



**Gold Seal:**

Copernicus Education Gateway

<b>Author(s):</b> Kevin Whitmore			<b>Lesson Title:</b> Collective Bargaining Process/Labor Unions			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
K-4	5-8	9-12 XX	A	B	C	D XX

**Instructional Focus:**

Listening: Students listen for a variety of purposes appropriate for the grade level
Speaking: Students speak for a variety of purposes and audiences and complexity appropriate to the grade level
Writing: Students write for a variety of purposes and audiences

**Performance Task**

Students will take a list of fictitious classroom rules and discuss in groups of 3-4 a possible compromise to the rules. After listing the possible solutions the teacher tells them that they are not acceptable and they must abide by the new rules. They must now figure possible actions they will take to either accept the new rules or not to conform to them. The teacher will also give them reactions to their non-compliance. After they have come up with their options, their task will be to link their options to possible outcomes in the work place when an employer and employee cannot reach an amicable decision (see Collective Bargaining Process-Labor Unions Chart).

**ICLE Essential Skills**

Present information in well-organized fashion that will be clear to the target audience. (ela 11)
Express opinions clearly and forcefully without interrupting or insulting others. (ela 16)
Use brainstorming, role playing and standard problem solving strategies to define a problem and suggest solutions. (ela 19)
Participate, sometimes leading, in group meetings by contributing, taking turns speaking and working toward a common goal. (ela 20)
Make informed judgments about content, organization, and delivery of spoken communication. (ela 32)

**Scoring Guide:**

**4 Points** = The students use brainstorming to develop several possible solutions. They prioritize their solutions in solving the problem. As they work on the task, they make necessary modifications to their outcome. Students demonstrate an understanding of the problem-solving process.

**3 Points** = The students use brainstorming to develop possible solutions and select an appropriate solution. They make some modification on the design as they work through the problem. The final product meets specifications. Students demonstrate an understanding of the problem-solving process.

**2 Points** = The students have difficulty brainstorming and develop only a few solutions. They do not make any changes as they work through the solutions. Students demonstrate only limited understanding of the problem-solving process.

**1 Point** = The students need an explanation of the problem before they can determine a solution. Their conversation is not productive and they develop only one solution.

**Keywords**

<b>English Language Arts</b>		
<b>Reading</b>		
<b>Writing</b>		
<b>Communications</b>		
<b>Other</b> <b>Collective Bargaining</b> <b>Labor Union</b> <b>Strike</b> <b>Boycott</b> <b>Picketing</b> <b>Lockout</b> <b>Contract</b> <b>Injunction</b> <b>Strikebreaker</b> <b>Slowdown</b> <b>Impasse</b> <b>Arbitration</b> <b>Mediation</b>		

Picture, Chart, or Graph file name(s):

# Chart

