<td>Hunter</td>
<td>ONE WHO HUNTS</td>
</tr>
<tr>
<td>Joiner</td>
<td>WOODWORKER</td>
</tr>
<tr>
<td>Mercer</td>
<td>TEXTILE MERCHANT</td>
</tr>
<tr>
<td>Mason</td>
<td>STONE WORKER</td>
</tr>
<tr>
<td>Mercer</td>
<td>TEXTILE MERCHANT</td>
</tr>
<tr>
<td>Miller</td>
<td>GRAIN GRINDER</td>
</tr>
</tbody>
</table>
Work Names: defining occupations identified in common last names – continued

Parker ___ PARK KEEPER
Porter ___ BAGGAGE CARRIER
Potter ___ CLAY POTTERY MAKER
Roper ___ ROPE MAKER
Saddler ___ SADDLE MAKER
Sawyer ___ ONE WHO SAWS LUMBER
Shepard ___ SHEEP HERDER
Shoemaker ___ MAKER OF SHOES
Singer ___ ONE WHO SINGS
Smith ___ METAL WORKER
Taylor ___ GARMENT MAKER
Turner ___ LATHE OPERATOR
Wagner ___ WAGON DRIVER
Wainwright ___ WAGON MAKER
Weaver ___ ONE WHO WEAVES FABRIC
Wright _ ARTIFICER or MAKER OF THINGS

Note: Students should be encouraged to find out about these occupations, using library or computer resources. They might also look into the historical connection of names and trades — a practice that pre-dated the industrial revolution and has ceased. In addition to expanding this list with other worknames (perhaps found in the local telephone directory), students could invent names for workers in new fields such as information technology.
Work Exercise: identifying connections among jobs

Look carefully at the following illustrations:

- *restaurant workers* waiting at tables
- *seamstress* stitching material for garment
- *clerks* checking out groceries at supermarket
- *musicians* rehearsing for symphony concert

(A) Ask yourself what other jobs have to be done in order for these workers to do their work. Match these workers to the occupations listed below:

composer  _______________ MUSICIANS  _____________________
chef  ___________________ RESTAURANT WORKERS  _____________
weaver  _______________ SEAMSTRESS  ______________________
dish washer  ___________ RESTAURANT WORKERS  _____________
laundry worker  ___________ RESTAURANT WORKERS  _____________
instrument maker  ________ MUSICIANS  _____________________
computer engineer  _______ CLERKS  _______________________
paper maker  ___________ CLERKS  _______________________


Work Exercise: identifying connections among jobs – continued

(B) Choose one of the workers depicted (restaurant worker, seamstress, clerk, musician) and list all the related jobs you can think of:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Note: Answers to (B) are varied and open to discussion with students. For example, occupations related to food-serving (waitress) may include food growing activities (e.g., farmers), food processing (grain milling), food transportation workers, food preparation (cook, chef), restaurant management (nutritionist, cashier), restaurant suppliers (laundry, uniform makers, pottery and glass makers), and many other possible jobs.

The important thing is first, to encourage students to use their imaginations, memories and reasoning abilities in compiling their lists and second, to use their communication skills to explain the relationships between the jobs they have listed.
Work Exercise: working alone and teamwork

Look carefully at the drawings of work in the coloring book and then list all the jobs that show:

(A) Teamwork

- Electrical Workers
- Carpenters
- Iron Workers
- Nurses Aides
- Restaurant
- WorkersMusicians
- Machine Mechanics
- Firefighters
- Broadcast Technicians

(B) Working Alone

- Clerk
- Forklift Operator
- Assembly Line Worker
- Plumber
- Teacher
- Machinist
- Seamstress
- Bus Driver
- Operating Engineer
- Bricklayer
- Journalist
- Food Service Worker
- Laborer
- Social Worker
- Letter Carrier
- Teamster
- Printer
- Parks Maintenance Worker
- Librarian
- Sanitation Worker
- Law Enforcement Worker
**Work Exercise: working alone and teamwork – continued**

(C) Specific kinds of clothing or dress style

**Uniforms:**

<table>
<thead>
<tr>
<th>Clerk</th>
<th>Bus Driver</th>
<th>Restaurant Worker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Carrier</td>
<td>Firefighter</td>
<td>Food Service Worker</td>
</tr>
<tr>
<td>Nurses Aide</td>
<td>Teamster</td>
<td>Law Enforcement Worker</td>
</tr>
</tbody>
</table>

**Protective Gear (hard hats, goggles, vests, etc.):**

<table>
<thead>
<tr>
<th>Plumber</th>
<th>Carpenter</th>
<th>Operating Engineer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iron Worker</td>
<td>Bricklayer</td>
<td>Sanitation Worker</td>
</tr>
<tr>
<td>Laborer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Work Exercise: talking to workers about their jobs

(A) Visit to a worksite near school — a neighborhood business, construction site, etc. — and observe the various jobs being done. Make a list of occupation titles appropriate to that worksite and then write about or discuss in class the several jobs and roles.

(B) Visit the photo-text exhibit, *Rochester: A Community of Workers* (at www.rochesterlabor.org). Write about or discuss in class how workers feel about and describe their work.

(C) Invite workers to visit the classroom and talk about their jobs. Have them describe what they do and how they feel about their work. Ask them to discuss different kinds of work and jobs at their worksites.

*Note: all these exercises require teacher facilitation: to plan and discuss visits to worksites (A), to review and discuss selections from the exhibit (B), and to arrange classroom visits (C) and moderate discussions with workers. They also involve teachers in reviewing students’ written work.*