



International Center
for Leadership
in Education



Gold Seal:

Copernicus Education Gateway

Author(s): Barb Landon			Lesson Title: Labor Unions			
Grade Span			ICLE Application Model			
K-4	5-8	9-12 x	A	B	C	D x

Instructional Focus:

Speaking

Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Writing

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Listening

Students listen for a variety of purposes appropriate to the grade level.

Performance Task

The classroom will be changed into a collective bargaining room (see Labor Unions Chart). Half of the students will represent union employees. The other half will represent management. Once each side has defined the terms they will accept, they will need to elect their representatives: one center chair and two resource people for each side. The task for each group is to come to the bargaining table prepared to defend their respective sides by using facts that are pertinent in the case. They will also know in advance what their respective goals for agreement are. When the terms of the contract are agreed upon, it will be written in the correct format.

Note to the teacher: Students will need to be informed what the topic is that they will be discussing. An example that works well is the idea of an open campus. The management team members learn how to think as administrators and will share later how difficult it was for them since they generally favor the idea.

** Before the students begin to participate in the collective bargaining stage, be sure to arrange seating for both sides (see last page for details). **Remind the class that the only students allowed to speak once the collective bargaining begins are the two center chairs. The resource people will only be allowed to whisper to their center chair person. If they come to an impasse, allow class time for each side to regroup and consider alternatives.** This process usually takes two class periods to complete.

ICLE Essential Skills

Give oral or written directions that are clear and are understood by another person. (ela 2)
Develop processes for understanding and remembering information. (ela 8)
Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough, delivering information in a well-organized fashion, and appealing to the needs of the target audience. (ela 10)
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)
Define a position on a controversial topic and write a persuasive essay or make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action. (ela 27)

Scoring Guide:

4 Points = The students use brainstorming to develop several avenues to substantiate their perspective. They prioritize their strategies in solving the problem. As they work on the task, they make necessary modifications to their persuasive presentation. Students demonstrate an understanding of the problem-solving process. They are able to make an outline using terminology and criteria to support their point of view. Students demonstrate an understanding of the collective bargaining process. The students work cooperatively, with all members contributing equally to the effort.

3 Points = The students use brainstorming to develop several avenues to substantiate their perspective. They make some modifications of their strategies in solving the problem. They agree on their ideas being presented. Students demonstrate an understanding of the problem-solving process. Although they are able to make an outline, their choice of terminology and criteria lacks some key points to support their point of view. Students demonstrate an understanding of most of the collective bargaining process. The students work cooperatively, but not all members contribute equally to the effort.

2 Points = The students have difficulty brainstorming and develop only a few strategies useful to substantiate their perspective. They do not make any modifications as they work on their persuasive presentation. Students demonstrate only limited understanding of the problem-solving process and have a limited understanding of the collective bargaining process. The persuasive presentation is poorly made, and they have difficulty substantiating their point of view. The students tend to work independently rather than as a group. One or two members dominate in performing of the task.

1 Point = The students need an explanation of the problem before they can determine how to brainstorm. Their conversation is not productive and they develop only one strategy. The final presentation is very poorly administered and does not meet the stated conditions. The students have little, if any, understanding of the steps involved in the collective bargaining process. There is little evidence of group effort on the task.

Keywords

English Language Arts		
Reading		
Writing Outline Persuasion Proposal		
Communications Audience Body Language Debate Discussion Listening Point of View Oral Presentation		
Other		

Chart

RESOURCE PERSON

Teacher Note: Please arrange the classroom as outlined below when your class is ready for the collective bargaining activity.

