

Songs and Poetry during Ratification TP-CASTT and T-Chart Activity

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Standards Addressed:

CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-Literacy.W.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

Lesson/Activity:

1. Prepare for activity by selecting a variety of poems and songs from CSAC's collection: http://history.wisc.edu/csac/documentary_resources/ratification/poetry_songs.htm. The number of selections will vary depending upon class size and desired size of small groups (step 3). The following songs/poems provide a workable sample of perspectives:

- [A Federal Song, *Albany Journal*, 4 August, 1788](#)
- [A Song, *New York Journal*, 28 June 1788](#)
- [Our Liberty Tree: A Federal Song, *Massachusetts Centinel*, 29 December 1787](#)
- [Albany Federal Herald, 25 February 1788](#)
- [The Grand Constitution, *Massachusetts Centinel*, 6 October 1787](#)
- [Virginia Herald, 10 January 1788](#)

Be mindful of different reading abilities. Students with lower reading abilities might be assigned a shorter, more straightforward document, such as *Our Liberty Tree*. Higher-level students might handle more satirical pieces, such as that found in the *Federal Herald*, 25 February 1788.

2. Distribute a document and corresponding TP-CASTT analysis form to each student. Students read their assigned poem/song while completing the TP-CASTT analysis sheet. After completing the TP-CASTT activity, students make a determination whether the document supports or opposes ratification.
3. Students gather in small groups based on the document assigned for individual work. Groups of 3-5 students discuss their document and analysis in preparation for sharing out their conclusions. Particular attention

should be paid to text from the document that supports the claim that the song/poem opposes or supports ratification.

4. Groups report out their findings while providing specific textual evidence to support the claim that the document either supports or opposes ratification. Each group records the evidence using the simple T-chart provided.
5. Extension whole group discussion questions: (1) What were common themes used throughout the documents? (2) What seemed to be the more effective thematic arguments to support ratification? (3) What does the greater number of pro-ratification documents suggest about the role the media played during the ratification debates?

Directions: As groups report out their findings, record specific textual evidence (quotes) that support the claim that the song/poem either “supports ratification” or “opposes ratification”.

| Supports Ratification | Opposes Ratification |
|-----------------------|----------------------|
| | |

TP-CASTT Ratification Poetry Analysis

TITLE: Consider the title and make a prediction about what the poem is about.

PARAPHRASE: Translate the poem line by line into your own words on a literal level. Look for complete thoughts (sentences may be inverted) and look up unfamiliar words.

CONNOTATION: Examine the poem for meaning beyond the literal. Look for figurative language, imagery, and sound elements.

ATTITUDE/TONE: Notice the speaker's tone and attitude. Humor? Sarcasm? Awe?

SHIFTS: Note any shifts or changes in speaker or attitude. Look for key words, time change, punctuation.

TITLE: Examine the title again, this time on an interpretive level.

THEME: Briefly state in your own words what the poem is about (subject), then what the poet is saying about the subject (theme).

Conclusion: (circle one)

Pro-ratification

- OR -

Anti-ratification