



# A 60s Trilogy

## Grade 12

### Ohio Standards Connection

#### Fine Arts – Music

#### Historical, Cultural and Social Contexts

##### Benchmark B

Research and explain how music and composers both influence and are influenced by society and culture.

##### Indicator 5

Explain how music reflects the social events of history.

#### Fine Arts – Music

#### Valuing Music/Aesthetic Reflection

##### Benchmark B

Explain how people differ in their music preferences based on their personal experiences.

##### Indicator 3

Explain how purpose, meaning and value of selected music works change because of the impact of life experiences.

### Lesson Summary:

*This lesson is in two parts. In Part One, students will select and research one of these three events from the 1960s—the Vietnam War, the civil rights movement or the counter culture movement—and will select songs that are associated with these events. They will prepare outlines and give oral presentations about the selected events and songs, emphasizing the correlation between the two.*

*In Part Two, students will conduct interviews with people who lived during the 1960s and ask them to recall the events and identify songs associated with those events. The interviewees will be asked to express their feelings about the events and songs and if their feelings have changed or remained the same over time. Students will write interview reports and incorporate the information into their presentations, if appropriate.*

**Estimated Duration:** Six 45-minute sessions, with an extra day for class presentations, if needed

### Commentary:

Students need to know how to use computers and other materials. The 1960s is an excellent decade to connect history and music because many of the songs at that time carried strong political and social messages. In addition, many of the adults the students will be interviewing were teenagers during the 1960s, and it will give today's teenagers a perspective on teenage life more than 40 years ago.

### Pre-Assessment:

See Attachment A, "A 60s Trilogy" Pre-Assessment. Play a popular song from the 1960s that has general social overtones such as "If I Had a Hammer," rather than event-specific text such as "Birmingham Sunday."

### Scoring Guidelines:

Evaluate the information on the pre-assessment to discover what students know about the music from the 1960s. Use this information to modify the lesson plan for your students.



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### Post-Assessment:

- In oral presentations, students present their chosen cultural, social or political events and selected songs to the class. The presentations should increase students' awareness of the correlation between the role music and composers can play in cultural, social or political events.
- Students prepare written reports about the interviews they conducted. From the first-person information they receive about the events and music of the 1960s, they will conclude how the value and meaning of the music changed or stayed the same over time for the interviewees.

### Scoring Guidelines:

See Attachment D, "A 60s Trilogy" *Presentation Rubric*, for the post-assessment rubric.

### Instructional Procedures:

#### **Day One**

1. Distribute Attachment A, "A 60s Trilogy" *Pre-Assessment*.
2. Play a 1960s song. Have students listen and answer the five pre-assessment questions.
3. Collect the pre-assessments and discuss the questions with the class, placing the song in its 1960s context.
4. Introduce the "trilogy" of these significant 1960s events: the Vietnam War, the civil rights movement and the counter culture movement.
5. Write the words "Civil Rights Movement" on a large piece of chart paper leaving room for two more columns for the next two events. Students offer events in this movement they think occurred in the 1960s.
6. Guide the discussion and list those events that actually occurred in the civil rights movement during the 1960s such as:
  - Assassination of Martin Luther King, Jr. – 1968;
  - Woolworth sit-in – 1960;
  - Peace marches – with Martin Luther King, Jr., throughout the decade;
  - The *I Have a Dream* speech Martin Luther King, Jr., delivered in 1963;
  - Assassination of Malcolm X – 1965;
  - Thurgood Marshall becomes the first black person appointed as a justice to the Supreme Court – 1967.
7. Assign research about the other two categories, the Vietnam War and the counter culture movement, as homework. Students should find several significant events under each category.
8. Ask students to begin collecting songs from the 1960s that seem to have political, social or cultural meanings, especially for the trilogy of events emphasized in this lesson.

### Instructional Tips:

- More than one day may elapse between Days One and Two to give students time to research and collect songs.
- Build a classroom library of 1960s songs the students could use in their research.



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### Day Two

9. Distribute Attachment B, “A 60s Trilogy” *Event Record*, so students can take notes on today’s discussion. This helps them categorize what they know about the events being discussed.
10. Put the chart paper from the previous lesson back up on the board. Review the events listed under the civil rights movement title and add to the list, if desired.
11. Add two more columns, one marked “Counter Culture Movement” and one labeled “The Vietnam War.” Ask students to offer events for each of the two categories.

### Instructional Tip:

Add important events in all categories if the students do not bring them up in the discussion.

12. Have students write down what they think they will need to know about the events that most interest them.
13. Next, have students offer songs they have found. Write the song titles alongside the events that best fit the texts.

### Instructional Tip:

Be prepared to add important song examples in each category.

14. Have each student select (or you may assign) an event. Tell students to select songs associated with their events and record their events and songs on Attachment B, “A 60s Trilogy” *Event Record*.
15. Collect Attachment B, “A 60s Trilogy” *Event Record* and compile a list of events and songs.

### Day Three Project Part One

### Instructional Tip:

Meet with the librarian or media specialist to establish a procedure for students to use when they do research later in the lesson.

16. Give students back their copies of Attachment B, “A 60s Trilogy” *Event Record*, filled out during the previous lesson.
17. Distribute Attachment C, *Instructions for “A 60s Trilogy” Making a Presentation*. Discuss the presentation, outline and song requirements. Distribute Attachment D, “A 60s Trilogy” *Presentation Rubric*, and review.
18. Prepare students for the research activity in the computer lab or library.
19. Have students write their names and chosen events and songs on Attachment C, *Instructions for “A 60s Trilogy” Making a Presentation*, before you collect them.



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### **Instructional Tips:**

Some students may need to change their chosen events and songs after starting their research because they cannot find enough information. They may not change their events or songs unless you approve or authorize the changes.

### **Day Four**

20. Take the class to a computer lab or library.
21. Give students back their copies of Attachment C, *Instructions for "A 60s Trilogy" Making a Presentation*, so they can use them to guide their work.
22. If computers are available, ask the librarian or media specialist to introduce students to various Web sites for the events and to explain your school's policies for using the Internet. Ask the media specialist or librarian to review the format required for the bibliography.

### **Instructional Tips:**

- Ask the librarian or media specialist to make various Web sites accessible. See Research Connections for a suggested list of Web sites.
- Prepare a bibliography citation guide for students. Use the same format that the language arts teachers in your school use. If no particular format is used, either APA or MLA library formats are acceptable.
- Have students conduct research in the computer lab or library. All students should have an opportunity to work in the computer lab or library for at least one class session.

### **Day 5 Project Part Two**

23. Distribute Attachment D, *"A 60s Trilogy" Interview Questions*.
24. Discuss the interview questions with the students and any additional questions they may wish to ask.
25. Discuss how to ask a person for an interview and how to make sure the interviewee was a teenager or adult in the 1960s.
26. Ask the students to prepare written reports about their interviews to be turned in with their presentation materials. Students may use interview information in their presentations if it applies to their events and songs.

### **Instructional Tip:**

The interview is a homework assignment and conducted during the time allotted for the project.

### **Day Six**

27. Review the due date for the presentation, outline, interview summary and oral report. Answer questions and address concerns students may have about the presentations. Give students time to work on the presentations.
28. Have students write outlines, bibliographies and interview reports on separate sheets of paper.



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29. Distribute Attachment E, “A 60s Trilogy” *Presentation Rubric*. Have students work with their peers to see if they covered all categories of the rubric in their presentations.
30. Encourage students to rehearse their presentations outside of class time.

### Day Seven

31. On the project due date, have students give their presentations to the class. Depending on your time guidelines for each presentation, this may take more than one class period.
32. Before the students make their presentations, have them turn in their outlines, bibliographies and interview reports for you to review.
33. Use Attachment E, “A 60s Trilogy” *Presentation Rubric*, to assess the final presentations. The assessment includes the presentation, outline, event, song and interview report.
34. Collect from the students all materials used in their presentations. If time does not permit some students to give their presentations on the due date, collect all materials in the remaining presentations and return them when it is time for those students to give their presentations.

### **Instructional Tip:**

Attach outlines, bibliographies and interview reports to the completed rubric sheets and return to students.

### **Differentiated Instructional Support:**

Instruction is differentiated according to learner needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).

- Pair students to ensure that those whose research skills are low are working with those whose skills are high.
- Help students who are not meeting the standard select songs that are appropriate for their events.
- Allow students to create presentations using available materials and resources including multimedia technology.
- Encourage students to analyze the positive and negative aspects of the 1960s events and explain how they have affected their lives.
- Allow students who are exceeding the standard to compose original songs showing their perspectives of the 1960s events or current events.
- Encourage students to expand the interview with their interview subjects reporting how the event affected or influenced the interviewees or their communities. Students could record (audio or video) the interviews, with permission, then design scripts to dramatize the interviews.
- Students could compile transcripts of their interviews.
- Students could present dramatizations of the songs with costumes and instruments.
- Students could compile portfolios with pictures and songs about the events.



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### **Extensions:**

- Plan a field trip to the Rock-n-Roll Hall of Fame Museum in Cleveland to learn about songwriters of the 1960s. The museum has several lessons available. Check its Web site.
- Invite a guest speaker to share his or her experiences of an event during the 1960s. Possibilities could include a Vietnam veteran or someone who attended Woodstock.
- As a class, decide what questions to ask someone involved in the civil rights movement. Create a chat room so the class could ask these questions and listen to the responses.
- Give students who are exceeding the standards an opportunity to choose other presentation formats such as presentation software, video, online interview via e-mail and instant messaging to make their presentations or conduct their research.
- Encourage students to create dramatic presentations portraying soldiers, activists or members of a rock band during the 1960s.
- Encourage students to compose songs about current issues such as recycling in the student's community or school. Ask them to explain how the song might affect today's culture.

### **Home Connection:**

- Host or sponsor a parent night to present the "A 60s Trilogy" presentations.
- Have students interview Vietnam veterans in the community and compile a report of similarities and differences in the soldiers' experiences.
- Have students consult with family members who lived during the 1960s and create time lines combining all three of the trilogy's events. Tell students to show how the events overlap and influence each other.

### **Materials and Resources:**

*The inclusion of a specific resource in any lesson developed by the Ohio Department of Education should not be interpreted as an endorsement of that particular resource, or any of its contents by the Ohio Department of Education. The Ohio Department of Education does not endorse any particular resource. The Web addresses listed are for a given site's main page; therefore, it may be necessary to search within that site to find the specific information required for the lesson. Please note that information published on the Internet changes over time; therefore, the links provided may no longer contain the information related to a given lesson. Teachers are advised to preview all sites before using them with students.*

*Note: Some Web Sites contain material that is protected by copyright. Teachers should ensure that any use of material from the Web does not infringe upon the content owner's copyright.*



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*For the teacher:* chart paper, markers, chalkboard, access to a computer lab or library and Web sites for the Vietnam War, the civil rights movement and the counter culture movement

*For the student:* computer access, printer, pencil, manuscript paper, instruments, costumes, cassette tape and tape recorder, video recorder, video tape.

### **Vocabulary:**

\*Term found in the Fine Arts Academic Content Standards Music Glossary.

- compose\*
- composer\*
- civil rights movement- an organized effort during the 1960s that emphasized the rights of citizens; especially, the rights guaranteed to citizens of the United States, regardless of race or color. The 13<sup>th</sup>, 14<sup>th</sup> and 24<sup>th</sup> amendments to the United States Constitution and certain acts of Congress guaranteed these rights.
- culture\*
- counter culture movement - an informal expression during the 1960s that promoted free lifestyle with disregard for traditional practices, illegal drugs and sexual experimentation and a distrust of “the establishment” (social and political norms).
- evaluate\*
- expressive qualities\*
- mood\*
- social – relates to human society or living in organized communities
- Vietnam War- a long war between Communist North Vietnam and Non-Communist South Vietnam -- The United States supported South Vietnam while China and the USSR supported North Vietnam.

### **Technology Connections:**

- Have students use presentation software to prepare the three events in the trilogy including songs associated with those events.
- Have students produce videos or films using the events in the 60s trilogy.
- Have students edit videotaped interviews of Vietnam veterans, members of rock bands or folk groups of the 60s or people who attended Woodstock to use in class. Make sure students have permission from the interview subjects.
- Have students set up a Web site to share their information with others.

### **Research Connections:**

- Ross, Cynthia Myers and Karen Meyers Stangl (1994). *The Music Teacher’s Book of Lists*. New York: Parker Publishing Company.
- Relationships Between Musical and Social Patterns in America, Popular Music, *The Etzkorn*, 12(4) Winter, 1964, 279-286.



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- Alvermann, D.E., Moon, J.S., & Hagood, M.C. (1999). *Popular Culture in the Classroom: Teaching and Researching Critical Media Literacy*. Newark, DE and Chicago, IL: International Reading Association and National Reading Conference. [Newbookstore.reading.org/cgi-bin/Online bookstore.storfront/EN/Product/245-553](http://Newbookstore.reading.org/cgi-bin/Online%20bookstore.storfront/EN/Product/245-553).
- Song Lyrics as Text to Develop Critical Literacy, Carol V. Lloyd abstract.
- Makiri, J. (2000). Pop Culture Pedagogy and the End(s) of School. *Journal of Adolescent and Adult Literacy*, 44, 382-385.
- Crosby, D., & Bender, D., (2000). *Stand and Be Created: Making Music, Making History –The dramatic story of the artist and events that changed America*. San Francisco, CA: Harper Collins.

### Web sites:

[www.b2501airborne.com/vietnammusic.htm](http://www.b2501airborne.com/vietnammusic.htm)  
[www.britanica.compsedeldelic](http://www.britanica.compsedeldelic)  
[www.teacheroz.com/retro.htm](http://www.teacheroz.com/retro.htm)  
[kclibrary.nhmccd.edu/decade60.html](http://kclibrary.nhmccd.edu/decade60.html)  
[www.spectropop.com/hmadenibrief.html](http://www.spectropop.com/hmadenibrief.html)  
[http://en.wikipedia.org/wiki/Music History of United States](http://en.wikipedia.org/wiki/Music_History_of_United_States)  
[www.brownielocks.com/sixtieswarsongs.html](http://www.brownielocks.com/sixtieswarsongs.html)  
[members.tripod.com/~ffhiker/index-3.html](http://members.tripod.com/~ffhiker/index-3.html)  
[www.solcomhouse.com/music.htm-56k](http://www.solcomhouse.com/music.htm-56k)

### General Tips:

- Encourage students to be creative in developing their presentations.
- Use this lesson in a general music or humanities class.
- If you use this lesson in a performance setting such as band, orchestra or choir, it should correspond with a piece of music the students are performing or the theme of a special concert. Research time could take place during sectional rehearsals and presentations could happen during rehearsal periods.
- Remind students daily of the due date for the presentations, outlines, interview reports and songs.
- Allow students to work in small or large groups instead of doing individual projects. This may work best for large classes where you may not have enough time for many presentations.
- Consult with the school library-media specialist to schedule time for the students to do their research.
- Consult with the history or the social studies teacher and teach this unit at the same time they are teaching a unit on the 1960s in America.



## A 60s Trilogy Grade 12

### **Attachments:**

Attachment A, *“A 60s Trilogy” Pre-Assessment*

Attachment B, *“A 60s Trilogy” Event Record*

Attachment C, *Instructions for “A 60s Trilogy” Making a Presentation*

Attachment D, *“A 60s Trilogy” Interview Questions*

Attachment E, *“A 60s Trilogy” Presentation Rubric*



# A 60s Trilogy Grade 12

## Attachment A “A 60s Trilogy” Pre-Assessment”

Name: \_\_\_\_\_

1. Listen to the music selection. What is this song about?
2. Does the song relate to any particular social, cultural or political event? Explain.
3. Who would like this song better, you or your parents? Explain.
4. Would this song mean the same thing to your parents as it does to you? Explain.
5. From which decade is this song? (circle one)
  - 1950s
  - 1960s
  - 1970s
  - 1980s
  - 1990s
  - 2000s

Why do you think it is from this time period?



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## Attachment B *“A 60s Trilogy” Event Record*

Enter information about the civil rights movement on this table. As you discuss the Vietnam War and the counter culture movement, enter that information on the tables on the next page. Decide which events are most interesting to you and write down what information you think you will need to learn more about these events.

### The Civil Rights Movement

Events	Information I need



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### The Vietnam War

Events	Information I need

### The Counter Culture Movement

Events	Information I need

Event I have chosen: \_\_\_\_\_

Song I have chosen: \_\_\_\_\_



# A 60s Trilogy Grade 12

## Attachment C *Instructions for “A 60s Trilogy” Making a Presentation*

NAME: \_\_\_\_\_

Event and Song: \_\_\_\_\_

Process:

- Select an event from the examples discussed in class. Research the information written below for your chosen event and create a five-to-seven-minute presentation incorporating the 10 components listed here. You will give an oral report to the class about the event and present a song you have selected from that time.
- A bibliography of resources used is required. Use the format that the language arts teachers request. If they request no particular format, follow APA or MLA library formats.
- Your presentation may include a poster, a dramatic presentation, technological presentation or any other creative form.

### **I. 10 Components to Include:**

1. Name of event;
2. Brief description of the event;
3. Date and year or time span of the event;
4. Location of the event;
5. Person or people involved in the event;
6. Social implications of the event;
7. Information about the composer including if the song is an original composition or an arrangement;
8. Information about the lyricist; is it the composer or someone else?
9. The date or time span during which the song was composed;
10. How the event inspired the composer or how the composer’s music influenced the event or people’s reaction to, or opinion of, the event.

### **II. Research:**

General Guidelines:

- When searching online – Use the words Vietnam War, civil rights or counter culture to get started.
- When researching with key words, consider all possibilities about the event. Don’t limit yourself.

Sources:

- Search in Google, EBSCO, Yahoo!
- Multimedia Archive



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### **III. Timeline**

*Teacher Tips:*

Give due dates here. The following is an example.

Monday, March 20 – Periods 1,2,3,4,6,7,8 (small groups from 4, 6 and 8)

Tuesday, March 21 – Another group from 4, 6 and 8.

Wednesday, March 22 – Last group from 4<sup>th</sup> period.

**Projects due on: April 8, 2006**

One class session will be in the computer lab or library to research this project. For larger classes assign students to go to the computer lab or library in smaller groups while the rest of the class works on selecting events.



## **A 60s Trilogy Grade 12**

### **Attachment D “A 60s Trilogy Interview Questions**

Items to be included in the interview questions:

1. What was your life like in the 1960s? What cultural, social or political events do you particularly remember? How did you feel about these events? Do you still feel the same way today?
2. Was music important to you then?
3. If so, who were musicians you listened to? If not, can you name any 1960s musicians because you have heard their music on oldies radio stations?
4. How would you describe the music of the 1960s?
5. How did you listen to music? Live? Tapes? Records? Radio?
6. Was there an artist or group that you particularly enjoyed or followed?
7. Is there a song that stands out in your mind as meaningful to you at that time?
8. If so, how do you feel about that song and that artist or group today? Did the song and artist or group identify with a particular cultural, social or political event in the 1960s? If no song stands out to you, why do you think no song strongly influenced you at that time?
9. If a song does stand out in your mind from the 60s, does it still hold the same meaning for you or is it different today? If no song stands out in your mind, have you recently heard a song from the 60s that has any special meaning for you now?
10. Has your taste in music changed since the 1960s?
11. If music was important to you in the 1960s, does the music of that period still affect you today? If music was not important to you in the 1960s, has the music of that period gained importance for you through the years?



# A 60s Trilogy Grade 12

## Attachment E “A 60s Trilogy” Presentation Rubric

Student Name: \_\_\_\_\_

Event: \_\_\_\_\_

Song: \_\_\_\_\_

CATEGORY	4	3	2	1	0
<b>Required Components</b>	The presentation includes all 10 components plus additional information.	The presentation includes all 10 components but no additional information.	Six to nine of the components are included in the presentation.	Five or fewer components are included in the presentation.	No components are included in the presentation.
<b>Creativeness</b> (Original ideas and use of imaginative forms of presentation) and <b>Organization</b>	The presentation is exceptionally creative and organized.	The presentation is creative and organized.	The presentation is creative though a bit unorganized.	The presentation is not creative and is very unorganized.	No creativity or organization is present in the presentation.
<b>Grammar of Outline of Components</b>	There are no grammar or spelling mistakes in the outline	There are one or two grammar or spelling mistakes in the outline.	There are three to six grammar or spelling mistakes in the outline.	There are more than seven to nine grammar or spelling mistakes in the outline.	There are 10 or more grammar and spelling mistakes in the outline.
<b>Presentation of Selected Song</b>	Student relates all song lyrics or music to the event and explains lyrics or music thoroughly to the class. All borrowed sources have a citation.	Student relates all song lyrics or music to the event and explains lyrics or music adequately to the class. All borrowed sources have a citation.	Student relates all song lyrics or music to the event but does not explain lyrics or music adequately to class. Most borrowed sources have a citation.	Student does not relate song lyrics or music to the event or attempt to explain lyrics or music to the class. Several sources do not have citations.	Student does not present song lyrics or music.



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Interview	The interview answers all 11 questions plus additional information in the interview.	The interview answers 11 questions but no additional information is included.	Seven to 10 of the questions are answered in the interview.	Six or fewer questions are answered in the interview.	No questions are answered in the interview.
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Bibliography	Bibliography is complete and in a proper format.	Bibliography is complete with only minor problems in the format.	Bibliography is complete with many problems in the format.	Bibliography is incomplete.	No bibliography is included.
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