

## Iowa's Role and the Importance of Music in the Vietnam War

*NCSS thematic strand: Time, continuity & change*  
*9<sup>th</sup> grade*

### Purpose

This lesson was designed as part of a three week unit on the Vietnam War. I chose to do this lesson because it is relevant to students given it involves Iowa's role in Vietnam. Students will also analyze songs.

### Objectives

Students will understand the role that Iowa played in the war.

Students will identify the importance of music for the young generation during the time of the Vietnam War by analyzing song lyrics and determining how they relate to concepts and events previously discussed in class.

### Materials

- ❖ "The Vietnam War" (reading) available at [http://iptv.org/iowapathways/mypath/cfm?ounid=ob\\_000339](http://iptv.org/iowapathways/mypath/cfm?ounid=ob_000339)
- ❖ "Still in Saigon" by Charlie Daniels
- ❖ "I feel like I'm fixin to die" by Country Joe and the Fish
- ❖ "Ballad of the Green Berets" by Sgt. Barry Sadler

Songs are available on Youtube.

### Procedures

#### Procedure 1

Explain to students that you are going to be talking about the role that Iowa had in the Vietnam War. Tell students they will be put into six groups. Each group will be responsible for reading one of the sections and discussing. They will then write a detailed summary of their section to present to the class. Inform the class that every person in the group has to either write part of the summary or present part of it.

#### Procedure 2

Place students in groups and assign reading sections. Direct students to read and write the summary.

#### Procedure 3

Students will present their sections to the class.

#### **Procedure 4**

Transition lesson and focus on the importance of music during this time period. Ask students to remember previous discussions about Woodstock and some famous artists of the time.

#### **Procedure 5**

Display lyrics of first song on the board for the class. Ask students to write down the answers to the following questions as they listen to the song:

- ❖ What is the general mood of the song?
- ❖ Is the song pro-war or anti-war?
- ❖ What lyrics relate to concepts or events that we have previously learned about in this class?

#### **Procedure 6**

After the song finishes, discuss questions as a class.

#### **Procedure 7**

Repeat 6 & 7 for the remaining songs. Then ask students what similarities and differences they found between the songs.

#### **Assessment**

Evaluation of this lesson is based on classroom discussion and student participation.