

A FREE MARKET WITH THE HELP OF GOVERNMENT

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; and
- *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)***, students should experience sufficient learning opportunities to develop the following:
 - Explain how laws and government policies affecting the economy establish rules to help a market economy function effectively.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students should review or become familiar with periods of major reform legislation in the United States, the Progressive Movement, the Great Depression, and the 1960s. Students should review or be taught important features that are often suggested as being needed for the market part of a mixed-market economy: private property, competition, prices determined in market place by supply and demand, and entrepreneurship.
4. Have students make a chart with five columns with the topic “Legislation and the US Mixed-Market Economy. If using 8½x 11 paper, use one of the wide sides as the top.
5. The headings of the first four columns are features of a market economy: Private Property, Competition, Market Price System, and Entrepreneurship. The fifth column would have the heading Detrimental for laws that hinder rather than support private property, competition, the market price system, or entrepreneurship.
6. Have students review national legislation passed during the Progressive Movement, the Great Depression, the 1960s, and other time periods if the student wishes.
7. Titles of laws that the student determines support (or supported) one or more of the features are listed in the appropriate column(s) with a brief statement under the title of the law indicating what the law did to support the column’s feature.
8. Titles of laws the student determines are or were detrimental to one or more of the features are listed in the Detrimental column with a brief statement under each as to how a particular feature is or was hindered.
9. 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 not available

Resources

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

Time Requirements

- One fifty-minute period