



[Note to Teachers: This series of lessons uses songs that address the use of drugs for recreation and escape. If your school policy allows, you might take advantage of opening a discussion on the topic of inappropriate use of drugs. If your curriculum is subject to restrictions on the topic, you should review the videotape before using it in the classroom.]

BEHIND THE MUSIC

Music in America 1968

Lessons for Music and Social Studies Classes, Grades 9-12

Songs from Two Generations

Lesson 2 of 4

Objective

- Students will identify popular songs from 1968 era and analyze some of the topical and musical elements
- Students will identify popular songs from today and analyze some of the topical and musical elements
- Students will consider the effectiveness of musical elements to convey a message

National Standards 6,7, 9— Listening to, analyzing, and describing music; Evaluating music and music performances; Understanding music in relation to history and culture.

Materials

VHS VCR Player

Television

VH1 Cable in the Classroom program Behind the Music: Music in America 1968

Recordings and CDs of the late 1960s--provided by teacher

suggestions: "Fortunate Son"--Creedence Clearwater Revival

"We've Gotta Get Out of This Place"--Eric Burden and the Animals

"Ball of Confusion" by The Temptations

"The Feel Like I'm Fixin' to Die Rag"--Country Joe McDonald and the Fish

"Mrs. Robinson"--Simon and Garfunkle

- "Homeward Bound"--Simon and Garfunkle
- "White Rabbit"--Jefferson Airplane
- "How Do You Feel"--Jefferson Airplane
- "Hey Jude"--The Beatles
- "Revolution"--The Beatles

CDs of the late 1990s--provided by teacher and students

Web-based lesson materials

Procedures

1. As a classroom discussion, analyze social protest songs. Teachers, bring in recordings that you have or any collections of music from the late 1960s you may have access to. Your school or public library, as well as friends and family, may have some recordings. Listen to a variety of songs from the 1968 era--not just protest songs, but love songs, country-western songs, or jazz.
2. Lead the class in a discussion categorizing various elements of these songs. Write the following chart on the chalkboard and ask students to offer ideas on various songs from the era.

Song Chart

Song Title	Subject Classification	Tone Color Instrumental & vocal	Rhythm	Melody
"Fortunate Son"	War Protest	strident, raucous, harsh, guttural	forceful	choppy

3. Ask students to bring in their choice of music. Repeat the above category chart for these songs.
*Caution: Teachers, you may want to reserve the right to review and approve the music your students bring in for its appropriateness for the classroom.

Song Chart

Song Title	Subject Classification	Tone Color Instrumental & vocal	Rhythm	Melody
------------	------------------------	---------------------------------	--------	--------

examples

4. Lead the class in a discussion about the elements on both the charts. Ask students what ways these elements can be used to convey subject matter. For example, should an angry-sounding voice be used in a rap song about the aftermath of crime? Should a smooth, lyrical melody be used exclusively in love songs? Does an anti-war song need angry sounds in either tone color or rhythm? Can the message be conveyed as effectively using a different style? (For example, the more melodious and pure-tone singing of folk singer Joan Baez and vocal duo Simon and Garfunkel.) What about using a country-western rhythm and vocal style for an anti-war song? ("The I Feel Like I'm Fixin' to Die Rag") Ask students if there is a connection between the message and the music.
5. Ask your students to compare and contrast the subject classification and song themes of music from the late 1960s with those of music from the late 1990s. Are there underlying themes in today's music? What is the underlying theme of much of the 1960s music in the video? (Anti-war sentiment.) Students may want to interview music faculty at a local college or community college, local musicians (rock, popular, and classical), or local radio disc jockeys.
6. Music often serves as a catalyst to draw society attention to certain issues. Ask students why music has this effect. What are some songs or themes in current music that have been used as a call to action? Here, too, students may want to interview music faculty at a local college, local musicians, or others in the community.

VH1, in partnership with Cable in the Classroom, collaborated with MENC: The National Association for Music Education to develop this series of lessons.

National Standards for Music Education

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

