

Unit: Vietnam War and social movements

Grade: 10

Length: 2 and 1/2 days

Teacher: L. Gillette

Goals/Objectives:

- 1. Develop an understanding of the controversial nature of the Vietnam War.*
- 2. Identify various points of view about the U.S. involvement in the Vietnam War.*
- 3. Discover several social themes present in much of the popular music of the period.*

Standards:

Colorado High School Social Studies Standards:

- Analyze key historical periods and patterns of change over time within and across nations and cultures.
- Analyze and practice rights, roles, and responsibilities of citizens.

Activities: As a class we will listen to several songs from the decade of the 1960's. Students will also look at war footage, marches and peace demonstrations. Students will then be asked to write their own song (individually or in groups no more than 3). They can put their own lyrics to music already written or write a song with original music. The song/poem/musical piece must be stylistically similar and include lyrics that represent the peace movement or anti-war sentiment of the Vietnam era. The songs must have a CLEAR message. The objective is for students to transport themselves to a decade where their number (or brother's or cousin's) could be called to fight. Their songs need to reflect this sentiment and time of uncertainty but also a time where people came together for a greater cause.

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C- the connections will be made sensor and emotionally by viewing powerful war footage and protest marches.

R- The risk is writing a song, and putting themselves in the shoes of peace marchers/ politically aware civilians/family members/ and/or soldiers. As well as the risk of sharing ideas with peers and the risk of sharing songs with the class.

I- creating a product (song) from inspiration of the historical time period

S- listening, watching, creating, doing

P- students are interpreting songs, to discover meaning and the realization of a strong social movement.

A- Actively participating and working together to create a musical piece or poem that fits with the style and political environment of the decade.

Time Line: the Vietnam War should already be introduced; students should have a basic understanding of the events and the social unrest.

Day one: Watch clips from protests, war footage, and demonstrations. Hand out lyrics and have students follow along with the songs as they play. Provide them with instructions and brain storming time, and time to write.

Day two: play more footage to get them back in the mindset, and prepare them to begin writing and composing. This should take nearly the whole 50 min. With 10 minutes left debrief and inform the students next class they will present what they have created.

Day three: presentations, and discussions. Connections to today – **Same Love** by Mackelmore **Keep ya head up** by 2Pac **Paper Planes** M.I.A etc.

Materials: Ipad to compose music, and coordinate with music teacher.

Downloaded songs and lyrics

Imagine (1971) John Lennon’s

Blowing in the Wind (1963) - Bob Dylan or Peter, Paul and Mary,

The war drags on Mick Softley

Universal Solider (1964) Buffy Sainte-Marie

Turn! Turn! Turn! (1962) The Byrds

Fortunate Son (1969) CCR

Adaptions: Give students the option to perform their songs or simply read they lyrics, and allow students to work in groups of 2 or 3

Evaluations/Assessments:

	A.
Accuracy	Students song stylistically resembled, or has similarities to songs of the studied era. Lyrics pertaining to anti-war
Research of Selected songs	Students songs demonstrated understanding of social upheaval and sentiment of studied era. And has a CLEAR message
Presentation	engaging, provocative, and captured the interest of the audience and maintained this throughout the entire presentation