Can Music Cause Cultural Change?

http://societyofrock.com/creedence-clearwater-revival-fortunate-son/

Supporting Questions

1. What political/social movements are going on during the Vietnam War?
2. What tactics were used by protesters?
3. How is music a powerful form of propaganda or protest?
## Can Music Cause Cultural Change?

### Arkansas Standards for Social Studies

**Era 9.6.USH.2** - Analyze causes and effects of cultural changes on society in the United States

**Era 9.6.1, Era 9.6.3, Era 9.6.5**

### Staging the Question

Play a short clip from Creedence Clearwater Revival’s song “Fortunate Son” and provide students with a copy of lyrics from the clip.

### Supporting Question 1

What political/social Movements were going on during the Vietnam War?

### Supporting Question 2

What tactics were used by protesters?

### Supporting Question 3

How is music a powerful form of propaganda or protest?

### Formative Performance Task

**Supporting Question 1**

Create a graphic organizer that illustrates movements with their causes.

**Supporting Question 2**

Complete a compare and contrast worksheet describing 2 tactics used by protesters. Which do you feel was more effective and why?

**Supporting Question 3**

Select three protest songs and write their interpretation of the lyrics

### Featured Sources

**Source A**: Textbook Chapter covering the Vietnam War

**Source B**: Protests in the 1960s

**Source C**: Protesting in the 1960s and 1970s

**Source A**: CBS Report on Kent State

**Source B**: The Students for a Democratic Society

**Source C**: PDF Anti-War Timeline

**Source D**: Propaganda Techniques

**Source A**: Rolling Stone Magazines "10 Best Protest Songs"

**Source B**: Council on Foreign Relations 20 Best Vietnam Protest Songs

**Source C**: Freedom Road Blog Music of the Vietnam Era

### Summative Performance Task

**ARGUMENT** Can Music Cause Cultural Change? Construct an argument (Collage, Essay, protest song) that discusses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.

**EXTENSION** Pick a song of your choice to analyze which elements of the song have brought about cultural change and describe these changes.

### Taking Informed Action

**UNDERSTAND** Investigate both sides of a current issue and determine the significance of political discourse through discussion or protest.

**ASSESS** Examine a current issue that is used in song or other protest that the student shows an interest in.

**ACT** The student will draft a letter to their representatives to express their viewpoint and to request the viewpoint of the representatives and their reason for this stance.
Overview

Inquiry Description

This inquiry leads students through an investigation of the impact of music on the progression of cultural change. By investigating the compelling question “Can Music Cause Cultural Change?” students evaluate the effect of music on social issues. The formative performance tasks build on knowledge and skills through the course of the inquiry and help students help students to recognize the power of music on social change. Students create an evidence-based argument about the power or lack thereof of power to influence social change.

In addition to the Key Idea listed previously, this inquiry highlights the following Conceptual Understanding:

Era 9.6.1. - Analyze the roles of individuals, groups, and the government in securing civil rights during the mid-20th century using a variety of primary and secondary sources
Era 9.6.3. - Analyze the technological transformation of post-World War II America
Era 9.6.5 - Construct historical arguments of long-term effects of social and economic changes occurring during the mid-20th century using available data and multiple sources

It is important to note that this inquiry requires prerequisite knowledge of historical events and ideas. Thus, students should have already studied the period of the Cold War and the growing tensions that resulted from the end of the Second World War and the redistribution of territories, especially within Southeast Asia. The concept of Containment as a policy is important as well. Note: This inquiry is expected to take six to eight 40-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and featured sources). Teachers are encouraged to adapt the inquiries in order to meet the needs and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

Structure of the Inquiry

In addressing the compelling question “Can Music Cause Cultural Change?” students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument supported by evidence while acknowledging competing perspectives.

Staging the Compelling Question

In staging the compelling question, “Can Music Cause Cultural Change?” teachers may prompt students with
Play the songs, “Fortunate Son” or “What is it Worth?” providing lyrics, and discuss relevant questions to the lyrics. Allow students to discuss what the song might mean, and how it might have been different during the Vietnam War.

**Supporting Question 1**

The first supporting question - “What political/social movements were going on during the Vietnam War?” has students explore the level of unrest in the United States as the Vietnam War raged on. The formative performance task asks students to create a graphic organizer that illustrates movements with their causes. The featured sources for this question will allow students to locate and list numerous movements. Featured Source A is will be the foundation of the material from the textbook or an online textbook if no actual textbook is in the classroom. This reading will set up the idea of Vietnam as an area of conflict. Featured Source B is a listing of various protests of the 1960s. Featured Source C is another look at protest and unrest, going into the 1970s. Both of these set up the environment of tension, unrest and uncertainty of the period.

**Supporting Question 2**

For the second supporting question—“What tactics were used by protesters?”—students create a T chart to list different protests and determine their effectiveness. In order to do this, students may have to first individually or as a group determine what an effective protest is. In addition to the resources from the previous supporting question, the featured sources provide students with additional materials that allow them to assess the impact of various types of protests. Featured Source A is the CBS news report of the shooting at Kent State. Featured Source B is an overview of the Student Democratic Society as one of the largest protest groups. Featured Source C is a pdf within a lesson plan that summarizes the timeline of protest and war events. Featured Source D is a list of propaganda techniques students can recognize in songs, posters, and text reading.

**Supporting Question 3**

The third supporting question—“How is music a powerful form of propaganda or protest?”—asks students to determine how music played a role in influencing American sentiment on Vietnam. The formative performance task will be to select three protest songs and write their interpretation of the lyrics. In addition to the previous featured sources, the sources for this task link the various musical items that indicate the level of fear, unrest or support of the Vietnam War. Featured Source A is the Rolling Stone Magazines Ten Best Protest Songs. Featured Source B is a similar list from the Council on Foreign Relations. Featured Source C is a blog, Freedom Road, that looks at the music of the Vietnam Era.

**Summative Performance Task**

At this point in the inquiry, students have examined sources that cover both the types of protest of the Vietnam War but also specific songs that were indicative of the period.
Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims. In this task, students construct an evidence-based argument using multiple sources to answer the compelling question “Can Music Cause Cultural Change?” It is important to note that students’ arguments could take a variety of forms, including a detailed outline, poster, essay or original song lyric. Students’ arguments will likely vary, but could include any of the following:

- **Music certainly played a major role in the culture of Americans in the Vietnam era, but music itself didn’t change the people and their support of the war.**
- **Music was playing in stadiums and in dorm rooms, on street corners and in cafes and this constant reminder that America was involved in a war spoke both to people who supported it but maybe more dramatically for those who opposed it.**
- **Music has always been used in war times to rally public sentiment, but maybe this time the music too loudly cast doubts, fears and tension. It may not have changed culture but it altered the support for the war.**

To extend their arguments, teachers may have students interview individuals who lived during the Vietnam era and can speak to their experiences with music, protest, support or lack of support. Students have the opportunity to Take Informed Action by drawing on their understandings of How Music changes culture.

**UNDERSTAND** Investigate both sides of a current issue and determine the significance of political discourse through discussion or protest.

**ASSESS** Examine a current issue that is used in song or other protest that the student shows an interest in.

**ACT** The student will draft a letter to their representatives to express their viewpoint and to request the viewpoint of the representatives and their reason for this stance.

Additional Resources that may be useful in this Inquiry, especially if no textbook is available:

1. [Top Essentials to Know About the Vietnamese War](#)
2. [Facts, information and articles about The Vietnam War](#)
3. [2015 Washington Times Understanding the Vietnam War in context](#)
4. [Digital History Overview of the Vietnam War](#)