



Protest Music

By: Amanda Martin

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Pop Culture
Grades 9-12



Introduction

What do Bruce Springsteen and Creedence Clearwater Revival have in common? They both expressed political views through their music. Students will analyze the lyrics of two songs in relation to their viewpoints surrounding America's involvement in Vietnam.

Learning Objectives

([CCSS.ELA-Literacy.W.9-10.2](#)) Students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Materials Needed

- Access to YouTube or a music streaming service
- Song lyrics
- Journals/notebooks/paper

Procedure

1. Play the song "Fortunate Son" by Creedence Clearwater Revival and display the lyrics to the song on the board for students to view.
2. Explain that this song was released in 1969 as an anti-war protest song. Many Americans were against the United State's role in Vietnam. Lead a discussion about what this song is trying to convey to listeners. Ask the following questions and discuss each: *What does the writer mean by "some folks inherit star-spangled eyes"? What is a fortunate son?*
3. Now, inform students that they will uncover the meaning behind Bruce Springsteen's song, "Born in the USA." Allow students to listen to the song first. Once they have done so, ask for a few student volunteers to explain what they think the song is about. Give students a copy of the lyrics and one piece of information: This song is about a Vietnam War veteran who returns home to bad circumstances. Students will write a 5-paragraph text explaining the song's meaning and importance. The text should follow this format: introduction, 2-3 supporting paragraphs (citing song lyrics), and a concluding paragraph.

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Evaluation

Please use the following rubric to evaluate each student's essay.

"Born in the USA"	4 (Excellent)	3 (Good)	2 (Okay)	1 (Needs Improvement)
The student includes an introductory paragraph.				
Body paragraph 1 cites evidence from the song.				
Body paragraph 2 cites evidence from the song.				
Body paragraph 3 cites evidence from the song.				
The student includes a paragraph of conclusion				
The student uses complete sentences with appropriate capitalization, grammar, and punctuation.				