

## TEACHING AMERICAN HISTORY PROJECT

### *David Chassanoff – Vietnam Sights and Sounds*

Grade: 7-12

Length of class period- 50-60 minutes.

Inquiry – Students will evaluate the power of music as a form of protest during the Vietnam War.

Objectives –

Students will discuss the nature of protest.

Students will understand that art can be an effective form of protest.

Students will learn how music was used as a powerful tool to speak out against the war.

Materials - CD containing the following songs:

- Blowin' In The Wind – by Bob Dylan
- The Times They Are A Changin – by Bob Dylan
- For What It's Worth – by Buffalo Springfield
- Ohio – by Crosby, Stills, Nash, and Young
- What's Going On – by Marvin Gaye

LCD projector

Computer to show power point slide show.

Lyrics sheet (attached)

Power Point slide show (attached)

Activities - Students will view a slide show on Vietnam, while listening to the selected songs made during the Vietnam Era. After each song, we will discuss the lyrics and the song's message.

Warm up activity: The teacher will tell students to imagine that the school lunch period, will now be half as long as it is currently and they will have to bring it from home. (or maybe no recess or phys. ed.) Then ask, "What would you do to change the policy back to the way it was?" Brainstorm ideas.

Listen – Before listening to both Bob Dylan songs, the teacher will explain that Bob Dylan was a huge hit in the 60's.

Discussion - Blowing In The Wind:

What is the mood of the song?

What is the definition of a 'man'?

What imagery is used with the lyric, 'answer is blowin in the wind'?

What point is Dylan making with repetition? Use of phrase "How many times ...."

What symbols are associated with a dove?

Discussion – Times They Are A Changin:

What is the call to action implied when lyrics like senators and congressmen please heed the call; are used?

What will happen if the government does nothing?

What will happen if, ‘you can’t lend your hand’?

What is the sink or swim type message being used here?

Listen- Teacher will inform the class, that this song by Buffalo Springfield was released the year after the war was escalated and the first battalions landed in Da Nang.

Discussion –

What do you think the overall message is?

To what sound is he referring?

What is meant by ‘There’s battle lines being drawn and nobody’s right if everybody’s wrong?’

Who is singing songs and carrying signs?

Is it ONLY people against the war?

Listen – Ohio: Teacher will inform the class that song is about a specific incident that took place at protest. They should ponder which one while listening to the song.

Discussion-

What is the song about?

How does the song build empathy? Answer “what if you knew her, and found her dead...”

What president is mentioned and how responsible is he for what is going on at home and abroad?

What do you think they mean, by ‘we’re finally on our own?’

What is meant by ‘tin soldiers’? (Tin is a cheap metal, the US was throwing away its soldiers like scrap metal.)

Analyze the lyric, “how can you run when you know”.

Listen – What’s Goin On: Teacher will explain that not all protest music was rock and roll. Note that the beginning of the song includes an audio recording after his brother returned from the war.

Discussion-

When Marvin Gaye says ‘Talk to me,’ who does he mean?

What is meant by, “who are they to judge us simply cos our hair is long?”

Who is father?

Who is mother?

Analyze the lyric, ‘father we don’t need to escalate’.

What is Marvin suggesting as a resolution?

Closure:

How do Bob Dylan's songs protest the war? (Acknowledges we are making huge mistakes and not correcting them and the current generation has to take matters into their own hands.)

How does Buffalo Springfield's song protest the war? (Asked people to wake up to what is happening, spoke out against the war.)

How did CSNY's song protest the war? (Pleaded with the American people, music was angry and sad. It places some of the blame on the president.)

How did Marvin Gaye's song protest the war? (Specifically says war is not the answer, but peaceful dialogue is the only way towards positive change.)

**How will you assess what student learned during this lesson?**

Teacher will ask the students, "Why is music such an effective and powerful form of protest? And "What did they learn today?"

**Connecticut Framework Performance Standards –**

- use primary source documents to analyze multiple perspectives.
  
- demonstrate an in-depth understanding of major events and trends of United States history (e.g., the American Revolution, the Civil War, industrialization, the Great Depression, the cold war);