

THE PROGRESSION OF LABOR LAWS

Performance Standard 15E.H

Using some of the features that underlie a free market economy, students review major laws passed during important reform periods and categorize them in chart form according to the features they support accordingly:

- *Knowledge:* identify laws that support or are detrimental to a free market economy.
- *Reasoning:* explain what was in the law to support the placement in the column.
- *Communication:* create a chart that is well organized and well detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

Procedures

1. ***In order to understand the impact of government policies and decisions on production and consumption in the economy (15E),*** provide students with sufficient learning opportunities to develop the following skill:
 - Explain how laws and government policies affecting the economy establish rules to help a market economy function effectively.

Business students can benefit from the knowledge of the early history of the labor movement. Many students will someday be employed in situations where they will be members of a specific union that will represent them at the labor/management bargaining table. Concerns about health benefits, safety standards, wages and job security are as important today as they were in the past. Therefore, business students should review or be taught the roles of state and federal labor laws and the history of labor law. Students should also be introduced to the historical relationship between labor laws and unions. This assessment could be used in an introduction to business course and/or business law course when students are being introduced to unions and how labor laws evolved.
2. Have students review and discuss the assessment and how the rubric will be used to evaluate their work.
3. Have business students make a cause-and-effect chart on events such as strikes, breach of contract, yellow-dog contracts, unions, exparte injunction, Sherman Antitrust Act, monopolies and Clayton Act.
4. Have students research historical union cases from the 1800's and create an additional chart that describes each case.
5. Evaluate each student's work using the Social Science Rubric as follows, and add the scores to determine the performance level:
 - *Knowledge:* The identification of the laws in each of the columns is complete and accurate.
 - *Reasoning:* The statements that explain the laws are well reasoned and logical.
 - *Communication:* The chart and statements are well organized and well detailed; the knowledge and reasoning were completely and effectively communicated.

Example of Student Work

- [Meets](#)
- [Exceeds](#)

Time Requirements

- One, fifty-minute period

Resources

- U.S. history textbook or other source of major U.S. laws over time
- Social Science Rubric

SOCIAL SCIENCE RUBRIC

NAME _____ DATE _____

- Exceeds standard (total points 11 - 12) Approaches standard (total points 5 - 7)
 Meets standard (total points 8 - 10) Begins standard or absent (total points 1 - 4)

	Knowledge of evidence from the social sciences: facts/ supporting details; themes/ issues; and concepts/ideas	Reasoning: Analysis, evaluation and synthesis of evidence	Communication: Demonstrates knowledge and reasoning through oral, written, visual, dramatic or mixed media presentation
4	<ul style="list-style-type: none"> Key concepts/themes/ issues/ideas are thoroughly identified, defined and described. Significant facts/ supporting details are included and accurately described. Has little or no factual inaccuracies. 	<ul style="list-style-type: none"> Identifies and logically organizes almost all relevant evidence. Uses appropriate and comprehensive critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. Reaches informed conclusions based on the evidence. 	<ul style="list-style-type: none"> Almost all ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. The presentation is well focused with a well-defined thesis. Presentation shows substantial evidence of organization. Presentation shows attention to the details of specific performance conventions.
3	<ul style="list-style-type: none"> Key concepts/themes/ issues/ideas are identified, defined and described. Facts/supporting details are included. May have a major factual inaccuracy, but most information is correct. 	<ul style="list-style-type: none"> Identifies and organizes most of the relevant evidence. Uses partial critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. Reaches informed conclusions based on the evidence. 	<ul style="list-style-type: none"> Most ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. The presentation demonstrates a focus and thesis with several narrative gaps. Presentation demonstrates adequate evidence of organization. Presentation has mistakes in attention to the details of specific performance conventions.
2	<ul style="list-style-type: none"> Some key concepts/ themes/issues/ideas are identified, defined and described. Some facts/supporting details are included. Has some correct and some incorrect information. 	<ul style="list-style-type: none"> Identifies some relevant evidence and omits most of the other evidence. Uses unclear, inappropriate or incomplete critical thinking skills and habits of mind to analyze, evaluate and synthesize evidence. Reaches incomplete or inaccurate conclusions based on the evidence. 	<ul style="list-style-type: none"> Some ideas in the presentation are expressed in a way that provides evidence of the student's knowledge and reasoning processes. The presentation demonstrates an inadequate focus and thesis. Presentation demonstrates inadequate evidence of organization. Presentation has insufficient attention to the details of specific performance conventions.
1	<ul style="list-style-type: none"> Few or no key concepts/ themes/issues/ideas are identified, defined and described. Few or no facts/supporting details are included. Information is largely inaccurate, absent or irrelevant. 	<ul style="list-style-type: none"> Important evidence relevant to the problem is not identified. Critical thinking skills and habits of mind are absent. Conclusions are lacking, absent or unclear. 	<ul style="list-style-type: none"> Expression of almost all ideas in the presentation is unclear. The presentation demonstrates little focus and lacks a thesis. Presentation demonstrates little or no evidence of organization. Presentation has multiple mistakes in attention to the details of specific performance conventions.
Score			