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<th><strong>Unit 6-Toward a Global Civilization</strong>&lt;br&gt;<strong>Chapter 27 Sec 2</strong></th>
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| **Do Now** | **I WANT STUDENTS TO:**

1. **KNOW** how to compare the different war protest songs to understand the various points of view of the songwriters and of the American people.  
2. **UNDERSTAND** and explain how effective protest songs were an agent for change in society.  
3. Complete a Music as a Primary Source organizer complete with the analysis of each song selected *(SKILL)*. |
| **Learning Targets and Intentions of the Lesson** | **Scope and Sequence of the Lesson**

27.1-3-1 – Instructor will explain the learning targets and direction of the lesson.
27.1-3-2 – Instructor will Review the significance of the TET Offensive (the Vietnamese New Year) and how it was an American military victory, but a devastating defeat in the eyes of the American people.
27.1-3-3 - Students will follow direct instruction taking Cornell style notes to record information on the Music as a Primary Resource as an agent for change in society.
27.1-3–4 - Before students begin the activity have them review their notes for further comprehension.
27.1-3-5 Instructor and students will hear the selected songs as the instructor provides a brief context/history of the song and the songwriter bias for clarity.
27.1-3-6 – Each group of 2 will select two songs to:
   1. compare differences and similarities,
   2. complete the music as a primary source analysis organizer, and share their findings with the class. |
| **Closure Activity** | Students will complete a timed free-writing activity addressing: Are protest songs effective as an agent for change in society, thus influencing history? Cite evidence from the songs you analyzed or the songs shared by classmates. |