

Stoefen Written Lesson Plan

Lesson Author	Joie Stoefen
Grade Level	11-12th grade
Length of Lesson	80 minutes
Class/Subject	United States History
Central Focus	This lesson focuses on the Vietnam War and the influence of musical anti-war efforts. Musicians used their art to actively fight against the United States' involvement. Famous musicians such as Bob Dylan and Creedence Clearwater Revival acknowledged their status; they used it to sympathize with and motivate the American people. Through this lesson, students will make connections between pop culture phenomena and their connection with historical events.
Curriculum Standards	SS-US.9-12.24. Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness such as the Reconstruction amendments, Emancipation Proclamation, Treaty of Fort Laramie, Chinese Exclusion Act, Roosevelt's Corollary to the Monroe Doctrine, Wilson's Fourteen Points, New Deal Program Acts, Roosevelt's Declaration of War, Executive Order 9066, Truman Doctrine, Eisenhower's Farewell Speech, Gulf of Tonkin Resolution, Test Ban Treaty of 1963, Brown vs. Board of Education decision, Letter from a Birmingham Jail, and the Voting Act of 1965. SS-US.9-12.15. Assess the impact of individuals and reform movements on changes to civil rights and liberties.

	RH. 11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). RH. 11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.	
Learning Objectives	• Students will recognize the importance of music as a form of protest during the Vietnam War. • Students will analyze 1960s-1970s music to determine key arguments about the Vietnam War • Students will understand that pop culture– especially music– plays a powerful role in history. Popular culture captures public disillusionment and attitudes from that specific time.	
Assessments	Formative: • Bell-ringer journal entry: Students will complete a beginning question to introduce the themes of the lesson. Students will share their responses in a brief discussion before the lesson begins. I will provide appropriate feedback and try to develop these ideas as we discuss and start the lesson. This activity is meant to get students thinking about music and its impact on our lives. These ideas will connect later when we discuss music’s influence during the Vietnam War.	Summative (if applicable):

	● Song analysis with graphic organizer: Students will work together in groups to analyze the arguments and themes found within a particular song. They will analyze the song and fill out a “What’s the Perspective on this Topic” graphic organizer with prompts in an “expert” group. Afterward, members will share out in a “learning” group (everyone will have a different song). The goal of this activity is to build student proficiency in contextual analysis and historical argumentation. Blending the jigsaw and reciprocal teaching strategies is great for exposing students to diverse themes in anti-war music. Graphic organizers are also a powerful tool for developing disciplinary skills. Students can eventually create argumentative statements and supply evidence without needing a structure. ● Post-lesson (exit) journal entry: Students will answer a question	
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		related to the themes/general takeaways of the lesson. These responses will be turned in afterward for teacher review. I will make note of any concepts or ideas that were not understood by students. They will be discussed the next time the class meets. The goal of this exercise is to make sure students understood the lesson and met the desired objectives.	
Materials & Technology	● Student computers ● Smartboard ● Assignment directions sheet ● Printed “What’s the Perspective on this Topic?” graphic organizers ● Lyric sheets ● Presentation (will have several printed copies on hand as well) ● Student notebooks (for notetaking) ● Writing materials ● “For What It’s Worth” by Buffalo Springfield		
INSTRUCTIONAL PLAN			
		Roles & Procedures	
Time	Lesson Component	Teacher	Learner
5 minutes	Bell-Ringer	The prompt will be displayed on the board for students to use. Students will be asked to answer the following: Who is your favorite musician? Describe who they are, what style of music they play, and why	Students will open their journal documents on their computers, read over the question, and work to answer the prompt. Students are expected to respond in 2-3 full

		they are your favorite. Walk around to track student progress and answer questions as needed.	sentences. Their responses should be thoughtful and relate back to what is asked.
3 minutes	Bell-ringer discussion	Bring the class back together to discuss. Ask three students to share, then provide thoughtful feedback and ideas to propel the discussion forward. Make sure to thank students for contributing to our class conversation!	Students will focus on the activity at hand, displaying appropriate discussion behaviors. Students should be willing to share and engage with others' ideas.
15 minutes	Lecture	Begin our lecture on the Vietnam War and music's role in anti-war efforts. The goal of this presentation is to provide contextualization that can be used in the following activities. Before starting, hand out printed copies of the presentation to those who need it.	Students will listen to the lecture, take notes, and ask questions as needed. Students are encouraged to ask for clarification when the content is unclear or if the lecture is too fast paced.
10	Explanation of Activities/Modeling	Model the activity (song analysis). First, pull up the song "For What It's Worth" by Buffalo Springfield.. Note that this song was not originally created in response to the Vietnam War; however, it grew in popularity because of its lyrical significance. Watch the video and have students follow along with the lyrics. Take the song chunk by chunk, reading it aloud. Annotate as you go along. Make your thought process clear and provide context throughout the entire demonstration. When the analysis is completed, fill out the	Students will follow along with the teacher's demonstration. They should be paying close attention to each step the teacher takes so they can practice the same skills later.

		“What’s the Perspective on this Topic?” graphic organizer with the class.	
20 minutes	“Expert” Group Song Analysis	Break students out into groups. Explain these instructions thoroughly to the students before they begin. Walk around to monitor student progress and help if groups get stuck. If the class is struggling with a particular step, pause the activity and scaffold accordingly.	Students will be assigned an “expert” group and a particular song to look at. Students should listen to the song and follow along with the lyrics on their assignment sheet. Once the song is finished, students should take the song chunk by chunk and analyze it. Students will then fill out their individual graphic organizers.
15	“Learning” Group Share-Out	Put students into new groups– preferably one song expert per group. Explain the newest instructions thoroughly to the students before they begin. Student discussion expectations should be reiterated here as well (listen to learn, ask questions, be respectful, etc.). Collect student sheets as a formal assessment.	Students will then be sorted into “learning” groups where everyone has a different song. Each student will share their findings with one another. They will turn in their sheets once everyone in their group has shared.
7 minutes	After Activity Reflection	Have the class come back together to chat about what they learned– specifically if anything surprised them, what was the biggest commonality between everyone’s songs, and why students are studying music to learn about the Vietnam War. Take the time to explain that anti-war sentiments could reach wider audiences through music; furthermore, music captured common attitudes about the war.	Students will share their thoughts and ideas about what they learned.

5 minutes	Post-lesson entry	The post-lesson journal prompt will be displayed on the board. Students will answer the following: How does music help us understand historical events in America? Provide concrete examples. I will walk around, checking for progress and assisting students as needed. I will remind students to turn their journal entries into the electronic submission portal.	Students will open their journal documents on their computers, read the prompt, and write their responses. Students are expected to write 4-5 sentences while providing sufficient evidence and analysis for their claims.
Accommodations & Differentiation			
Throughout this lesson, I tried to consider various ways to adapt this lesson and fit the needs of different learners. I implemented a modeling portion of the lesson to show students what they would be doing and why I chose this activity. Students who struggle with verbal directions might find more meaning when the instructions are demonstrated as a process. Listening to the song may provide more insight into the musician's arguments and help students with their analysis. In addition to this, the use of work groups engages students with their peers and their varying knowledge/skill levels. Students who are proficient in disciplinary strategies can assist those who are not as familiar. ESL students also benefit from interacting with proficient language speakers. Diversifying groups also gives students the chance to work with others and gain new insight. My emphasis on group work was an intentional tactic to boost learning on both ends—so students of all levels advance academically. I inserted opportunities to interact with students throughout the learning process (taking breaks to the scaffold, walking around during work time, and thanking/complimenting students for sharing their thoughts). Being present in the learning process is a great way to track progress while creating a classroom environment conducive to learning. Overall, I tried to think of subtle yet beneficial ways to enhance the learning experience in my classroom.			