

## ***Health Education: Investigating Alcohol Abuse using Primary Sources***

### **Overview:**

To encourage positive health lifestyle choices among young adults, this lesson seeks to develop an understanding of the impact of personal behavior upon society. Through the study of the music of the Temperance Movement of the late 19th century, students will demonstrate the essential question, how do your personal wellness choices make the world a better place?

Starting with the examination of primary sources including sheet music and song sheets illustrating the American Temperance Movement of the late 19th century students will demonstrate their understanding of the topic of alcohol abuse and its effect upon society by producing original song lyrics and covers.

### **Objectives:**

- Students will identify the social impact of personal choices using alcohol.
- Students will detect the influence music has upon personal behavior.
- Students will demonstrate healthy alternatives to satisfy needs.

### **Time Required:**

Five 40-minute classes

### **Recommended Grade Range:**

9-12<sup>th</sup>

### **Subject/ Content Area:**

Library, Health, Science, Technology, Music

### **Standards:**

- Conceptual Understanding: SS.K.ECO.9.a: A need is something that a person must have for health and survival; while a want is something a person would like to have.
- Students Will: CDOS.C.3b.HS.3.A.SW
- Performance Indicator: HPF.HE.C.1.1.D
- Standard: W.9-10.6

### **Written By:**

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## PREPARATION

### Materials Used:

- Fair Use Checklist [http://copyright.cornell.edu/policies/docs/Fair\\_Use\\_Checklist.pdf](http://copyright.cornell.edu/policies/docs/Fair_Use_Checklist.pdf)
- Library of Congress Music Analysis worksheet:  
[http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Sheet\\_Music\\_and\\_Song\\_Sheets.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Sheet_Music_and_Song_Sheets.pdf)

### Resources Used:

- *Socrative* by MasteryConnect: <http://www.socrative.com>
- Collection: Home Sweet Home: Life in Nineteenth-Century Ohio:  
<https://www.loc.gov/collections/music-of-nineteenth-century-ohio/articles-and-essays/temperance/>
- Online Etymology Dictionary:  
[http://www.etymonline.com/index.php?allowed\\_in\\_frame=0&search=](http://www.etymonline.com/index.php?allowed_in_frame=0&search=)
- Song “Who’ll Buy” by James Murray <https://www.loc.gov/item/ihas.100010954/>
- Sheet Music Scanner: Score Player for iPad and iPhone: <http://www.sheetmusicscanner.com>
- Temperance Song Sheets:  
<https://www.loc.gov/search/?q=song+sheets+%2B+temperance&sp=2>
- Presentation rubric

## PROCEDURE

1. Establish background knowledge of alcohol use as a social issue through group discussion.
  - a. Use *Socrative* app to poll the group about alcohol abuse.
    - i. Myth vs. Facts about alcohol use
2. Focus the lesson upon music’s influence upon popular opinion about Temperance in 19<sup>th</sup> Century America:
  - a. Demonstrate the Online Etymology Dictionary to clarify 19<sup>th</sup> Century language.
    - i. e. Clarifying how the word “gay” has changed in meaning
  - b. Clarify copyright responsibilities using the Fair Use Checklist.
    - i. e. Specifically, the right to use music in school projects
3. Demonstrate to the group how to use the Primary Source Analyzing Tool for Sheet Music & Song Sheets using *Who’ll Buy* by James R. Murray.
  - a. Allow the students to use the Sheet Music Scanner for scores.
  - b. Explain how common tunes were used with changed lyrics.
4. Move the students into small groups of 3 or 4.
  - a. The groups will search out a Temperance Song from the LOC to analyze together using the Primary Source Analyzing Tool for Sheet Music.
  - b. Focus on the topic from the song:
    - i. What’s the story of the song?
    - ii. Does it still happen today?
    - iii. List at least 3 facts that support the group’s position.



5. Students will work within their groups to create lyrics or an original song about the temperance topic chosen.
  - a. Groups may use a popular melody from the public domain (pre-1927) and create their own lyrics for it or write an original work.
  - b. Group will choose an image from LOC to create a 19<sup>th</sup> Century period cover for the music demonstrating proper MLA citation format.
  
6. Student groups will present their music/ song sheet and covers.
  - a. Discussing what they've learned about alcohol use and its effects upon society.

**Extensions:**

This lesson could be used for analyzing music/ song lyrics from different time periods:

- Prohibition Era (1920's): legislating morality
  - Creation of AA 12 step program

**Evaluation:**

Teacher observation of student participation in discussion and group work  
Socrative App poll  
Music analysis worksheet  
Presentation rubric