

LESSON PLAN USING RATIFICATION SONGS

http://history.wisc.edu/csac/documentary_resources/ratification/poetry_songs.htm

Songs during the Ratification Debates

- A Federal Song, *Albany Journal*, 4 August, 1788 (pdf)
- A Song, *New York Journal*, 28 June 1788 (pdf)
- Our Liberty Tree: A Federal Song, *Massachusetts Centinel*, 29 December 1787 (pdf)
- The Scourge, *Carlisle Gazette*, 23 January 1788 (pdf)
- A Yankee: *Pennsylvania Mercury*, 21 February 1788 (pdf)
- The Grand Constitution, *Massachusetts Centinel*, 6 October 1787 (pdf)
- **Albany Federal Herald*, 25 February 1788 (pdf)

Variation #1 – Individual Critical Thinking Assessment

Utilizing the CSAC website and the last two songs listed above, answer the following:

*Compare and contrast two opposing ratification songs. In your analysis be sure to address the imagery and vocabulary used, the famous people referenced, the history of the ratification of that state and highlight the viewpoint espoused.

Variation #2 – Group Presentation

Analyze and present one of the songs listed above. Be sure to include the following in your presentation:

_____ A reading, or singing, of your song to the class.

_____ A visual to help your audience follow along. (Examples include a power point, handouts or overheads.)

_____ Imagery used _____ Famous people referenced.

_____ Vocabulary used _____ History of the ratification of your state.

GROUP and INDIVIDUAL RUBRIC for RATIFICATION SONGS

- 5 -- Addressed all parts of the assignment in a thorough manner.
Presentation/analysis was detailed, interesting and coherent.

- 4 -- Addressed all parts of the assignment.
Presentation/analysis needs more clarity, focus and energy.
- 3 -- Missed one or two parts of the assignment.
Presentation/analysis was disjointed and lacked detail.
- 2/1 – Missing much of assignment.
Analysis almost nonexistent.
- 0 -- No presentation or essay attempted.

LINKING THE PAST TO TODAY - SONG RUBRIC

- 5 -- Song addresses all parts of the assignment in a clever way
utilizing numerous examples of unit content learning.
Song is presented in a polished, clear and informative way.
- 4 -- Song addresses all parts of the assignment using some examples
of previous learning.
Song is presented but is occasionally unclear and needs polish.
- 3 -- Song addresses some parts of the assignment.
Presentation lacks clarity and is disjointed.
- 2/1 – Song addresses few parts of the assignment.
Presentation is attempted but is very unclear and/or contains
inappropriate content or gestures
- 0 -- No presentation attempted.

Follow-up assignment – Linking the Past to Today; 2012 Election Song

In your group, write a song about some aspect of the 2012 election. (Possible topics could be the candidates, Medicare and Social Security, taxes, health care, jobs, war, women's issues, energy or the environment.)

To be Included:

_____ Performing your song for the class.

_____ A written text of the song so the audience can follow along.
(Examples include power point, handouts or overheads.)

_____ Strong inclusion of 2012 election references.

Teacher's note:

Before beginning this lesson the teacher should provide examples of historic election or policy-oriented songs as examples to enhance student understanding of lesson expectations. The richest examples would include selections from various time periods.

Possible sites to use:

<http://www.pbs.org/wnet/need-to-know/the-daily-need/campaign-trail-mix-a-brief-history-of-presidential-theme-songs/13257/>

http://www.time.com/time/specials/packages/article/0,28804,1840981_1840998_1840901,00.htmlhttp://www.time.com/time/specials/packages/article/0,28804,1840981_1840998_1840901,00.html

<http://parlorsongs.com/issues/2002-11/thismonth/feature.php>

<http://voices.yahoo.com/the-50-greatest-political-protest-songs-all-time-558245.html?cat=33>