

| Lesson Guidance 13 | |
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| Grade | 9 |
| Unit | 3 |
| Selected Text(s) | <i>A Young People's History</i> by Howard Zinn Chapter 10 "The Other Civil War" pages 156-167 The Other Civil War: Philadelphia Unions 19th Ce... |
| Duration | Approx 1-2 Days |

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)

Students will understand the history of labor unions in the early part of our country's history and primarily in the Philadelphia region. Students will assess the relevance of trade unions today based on a comparison between the initial movement in the 1820's/1830's and today's current economy.

CCSS Alignment

CCSS.ELA-LITERACY.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.9-10.7

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or



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| | formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
| End of lesson task <i>Formative assessment</i> | Students will compare and contrast the early 19th Century Labor Movement to today using The Other Civil War: Philadelphia Unions 19th Century . Based on the resources provided on the history of the labor movement in Philadelphia and the current state of unions, do you believe unions still play a significant role in today's economy? Why or why not? |
| Knowledge Check <i>What do students need to know in order to access the text?</i> | <p>Background knowledge</p> <ul style="list-style-type: none">• Working knowledge or key elements of labor unions in the United States, including but not limited to the following definitions:<ul style="list-style-type: none">○ labor unions- A labor union is an organization formed by workers in a particular trade, industry, or company for the purpose of improving pay, benefits, and working conditions. Officially known as a “labor organization,” and also called a “trade union” or a “workers union,” a labor union selects representatives to negotiate with employers in a process known as <u>collective bargaining</u>. When successful, the bargaining results in an agreement that stipulates working conditions for a period of time.○ strike- a refusal to work organized by a body of employees as a form of protest, typically in an attempt to gain a concession or concessions from their employer.○ negotiations- discussion aimed at reaching an agreement.○ debtor's prison- was a common practice in England and the American colonies. It involved imprisoning persons who failed to pay their debts.○ solidarity- unity or agreement of feeling or action, especially among individuals with a common interest; mutual support within a group. <p>Key terms (<i>domain specific terms to analyze the text</i>)</p> <ul style="list-style-type: none">• text features: all the components of a story or article that are not the main body of text. Examples of text features include photographs, paintings, maps, captions and section headings <p>Vocabulary Words (<i>words found in the text</i>)</p> <ul style="list-style-type: none">• General Trades Union (GTU): a general union is a trade union (called labor union in American English) which represents workers from all industries and companies, rather than just one organization or a particular sector, as in a craft union or industrial union.• Ten Hour Workday: By the mid-1840s the 10-hour day was a central demand of the new "Labor Reform" societies that attempted to organize industrial workers across skill levels and genders. Labor Reformers petitioned for and won state legislation for the 10-hour workday in seven states.• bail: the temporary release of an accused person awaiting trial, sometimes on condition that a sum of money be lodged to guarantee their appearance in court. |

- **corruption:** dishonest or fraudulent conduct by those in power, typically involving bribery.

Core Instruction

Text-centered questions and ways students will engage with the text

Opening Activity:

Ask students to review the images found on pages 158 and 162 and describe what they see. Zinn selected these images to accompany his writing about the rise of Labor Unions in the United States. What messages do these photographs present about the conditions of the worker in the United States at this time?

[ELD Tasks and Scaffolds](#)

Content Knowledge:

This lesson explores the rise of Labor Unions in the United States. Use the opening activity as a way to capitalize on any prior knowledge students may have of the role of unions or the treatment of workers in both the United States and Philadelphia.

Shared Reading:

Read aloud Chapter 10 “The Other Civil War”, focusing on pages 156-167; the chapter can be read aloud as a class, in small groups or independently. Pause to track for understanding and **define vocabulary words and background knowledge as they appear in the text**. Students can answer some of the following questions. Highlight key moments in the rise of labor unions in the United States as described in this Chapter.

- How was the other war a kind of civil war?
- What did workers do in the 1800’s to bargain for better pay and working conditions?
- Explain two laws that “gave businesses what they wanted.”
- Why was it dangerous to work in the labor force in the 1800’s?

Small Group Reading (Optional):

Move students into small groups and use the [Jigsaw Reading](#) strategy to review the following supplemental resources about labor unions in Philadelphia and around the country. Students should use the graphic organizer found on the above link to record their thoughts and then share what they have learned with the whole group.

- Article 1: [Labor was born in Philadelphia](#)
- Article 2: [Mechanic's Union of Trade](#)
- Article 3: [Labor Unions are having a moment](#)
- Article 4: [Amazon, Starbucks, Apple Union Push](#)

[ELD Tasks and Scaffolds](#)

Formative Assessment:

Students will compare and contrast the early 19th Century Labor Movement to today using

 The Other Civil War: Philadelphia Unions 19th Century or  Embedding Quotes Dialectical Journal to




document their response. Based on the resources provided on the history of the labor movement in Philadelphia and the current state of unions, do you believe unions still play a significant role in today's economy? Why or why not?

[ELD Tasks and Scaffolds](#)

Fluency, Comprehension and Writing Supports

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| Fluency | Fluency Protocols |
| Sentence Comprehension | Juicy Sentence protocol with sample sentence "The new immigrants, poor and discriminated against, had little sympathy for the plight of black slaves in the United States." (p. 160) |
| Writing | Pattan Writing Scope and Sequence Purposes of Writing II. Informational Writing |

Additional Supports

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| ELD Practices | Practices to promote Tier 1 access |
|  ELD ELA Tasks an... | ELD Tasks and Scaffolds |
| SpEd Practice | Practices to promote Tier 1 access |
| MTSS Practices | Practices to promote Tier 1 access |
| Enrichment Practices | Practices to promote Tier 1 access |