

2009 DRAFTING REQUEST

Assembly Substitute Amendment (ASA-AB172)

Received: 04/27/2009

Received By: pgrant

Wanted: As time permits

Identical to LRB:

For: Bill Kramer (608) 266-8580

By/Representing: Cameron

This file may be shown to any legislator: NO

Drafter: pgrant

May Contact:

Addl. Drafters:

Subject: Education - school boards

Extra Copies: TKK

Submit via email: YES

Requester's email: Rep.Kramer@legis.wisconsin.gov

Carbon copy (CC:) to:

Pre Topic:

No specific pre topic given

Topic:

History of organized labor

Instructions:

See attached

Drafting History:

<u>Vers.</u>	<u>Drafted</u>	<u>Reviewed</u>	<u>Typed</u>	<u>Proofed</u>	<u>Submitted</u>	<u>Jacketed</u>	<u>Required</u>
/?	pgrant 04/27/2009	csicilia 04/28/2009		_____			
/1	pgrant 04/28/2009	csicilia 04/28/2009	jfrantze 04/28/2009	_____	sbasford 04/28/2009	sbasford 04/28/2009	
/2			jfrantze 04/28/2009	_____	lparisi 04/28/2009	lparisi 04/28/2009	

FE Sent For:

<END>

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/1			jfrantze 04/28/2009	_____	sbasford 04/28/2009	sbasford 04/28/2009	

FE Sent For:

12 cjs 4/28/09
4/28
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1/?	pgrant	1 cjs 4/28/09	df 4/28	df 4/28			

FE Sent For:

<END>

Grant, Peter

From: Sholty, Cameron
Sent: Monday, April 27, 2009 3:33 PM
To: Grant, Peter
Subject: Substitute Amendment for AB 172.

Peter –

Below is the language that Rep. Kramer would like to see in a substitute amendment to AB 172. If you have questions, you can reach me on my cell phone at 414-526-6164.

Also, could you please add a non-statutory provision under bullet 3 below that directs the Superintendent of Public Instruction to incorporate: “a knowledge of the history of organized labor and the collective bargaining process”.

Thanks so much for your help on this.

Language follows:

SECTION 1. 118.01 (2) (c) 6. of the statutes is amended to read:

118.01 (2) (c) 6. Knowledge of state, national, and world history, including;

1. Civilization, cultural diffusion, and innovation: The evolution of human skills and the means of exerting power over nature and people. The rise, interaction, and decline of successive centers of such skills and power. The cultural flowering of major civilizations in the arts, literature, and thought. The role of social, religious, and political patronage of the arts and learning.

The importance of the city in different eras and places.

2. Human interaction with the environment: The relationships among geography, technology, and culture, and their effects on economic, social, and political developments. The choices made possible by climate, resources, and location, and the effect of culture and human values on such choices. The gains and losses of technological change. The central role of agriculture. The effect of disease, and disease-fighting, on plants, animals, and human beings.

3. Values, beliefs, political ideas, and institutions: The origins and spread of influential religions and ideologies. The evolution of political and social institutions, at various stages of industrial and commercial development. The interplay among ideas, material conditions, moral values, and leadership, especially in the evolution of democratic societies. The tensions between the aspirations for freedom and security, for liberty and equality, for distinction and commonality, in human affairs.

4. Conflict and cooperation: The many and various causes of war, and of approaches to peacemaking and war prevention. Relations between domestic affairs and ways of dealing with the outside world. Contrasts between international conflict and cooperation, between isolation and interdependence. The consequences of war and peace for societies and their cultures.

5. Comparative history of major developments: The characteristics of revolutionary, reactionary, and reform periods

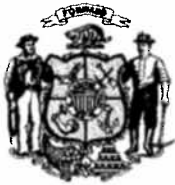
across time and place. Imperialism, ancient and modern. Comparative instances of slavery and emancipation, feudalism and centralization, human successes and failures, of wisdom and folly. Comparative elites and aristocracies; the role of family, wealth, and merit.

6. Patterns of social and political interaction: The changing patterns of class, ethnic, racial, and gender structures and relations. Immigration, migration, and social mobility. The effects of schooling. The new prominence of women, minorities, and the common people in the study of history, and their relation to political power and influential elites. The characteristics of multicultural societies; forces for unity and disunity.

- End -

Cameron Sholty
Office of State Representative Bill Kramer
97th Assembly District

p: 608-266-8580
e-mail: cameron.sholty@legis.wisconsin.gov



State of Wisconsin
2009 - 2010 LEGISLATURE

Tues.
9 am

From
LRB-2300/1
PG:cjs:md

LRBs 0048/1
PG: 95

To **A. SUBST. AMDT. —**
2009 ASSEMBLY BILL 172

fill in

March 26, 2009 - Introduced by Representatives JORGENSEN, ZEPNICK, SINICKI, DANOU, TOLES, BERCEAU, GRIGSBY, SMITH, HILGENBERG, SPANBAUER, BLACK, PARISI, BARCA, SEIDEL, SHERMAN, POCAN, NELSON and SHERIDAN, cosponsored by Senators HANSEN, WIRCH, LEHMAN, DECKER, PLALE, TAYLOR, ERPENBACH and KREITLOW. Referred to Committee on Labor.

Repeal

1 AN ACT to amend 118.01 (2) (c) 6. of the statutes; relating to: requiring
2 instruction in public schools on the history of organized labor in America and
3 the collective bargaining process.

Substitute by amendment

Analysis by the Legislative Reference Bureau

This bill requires that every school board's instructional program in state, national, and world history include information on the history of organized labor in America and the collective bargaining process.

For further information see the local fiscal estimate, which will be printed as an appendix to this bill.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

Fix component

4 SECTION 1. 118.01 (2) (c) 6. of the statutes is amended to read:
5 118.01 (2) (c) 6. Knowledge of state, national, and world history including
6 knowledge of the history of organized labor in America and the collective bargaining
7 process.

renumbered 118.01 (2)(c)6. (intro.) and

8 including ~~intro.~~
all of the following:

strike period



Grant, Peter

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Peter -

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Also, could you please add a non-statutory provision under bullet 3 below that directs the Superintendent of Public Instruction to incorporate: "a knowledge of the history of organized labor and the collective bargaining process".

Thanks so much for your help on this.

Language follows:

a. to f.

are created

✓ 1

SECTION 1. 118.01 (2) (c) 6. of the statutes is amended to read:

118.01 (2) (c) 6. Knowledge of state, national, and world history, including,

a. Civilization, cultural diffusion, and innovation; the evolution of human skills and the means of exerting power over nature and people, the rise, interaction, and decline of successive centers of such skills and power, the cultural flowering of major civilizations in the arts, literature, and thought, the role of social, religious, and political patronage of the arts and learning, the importance of the city in different eras and places.

b. Human interaction with the environment, the relationships among geography, technology, and culture, and their effects on economic, social, and political developments, the choices made possible by climate, resources, and location, and the effect of culture and human values on such choices, the gains and losses of technological change, the central role of agriculture, the effect of disease, and disease-fighting, on plants, animals, and human beings.

c. Values, beliefs, political ideas, and institutions; the origins and spread of influential religions and ideologies, the evolution of political and social institutions, at various stages of industrial and commercial development, the interplay among ideas, material conditions, moral values, and leadership, especially in the evolution of democratic societies, the tensions between the aspirations for freedom and security, for liberty and equality, for distinction and commonality, in human affairs.

d. Conflict and cooperation; the many and various causes of war, and of approaches to peacemaking and war prevention, relations between domestic affairs and ways of dealing with the outside world, contrasts between international conflict and cooperation, between isolation and interdependence, the consequences of war and peace for societies and their cultures.

e. Comparative history of major developments; the characteristics of revolutionary, reactionary, and reform periods

across time and place, imperialism, ancient and modern, comparative instances of slavery and emancipation, feudalism and centralization, human successes and failures, wisdom and folly, comparative elites and aristocracies, the role of family, wealth, and merit.

④ f. Patterns of social and political interaction. The changing patterns of class, ethnic, racial, and gender structures and relations. Immigration, migration, and social mobility. The effects of schooling. The new prominence of women, minorities, and the common people in the study of history, and their relation to political power and influential elites. The characteristics of multicultural societies; forces for unity and disunity.

- End -
Cameron Sholty
Office of State Representative Bill Kramer
97th Assembly District
p: 608-266-8580
e-mail: cameron.sholty@legis.wisconsin.gov

(End)



State of Wisconsin
2009 - 2010 LEGISLATURE

This a.m.

LRBs0048/1 ✓ 2
PG:cjs:10
stays

ASSEMBLY SUBSTITUTE AMENDMENT,
TO 2009 ASSEMBLY BILL 172

regeh

1 AN ACT *to renumber and amend* 118.01 (2) (c) 6.; and *to create* 118.01 (2) (c)
2 6. a. to f. of the statutes; **relating to:** instruction ^{in social studies} in public schools.

in's ent →

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

3 SECTION 1. 118.01 (2) (c) 6. of the statutes is renumbered 118.01 (2) (c) 6. (intro.)
4 and amended to read:

5 118.01 (2) (c) 6. (intro.) Knowledge of state, national, and world history,
6 including all of the following:

7 SECTION 2. 118.01 (2) (c) 6. a. to f. of the statutes are created to read:
8 118.01 (2) (c) 6. a. Civilization, cultural diffusion, and innovation, including the
9 evolution of human skills and the means of exerting power over nature and people;
10 the rise, interaction, and decline of successive centers of such skills and power; the
11 cultural flowering of major civilizations in the arts, literature, and thought; the role

1 of social, religious, and political patronage of the arts and learning; and the
2 importance of the city in different eras and places.

3 b. Human interaction with the environment, including the relationships
4 among geography, technology, and culture, and their effects on economic, social, and
5 political developments; the choices made possible by climate, resources, and location,
6 and the effect of culture and human values on such choices; the gains and losses of
7 technological change; the central role of agriculture; and the effect of disease, and
8 disease-fighting, on plants, animals, and human beings.

9 c. Values, beliefs, political ideas, and institutions, including the origins and
10 spread of influential religions and ideologies; the evolution of political and social
11 institutions, at various stages of industrial and commercial development; the
12 interplay among ideas, material conditions, moral values, and leadership, especially
13 in the evolution of democratic societies; and the tensions between the aspirations for
14 freedom and security, for liberty and equality, for distinction and commonality, in
15 human affairs.

16 d. Conflict and cooperation, including the many and various causes of war, and
17 of approaches to peacemaking and war prevention; relations between domestic
18 affairs and ways of dealing with the outside world; contrasts between international
19 conflict and cooperation, between isolation and interdependence; and the
20 consequences of war and peace for societies and their cultures.

21 e. Comparative history of major developments, including the characteristics of
22 revolution, reaction, and reform periods across time and place; imperialism, ancient
23 and modern; comparative instances of slavery and emancipation, feudalism and
24 centralization, human successes and failures, and wisdom and folly; comparative
25 elites and aristocracies; and the role of family, wealth, and merit.

insert

9

SEC. #. CR. 115.28 (SS) ¹

✓

9

115.28 (SS) ^(B) SOCIAL STUDIES STANDARDS. ^(CS)

note

Incorporate a knowledge of the history of organized labor and the collective bargaining process into the model academic standards for social studies. ~~content and performance standards.~~