





## Annotated Resource Set (ARS)

<b>Content Theme:</b>	The Counter Culture and Media		 The logo for the Library of Congress Teaching with Primary Sources program. It features the text "LIBRARY OF CONGRESS" and "TEACHING WITH" in blue, and "PRIMARY SOURCES" in red. The word "PRIMARY" is stacked above "SOURCES", and a blue silhouette of a quill pen is positioned between the two words.
<b>Developed by:</b>	Cher McDonald		
<p>Contextual Paragraph for Resource Set: The counter culture was outspoken on their opinions of the politics, policies and actions of the government and the Middle Class during the sixties. These primary sources reflect some of the opinions of the counter culture during this time.</p> <p><b>Essential Question:</b> How did the counter culture use music to express their ideas and opinions?</p> <p><b>This set will meet the Utah State Core: Standard IX, Objective 2, Indicator b</b></p> <ul style="list-style-type: none"><li>Assess the development of the mass media as the voice of the counter culture.</li></ul>			

## Resource Set The Counter Culture and Media

“Star Spangled Banner” Jimi Hendrix	“War” Edwin Starr (Gordy, 1970)	“Fortunate Son” Creedence Clearwater Revival (Fantasy, 1969)
		
<a href="http://www.youtube.com/watch?v=JnMKGSUDDqU">http://www.youtube.com/watch?v=JnMKGSUDDqU</a>	<a href="http://www.youtube.com/watch?v=01-2pNCZiNk">http://www.youtube.com/watch?v=01-2pNCZiNk</a> Lyrics below	<a href="http://www.youtube.com/watch?v=ec0XKhAHR5I">http://www.youtube.com/watch?v=ec0XKhAHR5I</a> Lyrics below

### Notes/Comments:

This lesson relies on the songs for primary sources. This will require access to YouTube to play the songs, personal music libraries, online music services, or the public library to access the songs. You could also use other songs to illustrate these ideas, here are some suggestions:

“Alice’s Rock & Roll Restaurant” Arlo Guthrie (Reprise, 1969)

short version of his 18-minute tale “Alice’s Restaurant Massacree” “Blowin’ in the Wind” Bob Dylan (Columbia, 1963)

“Born in the U.S.A.” Bruce Springsteen (Columbia, 1984)

“Draft Dodger Rag” Phil Ochs (Elektra, 1965)

“For What Its Worth (Stop, Hey What’s That Sound)” Buffalo Springfield (Atco, 1966)

“Give Peace a Chance” John Lennon and the Plastic Ono Band (Apple, 1969) recorded in a hotel suite in Montreal, Canada; new version by the Peace Choir (featuring son, Sean) charted, 1991).

“Ohio” Crosby, Stills, Nash and Young (Atlantic, 1970) written by Young after four students killed at Kent State University.

“Viet Nam” Jimmy Cliff (A&M, 1970)

# Annotations

Grade Level	Curriculum Connections	Curriculum Standards	Learning Objectives		Suggested Learning Strategies	Suggested Assessment Strategies	Links to Other Resources
			Content Objectives	Thinking Objectives			
11 <sup>th</sup>	<p><b>US History Utah State Core: Standard IX, Objective 2, Indicator b</b></p> <p><b>Reading</b></p> <p><b>Writing</b></p> <p><b>Inquiry</b></p>	<p>Examine the rise of the counter culture and its voice through music.</p> <p>Develop language through viewing media.; make inferences and draw conclusions</p> <p>Students will write informational text evaluating information and interpreting ideas.</p> <p>Use process of inquiry to deepen understanding.</p>	<p>Students will use primary sources to help them understand how the Counter culture movement influenced public opinion.</p> <p>Students will identify the effects of public protest on government policy.</p>	<p>Students will be able to analyze primary sources to increase their content knowledge of anti-war protests and the Counter culture movement.</p> <p>Students will read and comprehend original documents written during the historical period.</p> <p>Students will draw conclusions from examining primary documents.</p>	<p>1. Students will use the Analysis tool: Students will use the Analysis tool for sound recordings: <a href="http://www.archives.gov/education/lessons/worksheets/sound_recording_analysis_worksheet.pdf">http://www.archives.gov/education/lessons/worksheets/sound_recording_analysis_worksheet.pdf</a></p> <p>2. Students will use music to determine the attitudes of the counter culture towards the war in Vietnam.</p>	<p>These songs can be approached in a couple of different ways.</p> <p>1. Play Hendrix's "Star Spangled Banner" and ask the class the following questions as a group or in writing: "How does this song make you feel? What feeling do you think the musician was trying to express? What kind of mood does the song convey? What about the song contributes to this mood? What is the attitude of the artist towards the government and country? Is this a patriotic song, or a social commentary?"</p> <p>2. Play the other two songs and have the students write down parts of the lyrics that they feel are significant. Then pass out the lyrics as they listen to the songs again and have them repeat the exercise. As a class you can analyze the songs for their anti-war meaning.</p>	<p>PBS series, The Sixties has some additional resources: <a href="http://www.pbs.org/online/onlinelibrary/index.html">http://www.pbs.org/online/onlinelibrary/index.html</a></p> <p>The Rock and Roll Hall of Fame has a number of lessons including this one: <a href="http://rockhall.com/education/resources/lesson-plans/sti-lesson-5/">http://rockhall.com/education/resources/lesson-plans/sti-lesson-5/</a></p>

## Edwin Starr "War" Lyrics:

*[Drum roll intro.]*

(War!) ((Hooh!))  
Yeah!  
(What is it good for?)  
Absolutely (nothin').  
Uh-ha, aah-ha.

(War!)  
((Hooh!))  
Yeah!  
(What is it good for?)  
Absolutley (nothin').  
Say it again, y'all.

(War!) ((Hooh!))  
Look out!  
(What is a good for?)  
Absolutely (nothin').  
Listen to me,

OHHHH! ((War!)) I despise,  
'Cause it means destruction of innocent  
lives,  
War means tears to thousands of mother's  
eyes,  
When their sons go to fight and lose their  
lives.

I said WAR! ((Hooh!))  
Good God, y'all!  
(What is a good for?)  
Absolutely (nothin').  
Say it again!

(War!)  
(Hooh!)/Woh-woh woh-oh woh, Lord.  
(What is a good for?)  
Absolutely (nothin').  
Listen to me!  
  
(War!) It ain't nothin' but a heartbreaker,  
(War!) Friend only to the undertaker.  
OHHH! War is an enemy to all mankind.  
The thought of war blows my mind.  
War has caused unrest within the younger  
generation.  
Induction then destruction.  
Who wants to die?  
OHHHH!

((WAR!))  
Good (hooh!) God, y'all!  
(What is a good for?)  
Absolutely (nothin').  
Say it, say it, SAY IT!

(WAR!)  
Uh (hooh!) huh, yeah.  
Absolutely (nothin').  
Listen to me!

(War!) It ain't nothin' but a heartbreaker.  
(War!) It's got one friend that's the  
undertaker.  
OHHHH! War has shattered many a young  
man's dreams,  
Made him disabled, bitter and mean.  
Life is much too short and precious,

To spend fightin' wars these days.  
War can't give life, it can only take it away!

OHHH, WAR!  
(Hooh!)  
Good God, y'all!  
(What is a good for?)  
Absolutely (nothin').  
Say it again!

(War!)  
Woh-(hooh!)-woh woh-oh woh, Lord.  
(What is a good for?)  
a-Absolutely (nothin').  
Listen to me.

(War!) It ain't nothin' but a heartbreaker.  
(War!) Friend only to the undertaker, wooh!  
Peace, love and understandin', tell me,  
Is there no place for them today?  
They say we must fight to keep our  
freedom,  
But Lord knows there's got to be a better  
way.

OHHHH, WAR! (Hooh!)  
Good God, y'all!  
(What is a good for?)  
You tell me!  
Say it, say it, say it, saaaay it!

(War!) Good (hooh!) God, now!

# “Fortunate Son” Lyrics

## Creedence Clearwater Revival

Some folks are born made to wave the flag,  
ooh, they're red, white and blue.  
And when the band plays "Hail To The Chief",  
oh, they point the cannon at you, Lord,

It ain't me, it ain't me,  
I ain't no senator's son,  
It ain't me, it ain't me,  
I ain't no fortunate one, no,

Some folks are born silver spoon in hand,  
Lord, don't they help themselves? oh.  
But when the taxman come to the door,  
Lord, the house look a like a rummage sale, yes,

It ain't me, it ain't me,  
I ain't no millionaire's son, no, no.  
It ain't me, it ain't me,  
I ain't no fortunate one, no.

Yeh, some folks inherit star spangled eyes,  
ooh, they send you down to war, Lord,  
And when you ask them, how much should we give,  
oh, they only answer, more, more, more, yoh,

It ain't me, it ain't me,  
I ain't no military son, SON, NO  
It ain't me, it ain't me,  
I ain't no fortunate one, NO NO

It ain't me, it ain't me,  
I ain't no fortunate one, no no no,  
It ain't me, it ain't me,  
I ain't no fortunate son, son son son