

EL/Civics Lesson Plan

Program Name Euclid EL/CIVICS

Staff Responsible for Lesson Wendy Oliver

Date(s) Used	11/17/10
Civics Category	III. US History and Government and Citizenship Preparation
Civics Objective	2. Government and Law - Identify events in federal history.
Time Frame to Complete Lesson	2 hours
EFL(s)	NRS 5, and 6
Standard(s)	Integrate information from listening with prior knowledge to address listening purpose - Integrate information from listening with prior knowledge to address listening purpose
Benchmark(s)	L4.5, 5.5, 6.5-Recognize frequency adverbs and simple modals, reduced speech, common idioms, prepositions, phrasal verbs and slang, etc.
Materials	http://www.youtube.com/watch?v=A50IVL+SQik -Universal Soldier Attachment 1 - The Vietnam Era Computer with internet access http://www.youtube.com/watch?v=QhnPVP23rzo - we shall overcome Attachment 2 - Lyrics Cloze - Universal Soldier
Activities	Ask students why music is important. Elicit ideas and board them. (relaxation, beauty, cultural preservation, dance, etc.) Ask them if they have ever heard of music as a form of protest. Ask them if people in their countries, on different sides of an issue, ever had a song that was like an anthem. Use the example of We Shall Overcome sung by black Americans who marched in peaceful protests. Play We Shall Overcome from You tube. http://www.youtube.com/watch?v=QhnPVP23rzo Hand out Attachment 1. Have students read silently and use dictionaries when needed. Some vocabulary may need more explanation (counterculture, for example). Check comprehension. Focus on the issue of draft dodging and the conflict between civic duty and a desire to end the war by

EL/Civics Lesson Plan

	<p>resisting the draft. Explain that there was a song about this at the time.</p> <p>Set up a listening cloze and hand out attachment 2. Explain that they are to try to figure out the missing words by listening carefully. Explain that even if they don't know the word, they should try to write the sounds that they hear. Walk through the lyrics before hand and explain any unknown vocabulary. Ask if they can guess any of the words.</p> <p>Play multiple times as needed. http://www.youtube.com/watch?v=A50IVL+SQik</p> <p>When students feel like they have figured out all that they can, go over it as a group and fill in the blanks. Be sure to comment positively on good guesses and phonetically correct misspellings. Then replay the video a final time.</p>
Assessment/ Evidence	Discuss what students think they would have done if they had been drafted at 19. Do they agree with the song? Do they think song protests might be successful today with these wars?
Reflection	There was a good amount of discussion about the draft versus volunteer armies. The concept of protest is quite foreign to my class, many of who are from Laos, former Russian countries and Bosnia. Most did not think they would resist a draft. It is probably a good idea to spend more time on protest in general before launching this lesson.

EL/Civics Lesson Plan

The Vietnam Era – Easy English Version

While the war was happening in Vietnam, there was another kind of war inside the US. It was the war against the war. Citizens began to protest. Young people had the most to lose and they protested the most. They made a lot of changes that became the 'counterculture'. It was very shocking to their parents.

Women began to wear pants, men grew long hair and everyone pierced their ears. Many people began to use drugs, especially marijuana and LSD. Part of this movement was women's liberation, the sexual revolution (free love), and new roles for men and women. The start of the birth control pill also helped this movement. Another part was civil rights for black people. Protecting the earth was also important. The new youth believed in peace. Hippies and flower children were very different from their parents. Their music was also very different. Their parents had liked Big Band music and Frank Sinatra. The new movement preferred Rock and Roll and protest music of the folk singers.

Protests against the Vietnam War were common. Students gathered in large numbers and the government called the National Guard to control the crowds. At Kent State in Ohio, 4 students were killed. Students did not trust the police and most adults did not trust the students. There were bomb threats and fires. In 1971 the Capital was bombed.

The news showed pictures of the war for the first time. In the 60's support for the war decreased every day. The government stories about the success of the war did not match the TV pictures and many people began to distrust the government.

Many men were drafted. Some young people believed that if no one went to war, the war would have to end and so they asked other young people to refuse to go, to run away to Canada, or to be Conscientious Objectors. Many burned their draft cards and risked prison. Some burned the US flag. That upset older Americans who believed their government and thought being drafted was a duty as an American citizen.

When the veterans came back from Vietnam in the early 70's, they were greeted with a lot of anger. Some people thought they were the reason the war didn't end sooner. There was a very big difference between the people who went to war and the people who didn't. There were no parades and they were not treated like heroes. The new youth culture did not share the traditional American values that the soldiers had.

Music was important. It spread the new culture and it helped stop the war. The biggest music event was Woodstock. It was a free concert in New York. 500,000 young people came. Some came for the music, others were anti-war protestors, some were military veterans, some used drugs and some were against drugs, some were pro-government and others against it. Even though it rained most of the time and there were not enough bathrooms and food was limited, people got along non-violently. 3 people died and 3 were born, but so many young people in one place under bad conditions proved that we could live together as family in spite of our differences.

Donovan » Universal Soldier Lyrics

He's five foot-two, and he's _____ feet-four,

He fights with missiles and with _____.

He's all of thirty-one, and he's _____ seventeen,

Been a soldier for a _____ years.

He's a Catholic, a Hindu, an _____, a Jain,

A Buddhist and a _____ and a Jew.

And he knows _____ shouldn't kill,

And he knows he always _____,

Kill you for me my friend _____ me for you.

And he's _____ for Canada,

He's fighting for _____,

He's fighting for the USA,

And _____ fighting for the Russians,

And he's fighting _____ Japan,

And he thinks we'll put an _____ to war this way.

And he's fighting for _____,

He's fighting for the Reds,

He _____ it's for the peace of all.

EL/Civics Lesson Plan

He's _____ one who must decide,

Who's to _____ and who's to die,

And he _____ sees the writing on the wall.

_____ without him,

How would Hitler _____ condemned him at Dachau?

Without him Caesar _____ have stood alone,

He's the one _____ gives his body

As a weapon of the _____,

And without him all this killing _____ go on.

He's the Universal Soldier _____ he really is to blame,

His _____ come from far away no more,

_____ come from here and there and _____ and me,

And brothers can't you _____,

This is not the way we _____ t the end to war.

EL/Civics Lesson Plan

He's five foot-two, and he's six feet-four,
He fights with missiles and with spears.
He's all of thirty-one, and he's only seventeen,
Been a soldier for a thousand years.

He's a Catholic, a Hindu, an Atheist, a Jain,
A Buddhist and a Baptist and a Jew.
And he knows he shouldn't kill,
And he knows he always will,
Kill you for me my friend and me for you.

And he's fighting for Canada,
He's fighting for France,
He's fighting for the USA,
And he's fighting for the Russians,
And he's fighting for Japan,
And he thinks we'll put an end to war this way.

And he's fighting for Democracy,
He's fighting for the Reds,
He says it's for the peace of all.
He's the one who must decide,
Who's to live and who's to die,
And he never sees the writing on the wall.

But without him,
How would Hitler have condemned him at Dachau?
Without him Caesar would have stood alone,
He's the one who gives his body
As a weapon of the war,
And without him all this killing can't go on.

He's the Universal Soldier and he really is to blame,
His orders come from far away no more,
They come from here and there and you and me,
And brothers can't you see,
This is not the way we put the end to war.