

Attention: Wisconsin High School Students

# Win CASH PRIZES!

The Wisconsin Labor History Society announces its Essay Contest for the 2019-2020 School Year for Wisconsin high school students (Grades 9-12). Write essays of about 750 words on the topic:

**“Unions have been important to my family and my community because . . .”**

Students are urged to interview family members, neighbors, friends or others for their stories about work and unions. Teachers are urged to assist students in their efforts.

Students could win cash prizes:

First place - \$500

Second place - \$300

Third place - \$200

Honorable mention - \$100.

## CONTEST RULES

Essays should be approximately 750 words in length. They will be judged on understanding, evidence of original research, writing style and significance. Essays must be typed, double-spaced, on white paper. Two copies must be submitted (One may be a photocopy.) Please be sure to provide the following information on the cover sheet: Your name, address, home telephone number, your email address, your grade in school, name and address of your school, and, if you were encouraged or assisted by a teacher, the teacher's name. (Also, list your family's union membership, if applicable.) If you have any questions, contact: Harvey J. Kaye (920-465-2355) or [kayeh@uwgb.edu](mailto:kayeh@uwgb.edu).

Submissions must be postmarked Feb. 15, 2020 or before. Send completed essays to:

**Prof. Harvey J. Kaye**  
**Center for History and Social Change**  
**University of Wisconsin— Green Bay**  
**Green Bay WI 54311.**

## *Hints on Writing Essays!*

All Wisconsin high school students have ready access to labor history. Check with parents, grandparents, uncles and aunts. Also, neighbors and family friends. Ask to interview them and then write your essay. Only 750 words. Also you may do independent research on topics of labor history. Check the Wisconsin Labor History website ([www.wisconsinlaborhistory.org](http://www.wisconsinlaborhistory.org)) for resources and other ideas.

Here's what winners in recent contests chose to write about . . . □□ An Oregon HS senior's essay traced his family's union background and provided insight on how forces are seeking to weaken labor. □□ A Milwaukee Dominican HS senior wrote about how the passage of Act 10 inspired her family to become active unionists. □□ A Neenah HS discussed how his father's union has become involved in improving their community. □□ A Menomonee Falls HS senior told his family's experiences and the union's value in overcoming racial discrimination.

## **SPONSORED BY:**

**Wisconsin Labor History Society (Affiliated with Wisconsin Historical Society)**

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