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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | | |
| **Lesson Identification and TEKS Addressed** | | |
| **Career Cluster** | Business Management and Administration | |
| **Course Name** | Principles of Business, Marketing, and Finance | |
| **Lesson/Unit Title** | The Role of Organized Labor | |
| **TEKS Student Expectations** | **130.132. (c) Knowledge and Skills**  (6) The student identifies the role and impact of government, the legal system, and organized labor in business  (D) The student is expected to explain the role of organized labor in society | |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | | |
| **Instructional Objectives** | The student identifies the role and impact of government, the legal system, and organized labor in business. | |
| **Rationale** | This lesson provides an overview of the history of organized labor in the United States. The student will identify the role and impact of government, the legal system, and organized labor in business. | |
| **Duration of Lesson** | Teacher’s Discretion | |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Strike**  An organized word stoppage intended to force an employer to address union demands.  **Right-to-work Law**  Measure that bans mandatory union membership.  **Blue-Collar Worker**  Someone who works in an industrial job, often in manufacturing, and who receives wages.  **White-Collar Worker**  Someone in a professional or clerical job who usually earns a salary.  **Collective Bargaining**  The process in which union and company representatives meet to negotiate a new labor contract.  **Mediation**  A settlement technique in which a neutral mediator meets with each side to try to find a solution that both sides will accept.  **Arbitration**  A settlement technique which a third party reviews the case and imposes a decision that is legally binding for both sides.  **Collective Bargaining**  The process in which union and company representatives meet to negotiate a new labor contract. | |
| **Materials/Specialized Equipment Needed** | 1. Textbook 2. Internet   Optional – Overhead, SmartBoard, Internet, ELMO (if available and where applicable)  Instructional Material   1. Timeline Writing Rubric | |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Organized labor is part of the fabric of the United States. At its best, it has been the vehicle that helped to improve labor practices in the United States. At its worst, it has been tainted by people who allowed greed and the need for power to overshadow the reason unions were initiated. Yet, unions have survived.  Today’s lesson is based on understanding the history behind organized labor and how unions are still contributing to today’s society. | |
| **Direct Instruction \*** | 1. Application – Guided Practice    1. Students consider information on organized labor.    2. Students demonstrate comprehension of chapter content and apply information to current events. | 1. Application – Guided Practice    1. Instructor leads class in a discussion of organized labor history.       1. Review Chapter 9, Section 3 of the Economics: Principles in Action       2. Append list with students’ input    2. Class completes Section 3 Assessment --Key Terms and Main Ideas 2. Discuss answers collaboratively 3. Instructor provides a current event article that will help students understand new vocabulary. |
|  | 1. Application – Independent Practice 2. Students research organizational labor (laws, unions, or both). 3. Students gather answers to specific questions about the law or union. 4. Students complete an oral assessment based on their documented research. | 1. Application – Independent Practice    1. Instructor directs students to research organizational labor       1. Students can research laws, unions, or both          1. Department/Laws (Examples)             1. Department of Labor             2. Fair Labor Standards Act             3. OSHA             4. Labor-Management Reporting and Disclosure Act (LMRDA) or Landrum-Griffin Act          2. Unions (Examples)             1. AFL-CIO             2. United Auto Workers             3. American Federation of Teachers             4. National Association of Letter Carriers             5. The International Association of Machinists and Aerospace Workers       2. Students may work collaboratively if necessary       3. Students can utilize computers to facilitate research    2. Students answer specific questions about the law or union.       1. When was the law created or union opened.       2. Which people were key in initiating this law or union?       3. What is the purpose of the law or union?       4. How has the law or union impacted organizational labor?       5. What contributions has the law or union made to improve the work environment of laborers?    3. Student assessment is an oral examination that consists of background knowledge probe. |
| **Guided Practice \*** | Application – Guided Practice   1. Instructor leads class in a discussion of organized labor history.    1. Review Chapter 9, Section 3 of the Economics: Principles in Action.    2. Append list with students’ input. 2. Class completes Section 3 Assessment - Key Terms and Main Ideas    1. Discuss answers collaboratively.    2. Instructor provides a current event article that will help students understand new vocabulary. | |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Application – Independent Practice   1. Instructor directs students to research organizational labor    1. Students can research laws, unions, or both       1. Department/Laws (Examples)          1. Department of Labor          2. Fair Labor Standards Act          3. OSHA          4. Labor-Management Reporting and Disclosure Act (LMRDA) or Landrum-Griffin Act       2. Unions (Examples)          1. AFL-CIO          2. United Auto Workers          3. American Federation of Teachers          4. National Association of Letter Carriers          5. The International Association of Machinists and Aerospace Workers    2. Students may work collaboratively if necessary    3. Students can utilize computers to facilitate research 2. Students answer specific questions about the law or union    1. When was the law created or union opened?    2. Which people were key in initiating this law or union?    3. What is the purpose of the law or union?    4. How has the law or union impacted organizational labor?    5. What contributions has the law or union made to improve the work environment of laborers? 3. Student assessment is an oral examination that consists of background knowledge probe. | |
| **Lesson Closure** | * **Question:** Name and describe laws that protected workers’ rightsand/or affectedunions. * **Answer:** Answers may include Taft-Hartley Act (1947) and Fair Labor Standards Act(1938) among others. * **Question:** Compare blue-collar jobs to white-collar jobs. * **Answer:** A blue-collar jobs are considered industrial jobs, often in manufacturing;these employees receive wages. White-collar workers are considered professional or clerical jobs; these employees receive salaries. * **Question:** List atleast two reasons for unions’ decline. * **Answer:** Students’ responses may include: (1) Right-to-work laws; (2) downwardtrend of blue-collar workers (and the upward trend of white-collar workers); (3) foreign competition causing fewer domestic manufacturing jobs; (4) rising proportion of women in the workforce; and (5) relocation of businesses to areas with lower union populations/influence. * **Question:** Name industries that are influenced by unions today. * **Answer:** Answers may include airline, education, automobile, health care, etc. * **Question:** How has the increase of female workers contributed to the decrease ofunion members nationwide? * **Answer:** Women who enter the workforce work primarily in white-collar jobs thatmay not be part of unions. | |
| **Summative / End of Lesson Assessment \*** | **Informal Assessment:**  Evaluate answers to independent practice.  Address issues raised in independent practice.  **Formal Assessment (LSI Quadrant III, IV):**   1. Evaluation 2. Students create a collaborative time line.    * 1. Divide class into small groups of 2 – 4 students.      2. Assign a specific decade to each group.      3. Direct students to design segments of a timeline based on organizational labor events (students may desire to introduce additional events not documented in the textbook).      4. Review grading rubrics for both the written product as well as the presentation (see *Timeline Rubrics* Excel document).   To ensure consistency within the overall timeline, the instructor may distribute construction paper or poster paper. | |
| **References/Resources/**  **Teacher Preparation** | O’Sullivan, Arthur and Sheffrin, Steven M. (2007). *Economics: Principles in Action*. Boston: Pearson Prentice Hall. | |
| **Additional Required Components** | | |
| **English Language Proficiency Standards (ELPS) Strategies** |  | |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **English:**  §110.42. English I (c) The student is expected to:  (8)(B) read in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;  (6)(A) expand vocabulary through wide reading, listening, and discussing; and,  (4)(F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions.  **Economics:**  §118.2. Economics (c) The student is expected to:  (21)(A) Analyze the societal values that determine how a country answers the basic economic questions. | |
| **Recommended Strategies** | | |
| **ading Strategies** |  | |
| **Quotes** |  | |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  | |
| **Graphic Organizers/Handout** |  | |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  | |
| **Communication**  **90 Second Speech Topics** |  | |
| **Other Essential Lesson Components** | | |
| **Enrichment Activity**  (e.g., homework assignment) | Learners will review vocabulary terms the night before class.   1. Extension/Enrichment    1. Allow students to select a union that is operable today and create a flier or pamphlet that can be distributed to potential members. Class can collaboratively create its own grading rubric at the following website: [**http://rubistar.4teachers.org/**](http://rubistar.4teachers.org/)    2. Identify unions online (find a union directory) and discuss the extensive list of domestic unions and their respective industries.    3. Direct students to the US Department of Labor website to continue research into labor laws: [**http://www.dol.gov/opa/aboutdol/lawsprog.htm**](http://www.dol.gov/opa/aboutdol/lawsprog.htm)    4. Explore additional related lesson plans through [**http://www.lessonplanet.com/**](http://www.lessonplanet.com/)    5. Complete *Economics: Principles in Action* Decision Making activity, page 234, #7 in a debate format. | |
| **Family/Community Connection** |  | |
| **CTSO connection(s)** | Business Professionals of America  Future Business Leaders of America | |
| **Service Learning Projects** |  | |
| **Lesson Notes** |  | |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)