**James Moran**

**Secondary US History**

**Music and the Union Movement in the USA**

**KEY CONCEPT(S):**

Standard(s):

**Historical Knowledge 8.1**. Evaluate continuity and change over the course of United States history by analyzing examples of conflict, cooperation, and interdependence among groups, societies, or nations.

**Historical Thinking 8.9.** Construct or evaluate a written historical argument demonstrating an understanding of primary and secondary sources.

**Social Science Analysis 8.28.** Investigate a response or solution to an issue or problem and support or oppose, using research.

**ANTICIPATORY SET:** Students will view a short video about the history of Labor Day. <http://abcnews.go.com/US/video/labor-day-history-labor-day-marks-struggles-millions-17012651>.

Discussion points from the video:

* Why was Labor Day created?
* What was life like for workers before they fought for certain rights?

Students will go to the following website (<http://www.labor-studies.org/featured-resources/labor-songs/>) to pick the best union song to analyze. Once students picked a union song, they will listen to the song and then answer the following questions about the song:

* Specifically, who is the intended audience (coal workers, general population, steelworkers) of the song?
* What were some the workers issues addressed in the song? Please cite the lyrics.
* In your own words, explain what the song is about.
* What is the objective of the song?
* Is the message of the song relevant today? Yes or no and please explain your answer.
* Why do you think this was the best song? Please explain your answer.
* Do you believe there is still a need for unions in modern America? Please explain your answer.

After students answered the questions, they will share their answers with an elbow buddie.

Then, the students will write a critical review of the song as if they work for an online Union Magazine. Once their first draft is completed, they will receive and provide feedback, then make revisions. Then complete their second draft for the teacher to review. Then make any changes and complete.

At the completion of the critic reviews, students will present the song and read their reviews to the class.

**OBJECTIVES:**

1. I will successfully understand the issues trade unions were struggling to achieve.
2. I will successfully analyze historical trade union songs for content.

**PROFESSIONAL SKILLS & KNOWLEDGE:**

1. **TEAM WORK:** I will successfully work with another student to complete a peer evaluation of their writing.
2. **TIME MANAGEMENT:** I will successfully complete tasks on time and meet writing deadlines.

**ACADEMIC KNOWLEDGE & SKILLS:**

* Analyzing primary sources
* Writing, revising, and providing peer reviews
* Presenting their finished product to the class

**PROJECT-BASED LEARNING OPPORTUNITIES**:

As a trade union online magazine writer, students must pick the best two songs which represent the struggles and issues of the American trade unions.