



## Teacher/Viewing Guide

### Khalil Kaid – Episode 110 Union Organizer

**Grade Level: 9-12**

#### **Episode Overview:**

Born in Yemen and now a naturalized American citizen, Khalil Kaid is a San Francisco based-labor organizer for the hospitality industry. Hotel housekeepers make up the majority of his union membership, but they are a very difficult segment to get involved in union activity. Many hotels do not want their employees to be active union members and harass or penalize them if they become involved. Part of Mr. Kaid's job is to visit with the hotel employees on their own turf, in their hotel's employee lounges. As the workers are mostly immigrants, he comes prepared with his information printed in many different languages.

Mr. Kaid relates easily to his fellow immigrants. He works to convince them that they have rights, rights that need to be exercised and protected. Since the 1960s, many Yemeni immigrants in California were farmworkers who fought side by side with Cesar Chavez to protect workers' rights. Mr. Kaid speaks at length about his close-knit family, in particular his deceased grandfather, with whom he became a naturalized citizen. The importance of citizenship and the rights that come with it are especially important to Mr. Kaid. A key component of that is voting. It is a simple truth: politicians will not listen to you unless you vote. As a proponent of the voting system, Mr. Kaid reminds others that to vote is to have power, a power that is rare and precious.

#### **Previewing Questions:**

1. Why is it important to exercise your right to vote in the US?
2. How has the role of the labor union changed over time in the US?
3. What types of jobs would you expect immigrants in America to have?

#### **Vocabulary:**

1. Labor Union: An organized association of workers, often in a trade or profession, formed to protect and advance their rights and interests.
2. Naturalization: The process under federal law whereby a foreign-born person may be granted citizenship.
3. Labor organizer: Someone who enlists workers to join a union.
4. Hospitality Industry: Hotel, motels, inns, or such businesses that provides transitional or short-term lodging.

#### **Lesson Overview/Review:**

After viewing the segment on Khalil Kaid, students should be prepared to brainstorm about the positive and negative aspects of labor unions. This can be done as a group activity, having students or the teacher record ideas on a board, or in their own journals.

**Journal Option:** Have students take a moment to write about a cause or issue they would feel would warrant student organizing at their school. Explain the problem and desired solution.

## Teacher/Viewing Guide

**Post Viewing Class Discussion:** Conduct a short discussion to synthesize the information they gained from viewing the video segment. Some possible topics:

1. Why is Mr. Kaid so passionate about convincing fellow immigrants to exercise their rights?
2. Why is there power in voting?
3. Why don't the hotels encourage their employees to join the union?
4. Caesar Chavez is another historic union leader. In what ways does the work of Khalil Kaid relate to Chavez's efforts and the farm workers movement?

**Activity:** For this activity, students will research labor union organization and procedures, and then form their own class union in order to improve learning conditions in school. Students will work independently to research their assigned union and answer the questions below. Students should record their answers in their notebooks and include sources. After the research, the group should be brought back together to go over the questions and produce one single profile of a successful union. This is what the students will use a model for their union.

Next, have students brainstorm issues in their class or school which they would like to organize around and improve. The class will vote to decide on an issue. The whole class will serve as the labor union and the teacher as the administration. Students will volunteer and vote on union leadership and roles and begin to organize a plan of action.

The students should use what they learned in their research in developing their plan. The final part of this project is to present their list of grievances to the teacher and suggest a plan to work together to reach their goals. The teacher should not give in to the union demands too quickly but challenge the students to use different tactics. The end result should be mutual agreement.

1. Research typical union organization, procedures, and functions.
2. What industry does the union serve?
3. How is the union organized?
4. What is the purpose of the union? (Make sure to cite your source.)
5. Are there any recent conflicts surrounding the union (i.e. disputes)?
6. How is the union portrayed in the media?
7. Is this union model successful?

### Assessment Ideas:

Students will be graded on:

1. Participation in class discussion.
2. Participation in group work and discussion.
3. Research answers.
4. Participation in union activities.

**Explore Online:** Use the following resources to allow your students to further explore the topic and the Arab American community.

1. Arab Cultural Center: <http://arabculturalcenter.org/>
2. Arab American Museum: <http://arabamericanmuseum.org/>
3. Arab American Antidiscrimination Committee: <http://adc.org/>
4. American Labor Unions: <http://www.unions.org/> \*use this site to assign unions to research



## Teacher/Viewing Guide

**Interdisciplinary Options:** Political Science/Government; Psychology; Sociology; Career Education

In this episode students will learn about importance of exercising one's rights in order to keep those rights.

### Common Core Alignment:

- RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account
- W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
- SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and that the organization, development, and style are appropriate to the task, purpose, and audience.