

*Peace, Love, No Hate, No War:
a 1960's information inquiry march
by Ann Ellerbrook*



The march's long and winding road will lead from the Media Center to the band teacher's room Jim Hendrix. Students and future protesters who just happen to be sophomores, juniors, and seniors have been taught the 60's music in band, but Mr. Hendrix is concerned that they aren't trippin on their music. There's no heart in their performance. Mr. Hendrix turns to a friend for collaboration. He requests the resourceful help of Media Specialist extraordinaire, Jan Joplin, aka Lucy in the Sky with Diamonds. The music teacher has requested help leading the students into a mind expanding psychedelic authentic 1960's experience. Ms. Joplin suggests the social studies teacher Lynn Din Johnson be brought into the project as Mr. Johnson has personal experience from the 60's as well as professional expertise.

Mr. Johnson is invited to help lead the march through the decade of love. Mr. Johnson has worked with Ms. Joplin before. He knows her own expertise is immeasurable as she also grew up in the 60's. The major goal is to teach students in such a way that they gain a visceral understanding of the 60's. As a result, whenever these students collectively and individually play the protest songs, the ballads, and the guitar solos it comes from their souls. Ms. Joplin realizes the students need to be taught a deep 1960's background. She teaches the teachers how to teach the students. (P1)

Ms. Joplin creates research strategies and suggests ways to frame the inquiry march. The three teachers have been planning this unit for weeks. They decide to model period dress and hairstyles while teaching. (P4) They will present information to the students via discussion, online resources, audio resources, and visual resources. The teachers also decide to bring in at least one primary source for a question and answer forum. Ms. Joplin teaches the teachers (P3) several forms of lesson presentations :

- comic life
- youtube
- movies
- recorded music
- powerpoints
- books
- blogs
- wikis
- photographs
- documentaries
- webquests
- news and magazine articles
- interviews with primary sources like draft dodgers and veterans.
- dedicated 1960's websites (P5)

Once specific forms are chosen they can be taught to students on the large, mobile, interactive, electronic white board. Students are expected to take notes in preparation for the assignments that come at the end of the presentations. (P9)

The march will begin in the Media Center and end in Mr. Hendrix' music trippin room with a stop along the way in Mr. Johnson's social unrest room. The three teachers gather the students in the Media Center to plan the march. By the end of the unit, protesters will passionately believe in what they are marching for and understand the direction the march will take. Music, history, and research into the past mean a march backwards in time in order to march forward into the future. Groovy, baby.

Marchers are immediately requested to focus on the inquiry lesson. They must tell the three teachers, establishment pigs, what and who they think of when they think about the 1960's. The establishment pigs expect a variety of appropriate responses such as: John Kennedy, Lyndon Johnson, Jimi Hendrix, Viet Nam War, Black Panthers, Martin Luther King, Jr., Bobby Kennedy, Bob Dylan, Woodstock, the Beatles, hippies, love in's. Ms. Joplin may need to guide their listing of ideas specifically towards discussion about the Vietnam war, songs, songwriters, and performers (all preplanned focus topics). After listing the focus topics Ms. Joplin talks about ways to retrieve contemporary resources which will create a living past. Far out. She shows the students a montage of visuals on the chosen topics which she found on youtube, a popular website of videos. Time constraints make studying any additional 1960's topics a potential major bummer. Too many subjects might create information wipeout.

The teachers create and explain a timeline of the war, famous protests, marches, outstanding music performances, and outstanding events that especially shaped the times.

Mr. Hendrix and Mr. Johnson discuss their personal views of the Vietnam War first. Vietnamese citizens usually were innocently caught in the violence. Their country was destroyed by violence and war. The people of the United States were completely divided. Some favored supporting the war. Many did not, especially the young people who were being drafted to fight the war. Young people of the United States were more interested in peace and love. Too many of their brothers were dieing in the long years of the war. Ms. Joplin has suggested that Mr. Johnson tell students about some websites rich with VietNam War history and 1960's musical history. Mr. Johnson explains the times as he shows marchers the sites which Ms. Joplin has compiled.

Several VietNam War sites are in:

<http://www.vietnampix.com/index.html>

The courage and struggles of the Vietnam People

<http://www.youtube.com/watch?v=add2vLD350c>

Vietnam War film

<http://www.youtube.com/watch?v=u4oJ3rLfBXY>

Martin Luther King, "Why I Am Opposed to the War in Vietnam"

<http://www.youtube.com/watch?v=b80BswOUG-U>
<http://www.youtube.com/watch?v=b80BswOUG-U>

hardcore antiwar protest

<http://www.youtube.com/watch?v=JVQK8fU99Sc>

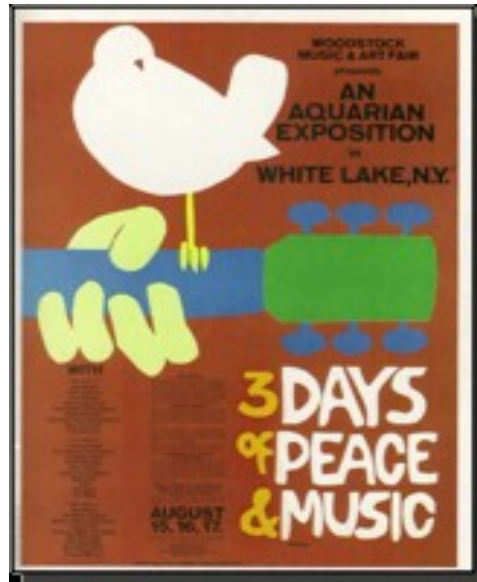
Music of the 1960's and how it impacted society

<http://www.youtube.com/watch?v=3yWHHk2dZq4>

Crosby, Stills, Nash, and Young "Ohio"

<http://www.youtube.com/watch?v=JCS-g3HwXdc>

Ms. Joplin shows the marchers a series of peace posters found on various websites and talks about the importance of posters in the antiwar protests and make love not war sentiment. In order for today's students to become immersed in 60's thinking they must be exposed to many visual resources.



Allen Ginsberg at an anti VietNam War rally in 1966

<http://www.greatmodernpictures.com/fwm-ginsbergtophat325.jpg>

Mobilize against the war

<http://www.nzhistory.net.nz/files/images/anti-vietnam-poster.fullsize.jpg>

Music poster

http://farm3.static.flickr.com/2100/2269903043_dd14efc49a.jpg?v=0

Famous musicians of the 1960's on "The Rolling Stone" magazine covers

http://www.art.com/asp/display-asp/_/id--25943/1960s_rolling_stone_magazine.htm?ui=6FA3BF6F03F24558917AB5C8A597DDF2

More visual and auditory lesson topics can be found in this list of commercially successful movies based on the 1960's:

- ★ *Coming Home*
- ★ *Full Metal Jacket*
- ★ *Apocalypse Now*
- ★ *Platoon*
- ★ *The Deer Hunter*

The teachers create a varied list of assignment choices for students of which they may choose two. (P7) (1)

- 1) Create a journal of your life as a soldier or family member of a soldier or potential draftee.
- 2) Create a powerpoint of the VietNam War with music of the times behind it.
- 3) Create an antiwar poster.
- 4) Create a movie using the interview format with primary sources.
- 5) Write your story of living in the 1960's. Use names of celebrities of the times and historical facts that represent the times.
- 6) Create a website of the times.
- 7) Read a 60's book in a literature circle and create an original product. (P6)
- 8) Work alone or with partner(s). (P8)

We will be marching from here to Mr. Johnson's room for more information about the 60's. We will march from Mr Johnson's room to Mr. Hendrix' band room for a musical rehearsal. A night will be scheduled to invite guests to enjoy displayed student products in the Media Center and a concert of 60's music in the band room. (2)

Culminating activities: (P10)

- An evening of Peace, Love, No Hate, No War for invited guests
- displays of products in the Media Center (P2)
- concert of 60's music in the band room
- Theme “The Whole World is Watching, The Whole World is Watching”

Principles

- x **Principle 1:** The library media program is essential to learning and teaching and must be fully integrated into the curriculum to promote students achievement of learning goals. The media center was the first logical choice for the band teacher to use for teaching the 1960's.
- x **Principle 2:** The information literacy standards for student learning are integral to the content and objectives of the school's curriculum. Every student product is a reflection of the learned, internalized information that can be turned into a unique application such as one of the assigned products and/or the concert.
- x **Principle 3:** The library media program models and promotes collaborative planning and curriculum development as the three teachers team together in the Media Center with the resources the Media Specialist has provided. Teaching is evenly shared.
- x **Principle 4:** The library media program models and promotes creative, effective, and collaborative teaching to stimulate student engagement. Books, websites, posters, video clips, that are specifically appropriate for the lesson are found and supplied by the media specialist.

- x **Principle 5:** Access to the full range of information resources and services through the library media program is fundamental to learning. The richness of the resources will stimulate all learners. All students work on final assignments in the Media Center utilizing Media Center resources.
- x **Principle 6:** The library media program encourages and engages students in reading, viewing, and listening for understanding and enjoyment. What fun the students will have connecting historical moments with you tube clips about the Vietnam war and protest music as the social teacher narrates clips, sets them up, and concludes them.
- x **Principle 7:** The library media program supports the learning of all students and other members of the learning community who have diverse learning abilities, styles, and needs. Every learning style is engaged. Visual, tactile, auditory.
- x **Principle 8:** The library media program fosters individual and collaborative inquiry. Students may choose individual or collaborative work with their peers, but all students must do a certain amount of work on their own.
- x **Principle 9:** The library media program integrates the uses of technology for learning and teaching. You tube, streaming video, power point creations are all taught, modeled, and essentially used in students projects.
- x **Principle 10:** The library media program is an essential link to the larger learning community. The band teacher, the social studies teacher, and the entire school community will benefit from the student work displays and concert performance.

Keywords:

- ✓ analogy- enriching the backgrounds of each student in the Vietnam war and the Americans who lived it, then expecting an impressive production from the new knowledge will prove successful
- ✓ analysis - let's analyze the war and the music of the 1960's, and make connections
- ✓ assignment – every student will have several opportunities to demonstrate growth and understanding of the lesson materials
- ✓ authentic learning – students can't literally take a time machine into the past but they can live vicariously through the soldiers and performers who did live there via you tube, photographs, and performing the very same music
- ✓ collaboration – the media specialist needs the band director to teach music and instruments, and needs the social studies teacher to teach the era and its content. Both the band director and the social studies teacher need the media specialist to provide resources, instruction to use the resources, and to fill in knowledge gaps.
- ✓ creative thinking – every student assignment is based on creative thinking, connecting the war and the music is based on creative thinking, and every product will use creative thinking
- ✓ critical thinking – students must think critically to create a reflection of a time they have learned through audio and visual illustrations and have it be true and thoughtful production

- ✓ literature circles – some students will hunger for more information about the 1960's and may be nourished by reading more with peer groups
- ✓ models – after displaying their product models students will use their new found knowledge to create more, to encourage, motivate and stimulate peers to read more, and to make further inquiries on their own

Resources:

1. “The secret cultural institution in your school: The school library” by KIM CAMPBELL

“Cultural institutions spend oodles of time creating environments and crafting opportunities that will inspire learners to wander down their own customized and self-selected learning paths to new bits of information, different sides of stories, special moments in time...and, hopefully, enjoy it.”

2. “Eduscapes” – Information Inquiry by Annette Lamb

“A Learning Environment for Inquiry”

“Within this information inquiry learning laboratory, elementary and secondary, artifacts of the process as well as the products are displayed. Inquiry is illustrated on the wall as well as online sharing, feedback, and modeling.”

3. “The Blue Book” by Danny Callison and Leslie Preddy

“Blogs and Blogging” (Weblogs) by Annette Lamb and Larry Johnson, pg 307–308

“...over half of American teenagers create content for the internet including blogs....State and national learning standards stress the importance of authentic student experiences.”

EDUCATION