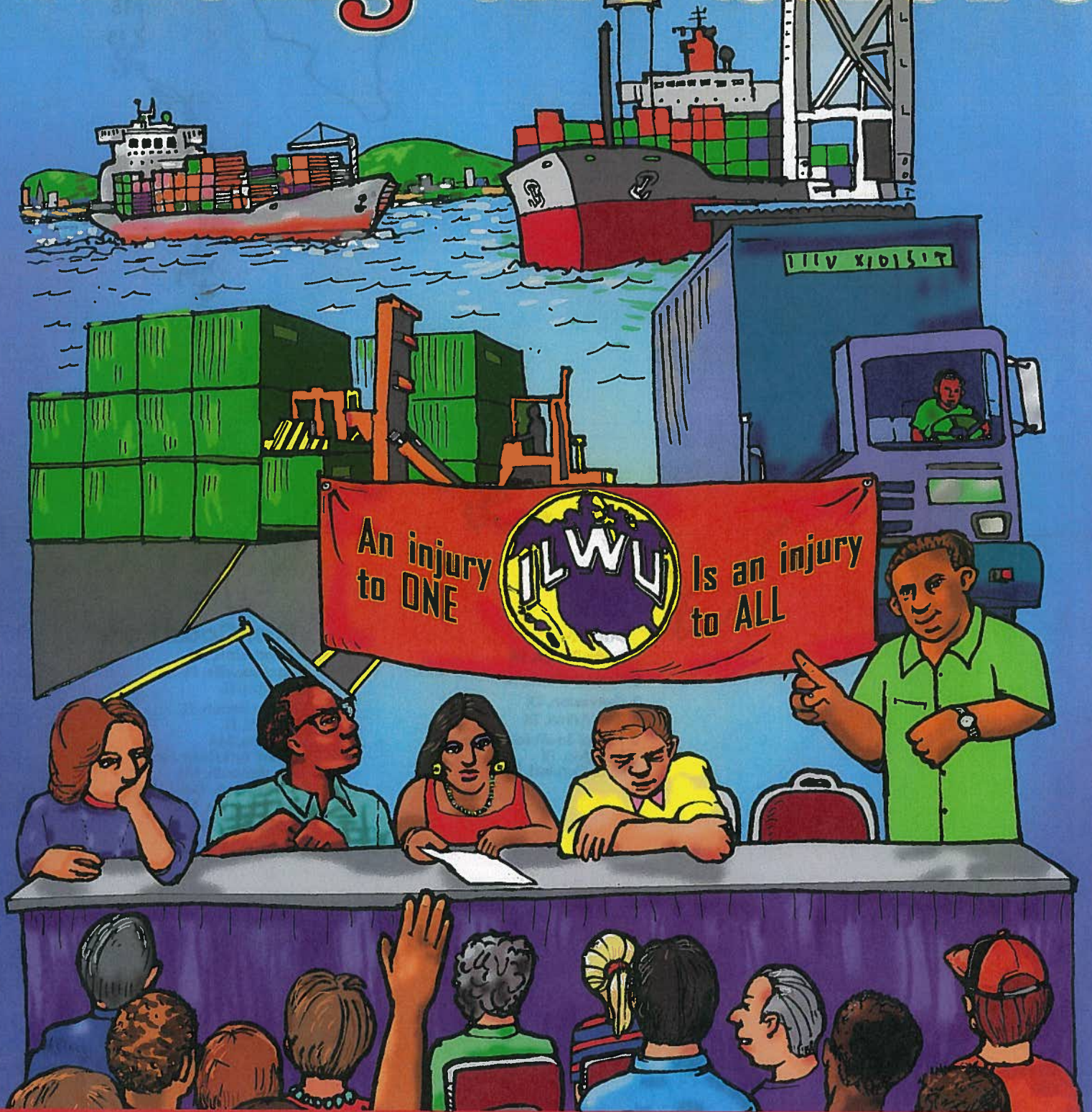
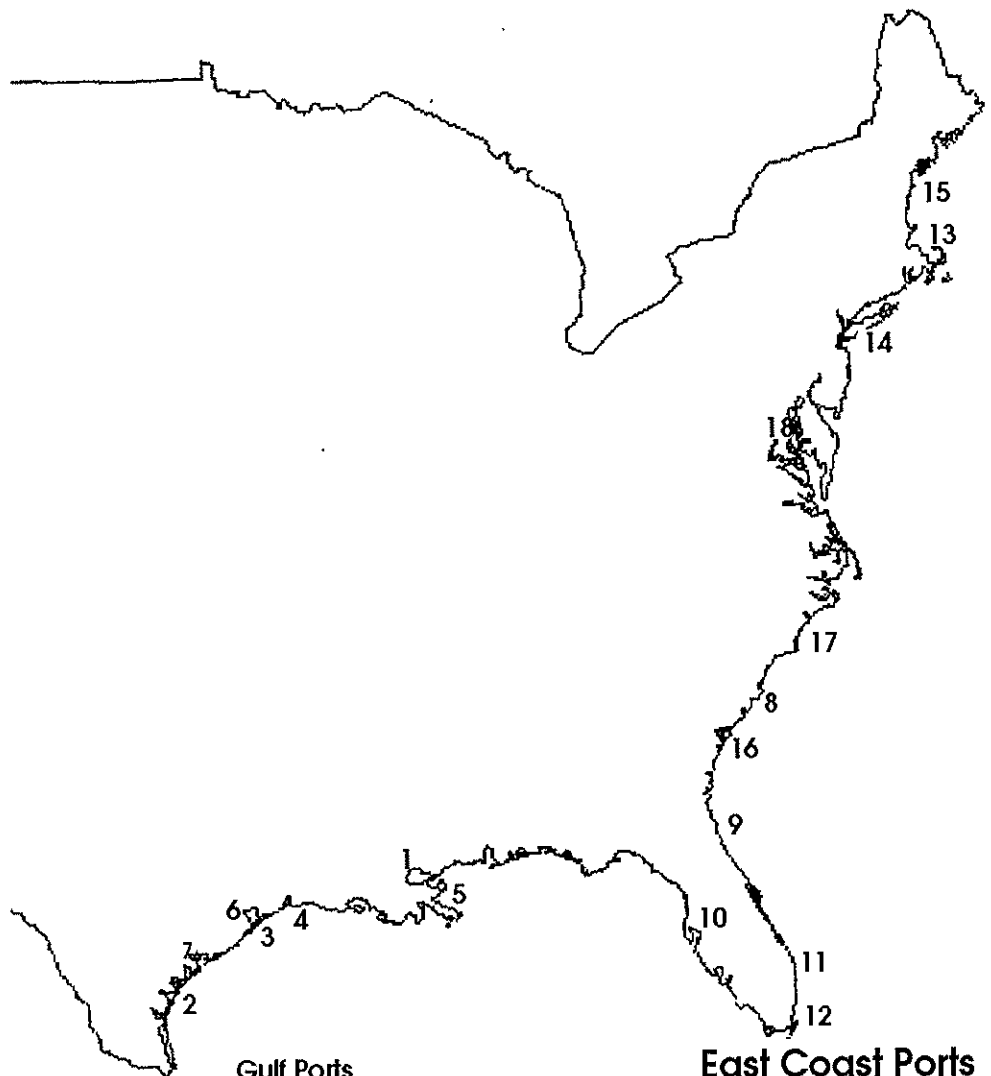


Along the Shore



ILWU Coloring Book



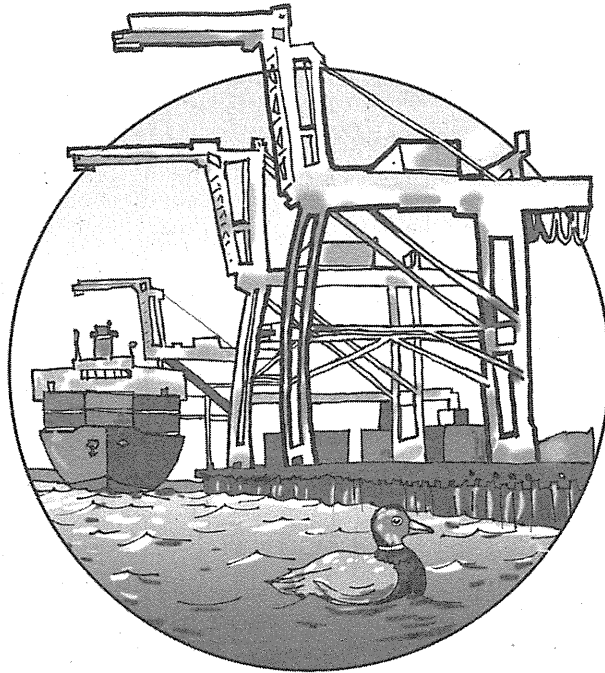
Gulf Ports

- 1 Baton Rouge, LA
- 2 Corpus Christi, TX
- 3 Galveston, TX
- 4 Port Arthur, TX
- 5 Port of South Louisiana
- 6 Houston, TX
- 7 Point Comfort, TX

East Coast Ports

- 8 Charleston, SC
- 9 Jacksonville, FL
- 10 Tampa, FL
- 11 Palm Beach, FL
- 12 Miami, FL
- 13 Boston, MA
- 14 New York/New Jersey
- 15 Portsmouth, NH
- 16 Savannah, GA
- 17 Wilmington, NC
- 18 Baltimore, MD

Along the Shore



The ILWU Coloring Book

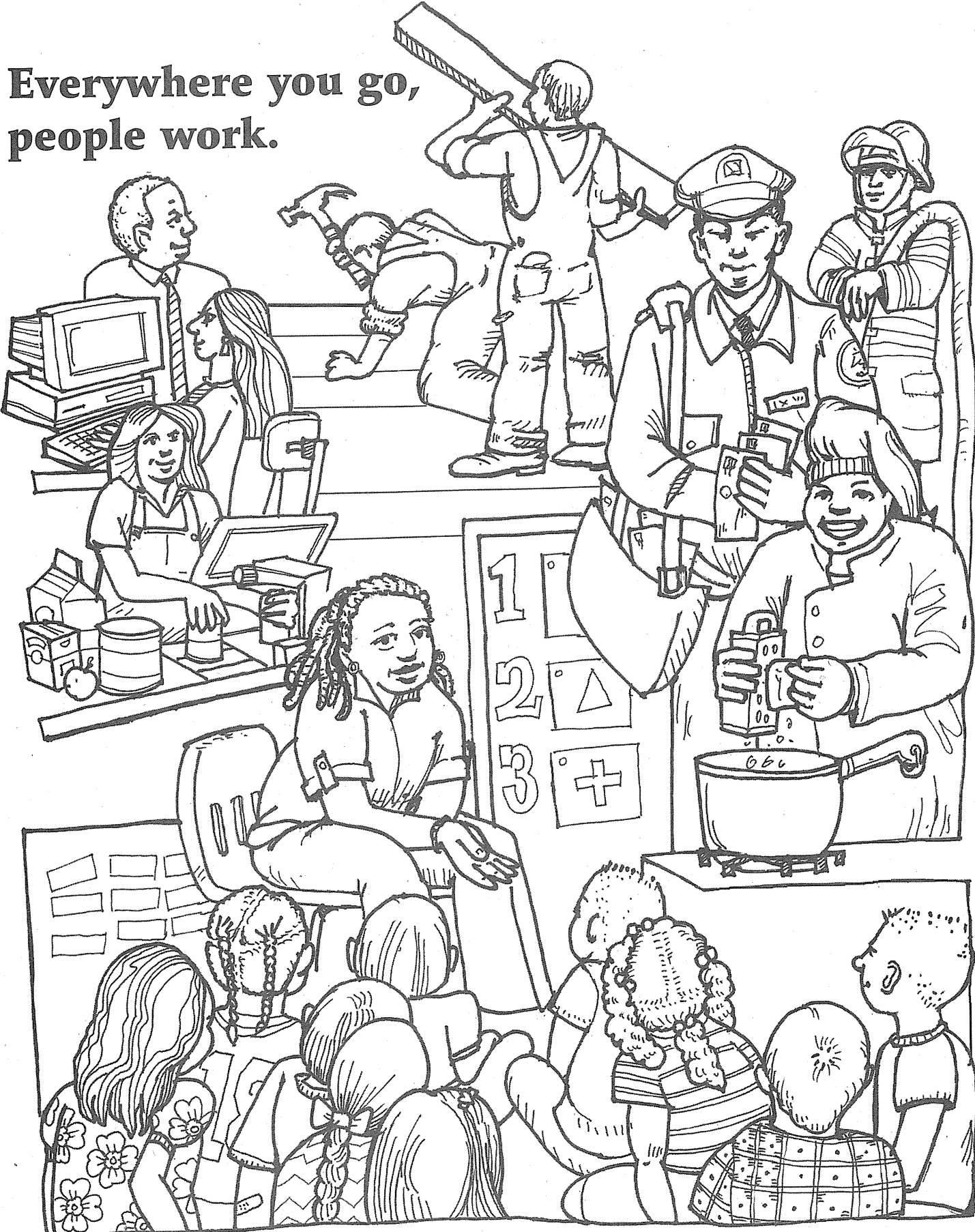
Along the Shore is a production of the California Federation of Teachers
Labor in the Schools Committee.

It was written by Bill Morgan, translated by Sylvia Ramirez,
and illustrated by Jos Sances/Alliance Graphics, GCIU, Local 583
Technical Advisor was Patricia Aguirre
ILWU Education Committee
ILWU Local 13

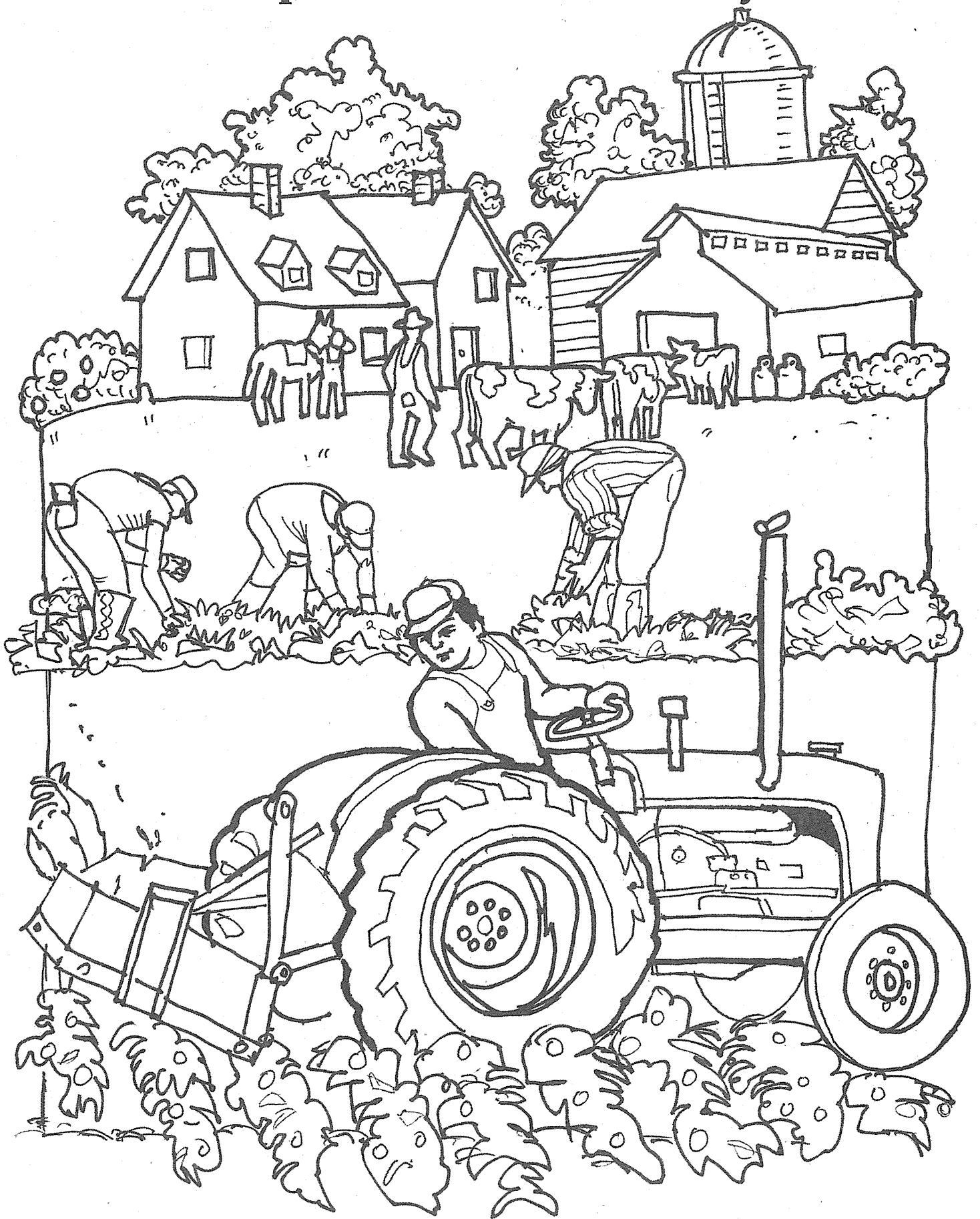


The book would not have been possible without:
Diane Middleton Foundation
ILWU Education Committee
Local 510 PAC

Everywhere you go,
people work.



People work in the country.



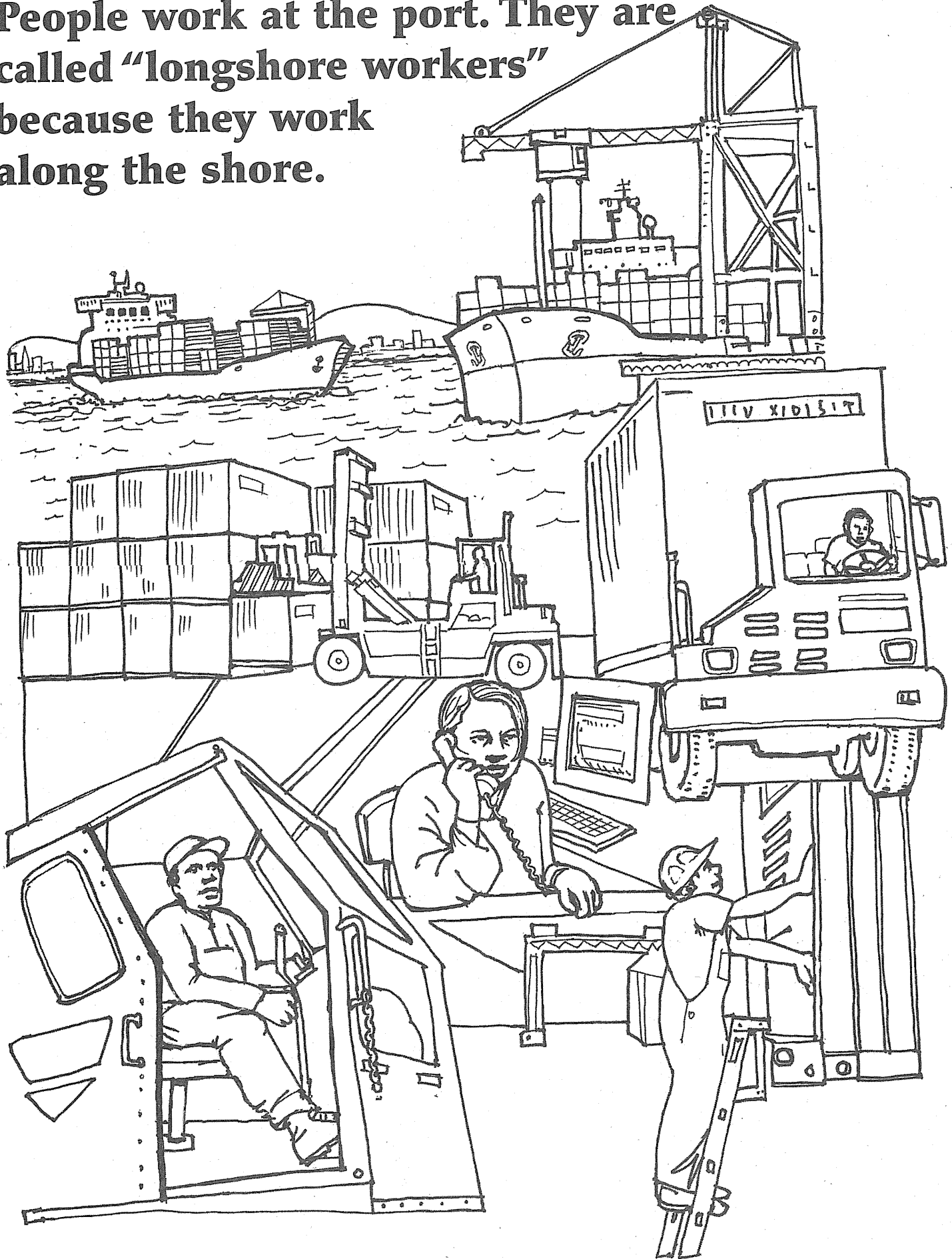
People work in the city.



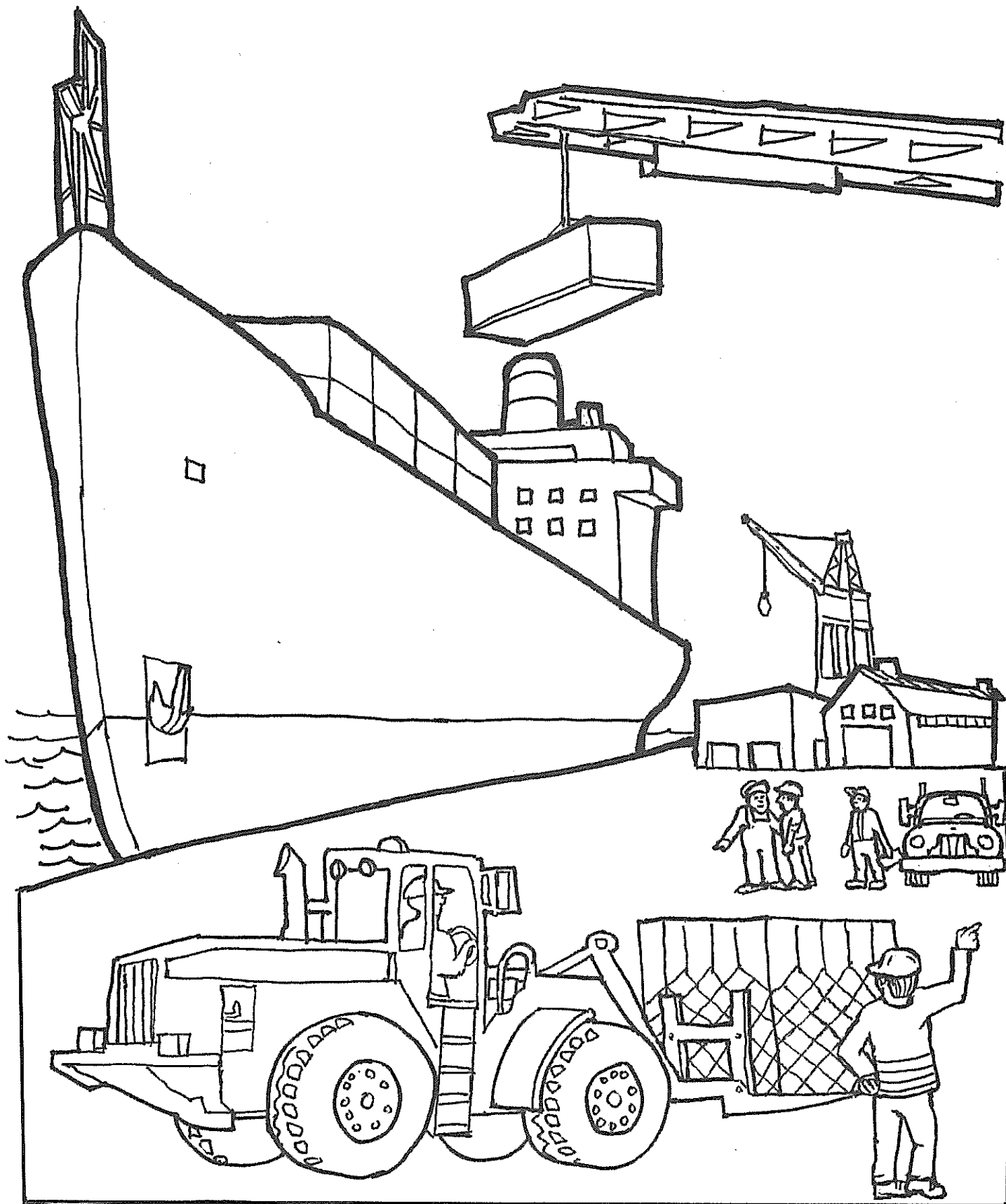
A group of workers who agree to help one another to make their jobs better is called a union.



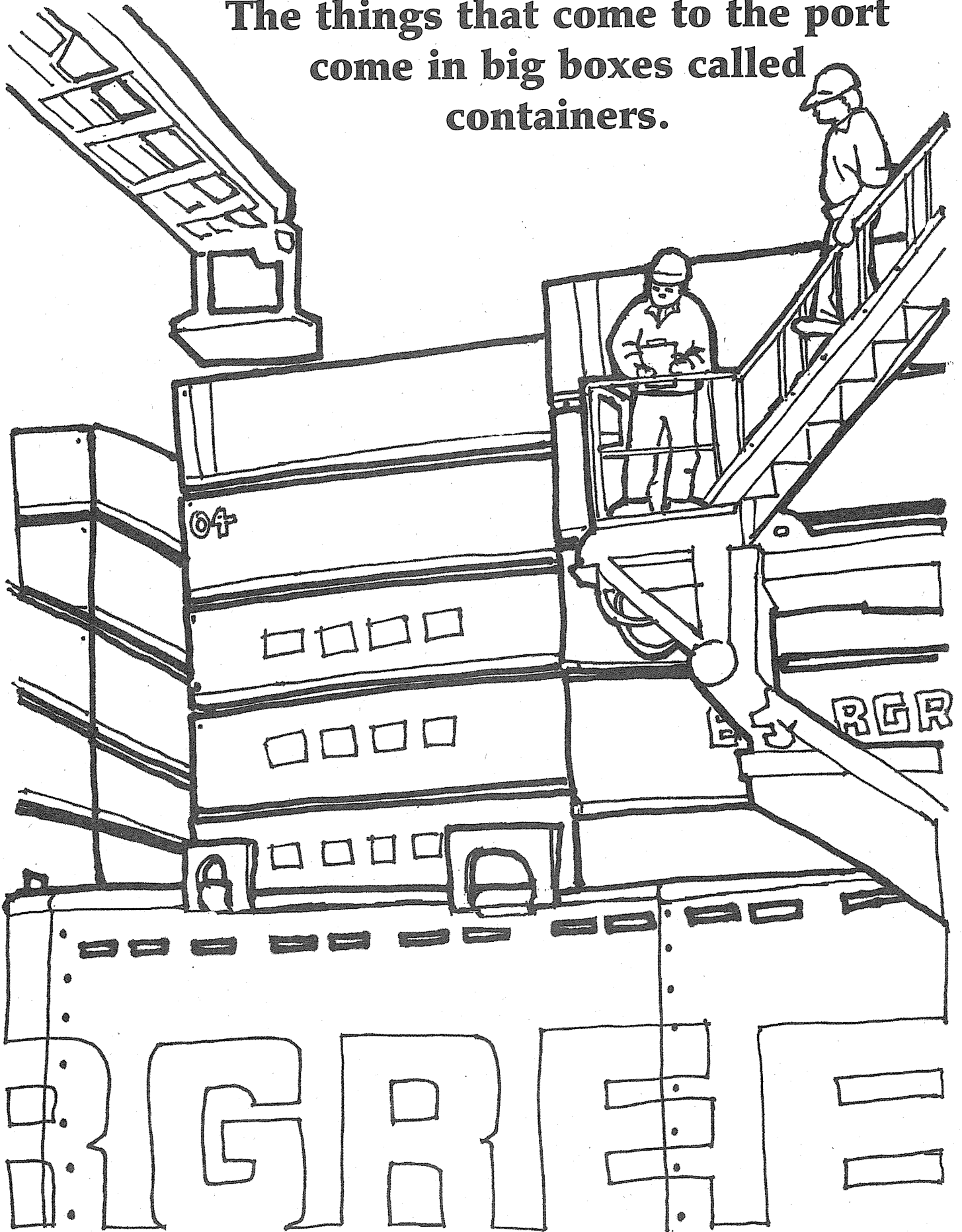
People work at the port. They are called "longshore workers" because they work along the shore.



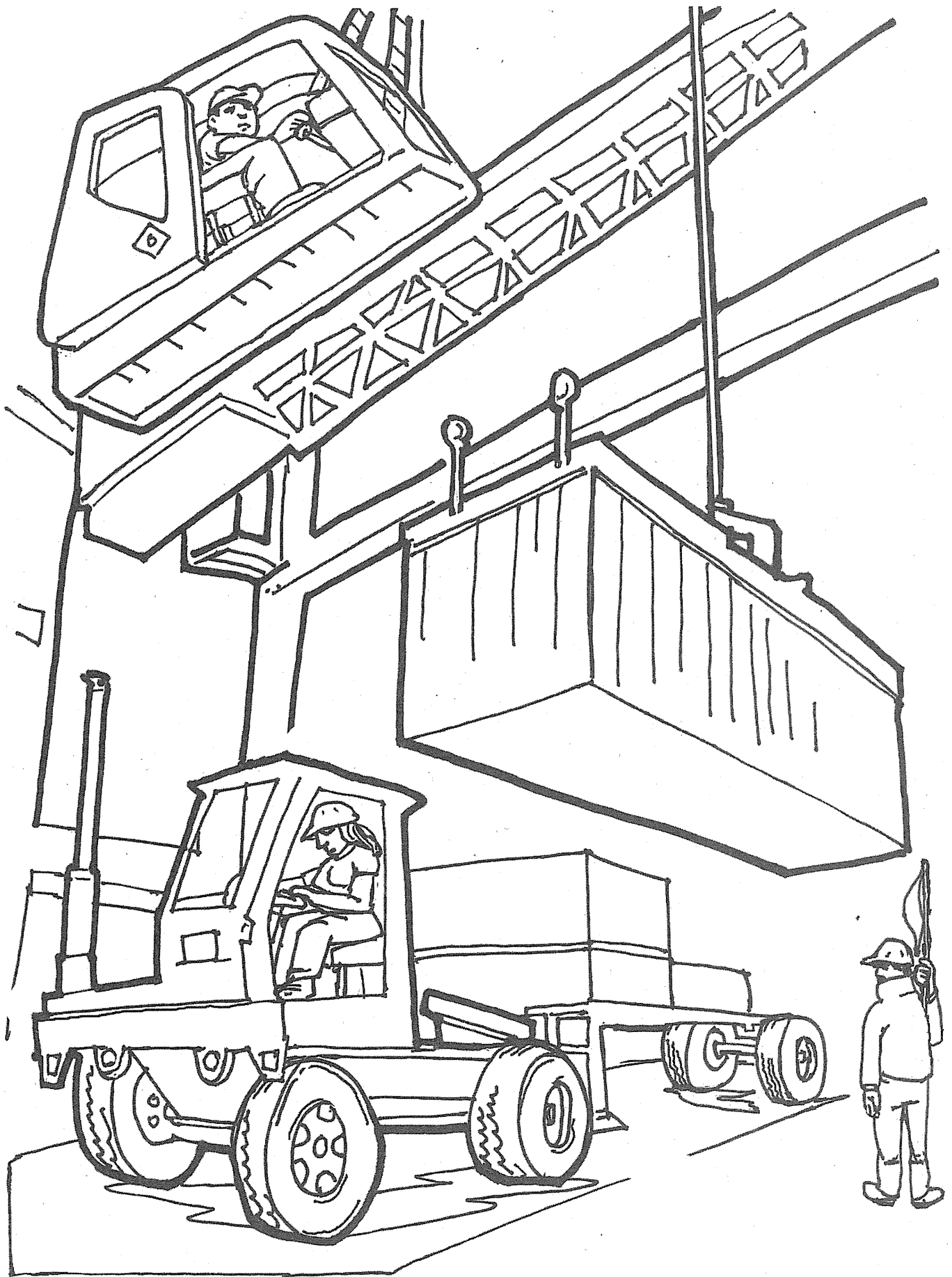
Every day, big ships come to the port, and the workers (longshoremen) unload them.



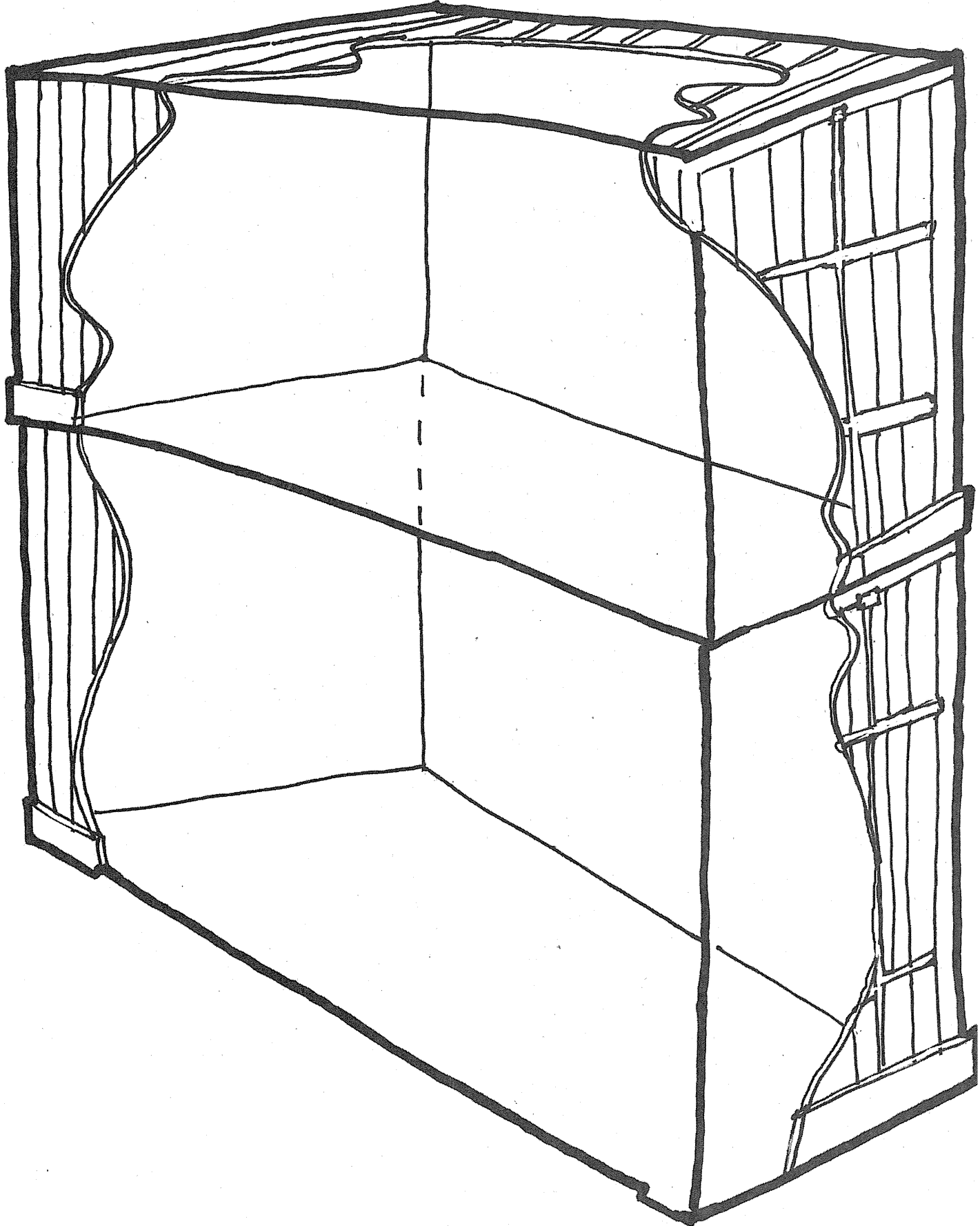
The things that come to the port
come in big boxes called
containers.



The workers unload them onto trucks.



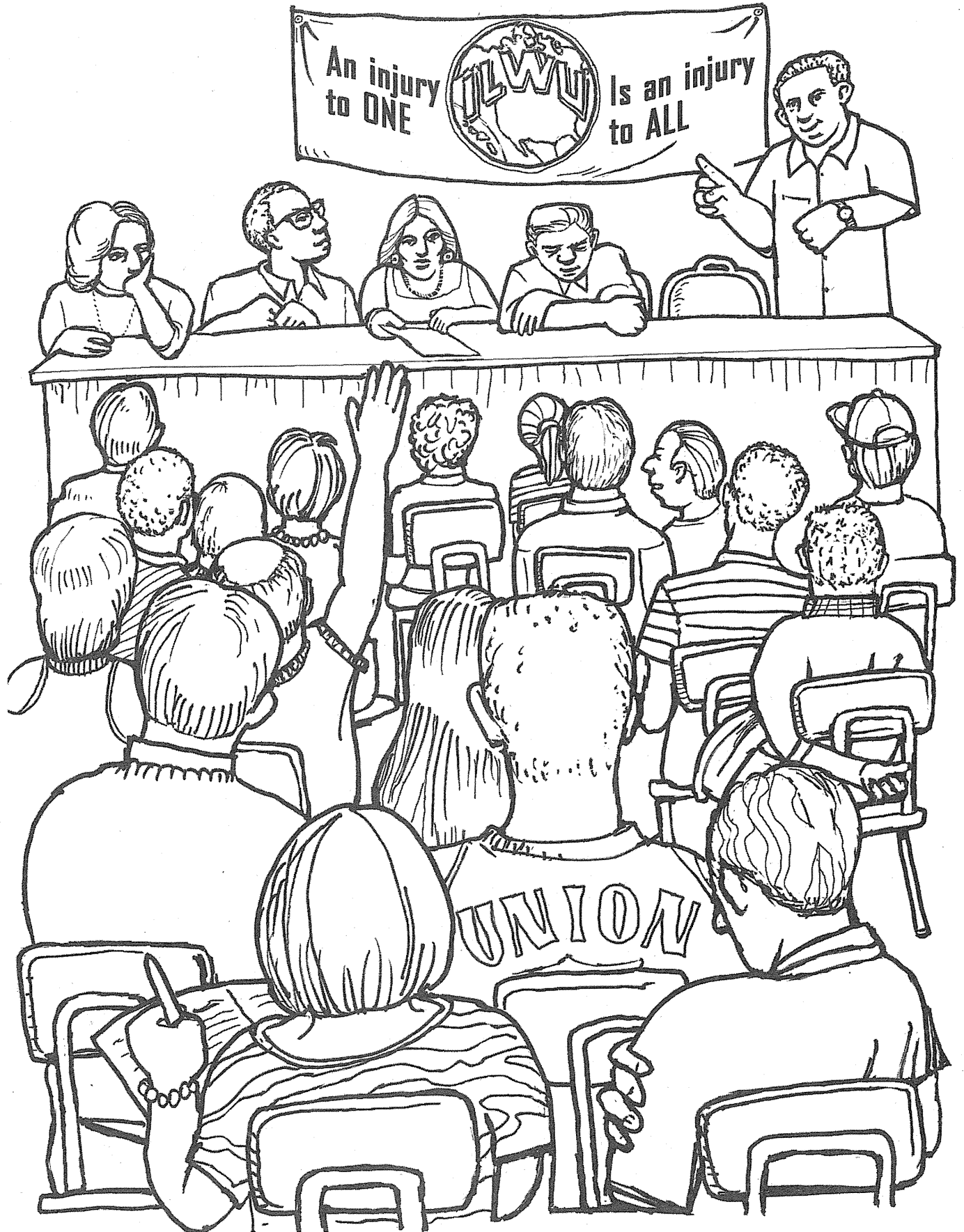
**Can you draw what might be inside
this container?**



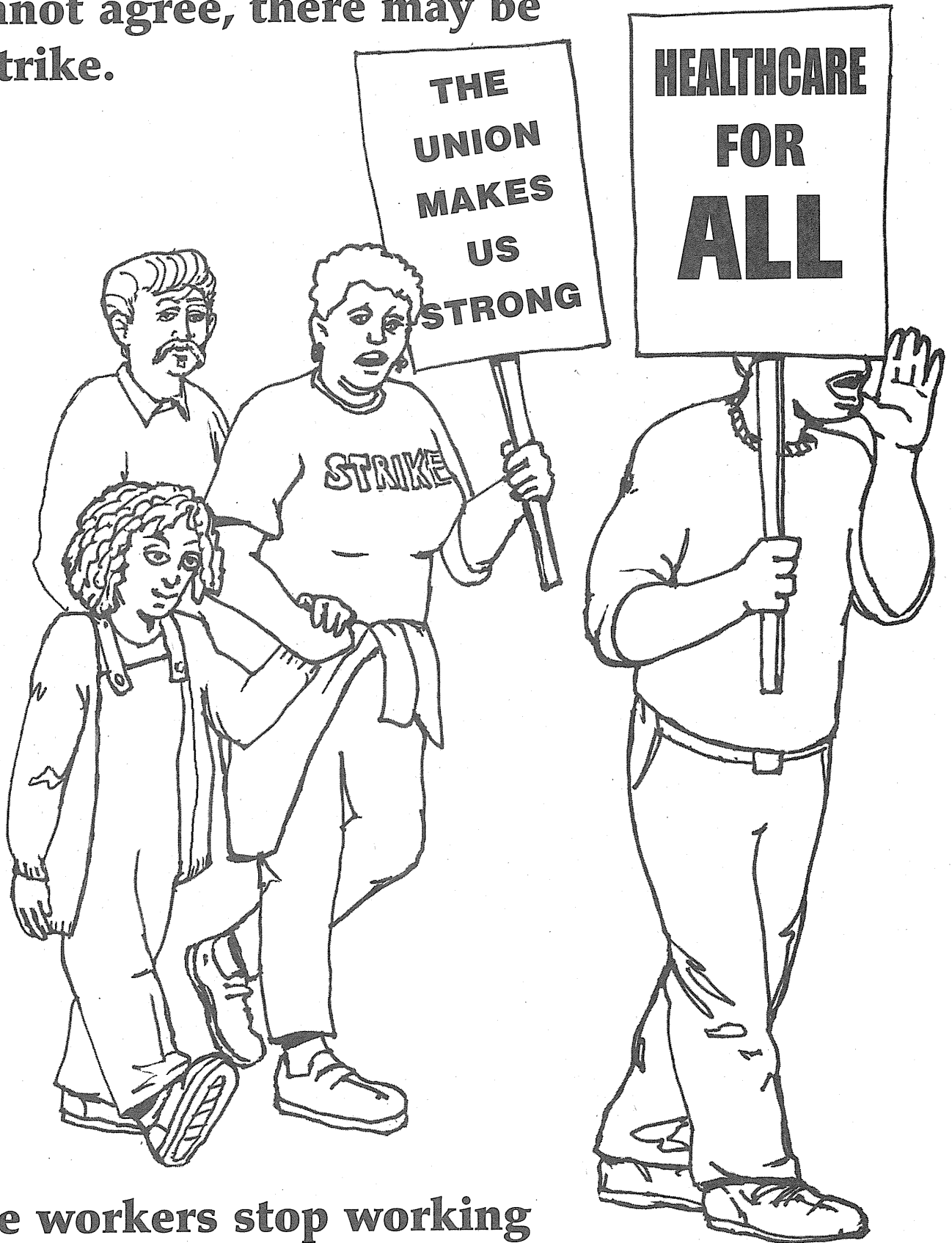
Many of the things you use every day are unloaded at the port by longshore workers.



At union meetings, the workers discuss ways to make their work better and safer.



When the owners and the longshore workers cannot agree, there may be a strike.



The workers stop working and meet with the owners. When they agree, the workers go back to work.

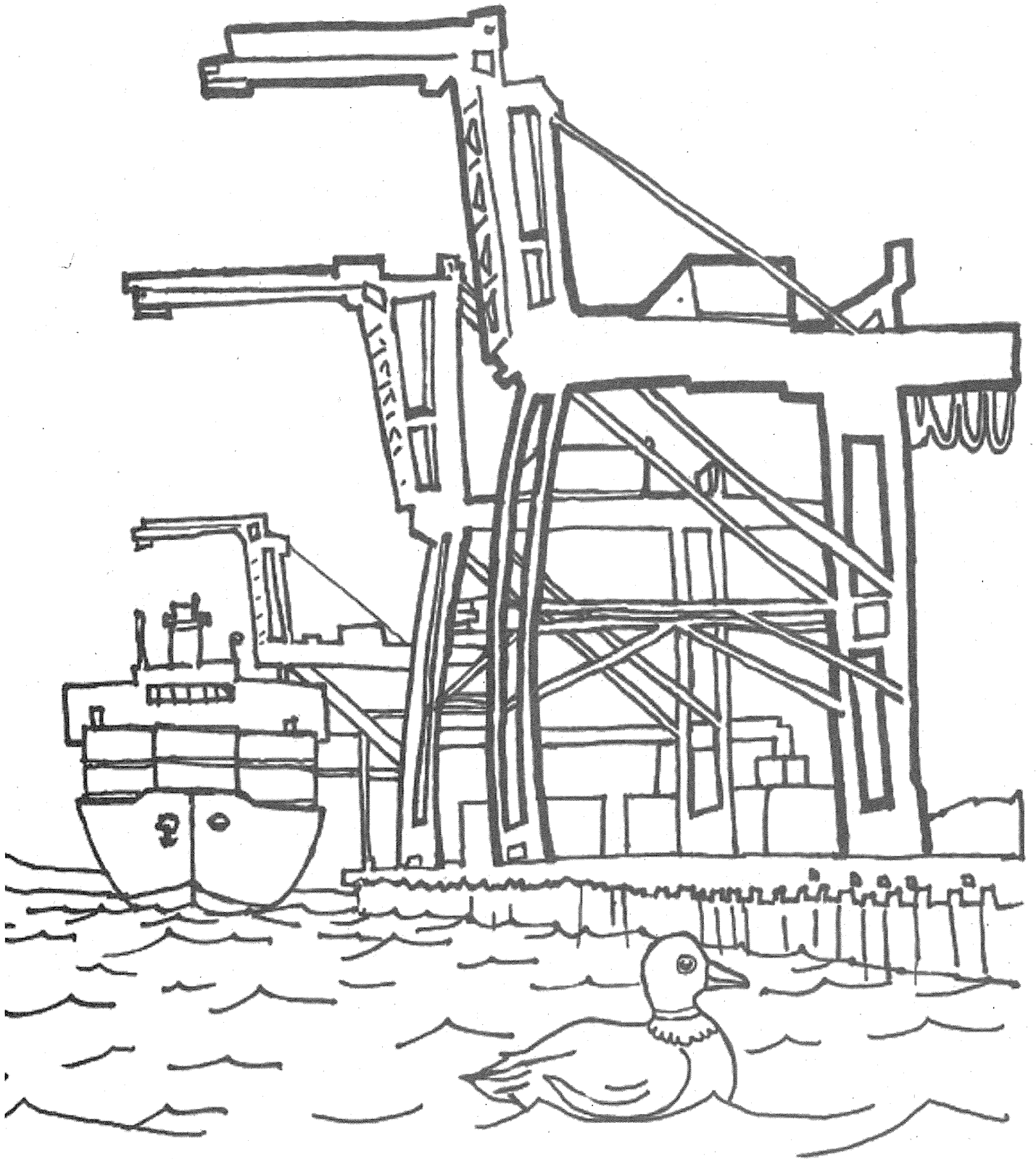
The union's health plan helps pay when a worker goes to the doctor or to the dentist.



Workers who don't work anymore get money to live on from a union pension.



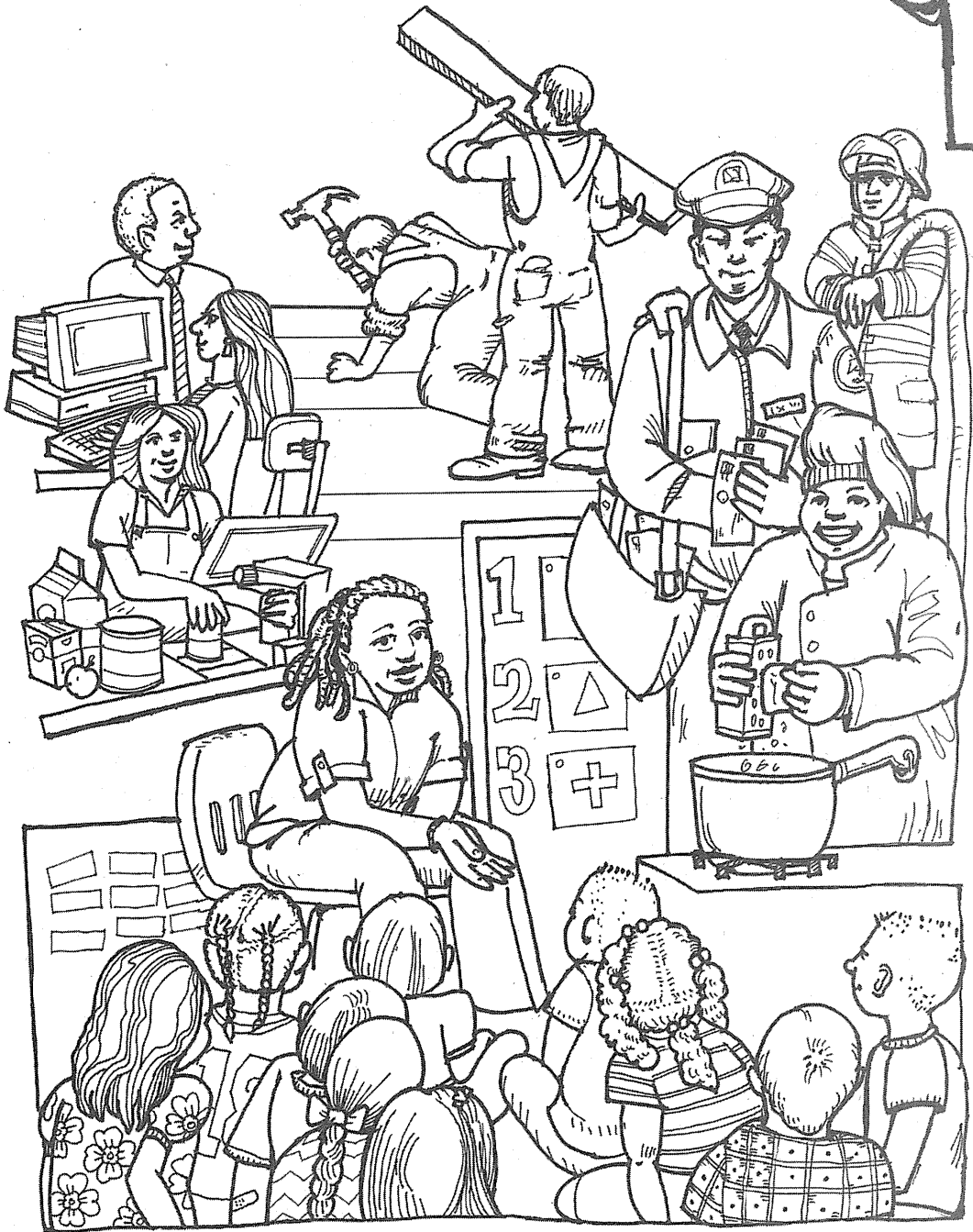
**These big cranes stand by the port.
What do they look like to you?**



**Children work in their schools.
What work are the children doing?
Write it in this box.**



An injury to ONE Is an injury to ALL



**Yes. Everywhere you go, people work.
Every day you see them. Can you draw some
of the working people on this page?**

Along the Shore and the California State Standards

The California State Board of Education has adopted a series of standards for students in California Schools from Kindergarten through 12th grade. Along the Shore addresses the following History-Social Studies standards for grades K through 3:

K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

K.6 Students understand that history relates to events, people, and places of other times.

1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).

1. 6 Students understand basic economic concepts and the role of individual choice in a free-market economy.

1. Understand the concept of exchange and the use of money to purchase goods and services.
2. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.

2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.

1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.
2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.
3. Understand how limits on resources affect production and consumption (what to produce and what to consume).

3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.
2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.
3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
4. Discuss the relationship of students' "work" in school and their personal human capital.

