

Fiche d'activité : Protest song

ZANDRONIS Maryem
Lycée des Droits de l'Homme



Niveau visé	B2
Classe	Terminale
Durée	2 Heures
Compétences	C.O / E.O.C
Objectifs méthodologiques	Être capable de comprendre l'implicite d'une chanson engagée/ Être capable de présenter et d'analyser une chanson engagée africaine

Cette activité a été créée afin de préparer la tâche intermédiaire de la séquence sur l'art africain (manuel shine Bright) qui est de présenter une chanson engagée africaine. Les élèves devront être en mesure d'appliquer la méthodologie travaillée sur la chanson de Burna Boy à la chanson de leur choix.

Ils commencent par deux écoutes de la chanson afin de compléter les paroles puis les questions sont distribuées pour qu'ils analysent la chanson en binômes avant une mise en commun. S'ensuivra un visionnage du clip pour aider les élèves à comprendre sur quels éléments visuels ils peuvent appuyer et compléter leur analyse (lien image / paroles ; angle caméra ; jeu de couleurs ; expressions faciales, symboles etc).

Lien musique et clip : <https://www.youtube.com/watch?v=IRpBLAwIbeA>

Prévenir les élèves que certaines scènes de violence peuvent heurter la sensibilité

BURNA BOY FT CHRIS MARTIN: MONSTERS YOU MADE

[Intro: Fela Kuti¹]

If the _____ refuse to develop the region
And continue the marginalisation and _____
The youths or the next people coming after us
I think will be more _____ than what we have done

[Chorus: Chris Martin]

Calling me a _____, calling us fake
No way, no way, no way
Calling me a _____ just 'cause we said

[Verse 1: Burna Boy]

We're from the block where it rains
Where we create _____
Keep _____ away
That's why we strapped with AKs
Don't get kidnapped from your place
'Cause it could happen today
Not knowing how to behave
That is a sign that you may
Just _____ your life, what a waste
Your body _____ in a lake
You f***ed around and the fisherman
Found you drowning for days
You know we come from a place
Where people _____, but it's fake
How could they smile?
If you look around, they surrounded by _____

I've seen the sky turn to _____
It took the light from the day
It's like the heads of the _____
Ain't comprehending the _____
That the _____ generate
When they've been working like _____
To get some minimum wage
You turn around and you blame
Them for their _____ and _____
Put them in shackles and _____
Because of what they became
We are the monsters you made

[Chorus: Chris Martin]

Calling me a _____, calling us fake
You make the Minotaur, the dinosaur wake
Calling me a _____ just 'cause we said
No way, no way, no way
Calling me a _____, make no mistake
That there's only so much that you can take
La-di-da-da-do-di-da-da-do-day
We are the monsters you made

[Verse 2: Burna Boy]

I bet they thought it was cool
Probably thought we was _____
When we would _____ all the rules
And _____ them classes in school
Because the teacher dem teaching
What the white man dem teaching

Dem European teachings in my African school
 So f*** the classes in school
 F*** Mungo Park* and the fool
 That said they found river Niger
 They've been _____ to you
 Ain't no _____ the truth
 See what I'm tryin' to do
 Is draw the line for the mothers _____
 We're _____ as youths
 Come walk a mile in my _____
 See if you smile at the truth
 See if you _____ your food
 That's when you might have a clue
 Of what the f*** we go through
 You're f***ing _____ if you
 Live _____ the day, better pray
 That God always staying with you
 Ain't f***in' _____, any day
 The reaper'll be coming for you
 We need a change and it ain't no way I'ma take an excuse
 My niggas findin' a way
 Or f***in' smile in the _____

This is the _____ that you pay
 We are the monsters you made
[Chorus: Chris Martin]
 Calling me a _____, calling us fake
 You make the Minotaur, the dinosaur wake
 Calling me a _____ just 'cause we said
 No way, no way, no way
 Calling me a _____, make no mistake
 That there's only so much that you can take
 La-di-da-da-do-di-da-da-do-day
 We are the monsters you made

[Outro: Ama Ata Aidoo]
 Since we _____ you people five hundred years ago
 Look at us, we have given _____
 You are still _____
 In exchange for that, we have got _____
 Nothing
 And you know it
But don't you think that this is _____ now?
 Over where?
 Is it over?

¹ Fela Kuti / Ama Ata Aidoo → African artist activist

**Mungo Park: a Scottish explorer in the late 1700s who wrote about the Niger River and how he “discovered” it while exploring Africa.*

Questions: Monsters you made

1. Intro: How can the introduction be seen?
2. Verse 1: What lexical fields can you notice in this verse?
3. Verse 1: What impression do those words and sentences give you?
4. Verse 1: Who feels the pain and who inflicts it?
5. Verse 2: Why would “they” think that Africans (Nigerians) were fools?
6. Verse 2: What does Burna Boy think of the education given to the young African (Nigerian) generations?
7. Verse 2: What major issue seems to be raised in this verse?
8. Outro: What does the woman talk about at the end of this song?
9. Historically speaking do the lyrics of this song make you think there has been an evolution of Africans' living conditions since colonisation? Explain.
10. From what you have understood in this song draw your own conclusion on the current situation for Africans (young Africans and future generations).
11. Why would this song be considered a protest song? What ideas does it put forward?

Réponses attendues

- 1) How can the introduction be seen? → **The introduction is a warning to the government saying that if they keep doing the same things the next generations will be more violent.**
- 2) Verse 1: What lexical fields can you notice in this verse? → **There are the lexical fields of ‘rebellion’ (barricades/ opposition); ‘violence’ (AKs/ kidnapped/ body found/anger/rage/ hate) and ‘suffering’ (pain/ grey/ chains/ took the light).**
- 3) Verse 1: What impression do those words and sentences give you? → **They give a sense of hopelessness, of being tired/fed up with the situation.**
- 4) Verse 1: who feels the pain and who inflicts it? → **The people feel the pain and the government or those who are in power seem to be inflicting it.**

- 5) Verse 2: Why would “they” think that Africans (Nigerians) were fools? → ***“They” think Africans are fools because they would not get an education (skipped schools), they would not respect the rules (break the rules), they lacked intelligence (fools).***
- 6) Verse 2: What does Burna Boy think of the education given to the young African (Nigerian) generations? → ***He thinks that they are taught the European way so they don’t have all the facts or so that they are brought up to think a specific way (probably to be subdued) “lying to you” / “denying the truth”. The underlying message for Burna Boy is that in education white history and white men are deemed important and any history before that is considered inconsequential.***
- 7) Verse 2: What major issue seems to be raised in this verse? → ***Africa is very dangerous / deadly / lethal / not safe for its own people, especially the younger generations (mothers crying, not safe, dying as youths, the reaper’ll coming for you, live through the day, in the grave).***
- 8) Outro: What does the woman talk about at the end of this song? → ***At the end of the song the girl is highlighting the fact that colonisers have taken everything from Africa and Africans since the beginning and that they are still trying to do so, that the exchange has not been fair / in favour of Africans who have given everything but received nothing of equal value. She also seems to say that “outsiders” are still taking over even though there is nothing left, she finishes by asking if the situation will ever be over.***
- 9) Historically speaking do the lyrics of this song make you think there has been an evolution of Africans’ living conditions since colonisation? Explain. → ***There does not seem to be a positive evolution for Africans because in the past they were enslaved and badly mistreated, nowadays the mistreatment seems to be psychological (through education or the messages sent by the government). Africans think they are worth less, they think that the only means to be heard is to use violence hence the sentence “the monster you made” repeated very often in the song (“We are the monsters you made” in reference to Africans experiencing intergenerational trauma due to racist and violent segregationist systems).***
- 10) From what you have understood in this song draw your own conclusion on the current situation for Africans (young Africans and future generations). → ***Africans have a very difficult time raising their voices and being heard, they are still in chains and strongly put down by their history (colonisation, slavery).***
- 11) Why would this song be considered as a protest song? What ideas does it put forward? → ***This song denounces the government’s absence of action, probably its corruption, and the consequences on young generations (violence, death, suffering). The track puts Martin’s chorus as the truth that England, and white power more generally, needs to be held accountable. In the end, white power needs to take responsibility for the monsters they made. This is a song about how trauma and pain break people down and how the oppressor uses that pain against them to justify their racism.***

Middle task: present a protest song

1. Introduce the singer and the song.
2. Talk about the song’s topic.
3. Talk about the video clip if it is interesting and sheds light on the artist’s message.
4. Choose one or two paragraphs and analyse them for the class.
5. Make the class listen to your favourite extract of the song.
6. Conclusion: Give your opinion on the song and the message.

Propositions de chansons engagées (les élèves sont libres de choisir un artiste de leur choix mais leur demander de privilégier des chanteurs africains ou afro-américains pour rester dans la thématique)

Fela Kuti "Zombie" "Sorrow Tears and blood" "Black Man's cry"/ **Eedris Abdulkareem** " Jaga Jaga" /
Miriam Makeba "Soweto Blues" " Beware Verwoerd" /**Falz** " This is Nigeria" "Johnny" / **Jahblend** " Black on Black"/
Ajebo Hustlers " Barawo" / **Davido** "FEM" / **P Square** " Oga police" / **Dagrin** " Democracy" /
D'banj " Mr Olopa" / **Asa** " 9 lives" / **Shatta Wale** " F*** SARS" / **Rude Boy** " Oga"/ **Ruggedman** " Is police your friend?" /
Angélique Kidjo " We we" / **Sauti Sol** " Tujiangalie" / **Brenda Fassie** " Black President" / **Loyiso Gijana** "Madoda Sabelani" / **Dinner party** " Freeze tag" / **Lagbaja** " 200 Million mumu" / **Kizz Daniel** "Bad"/ **Burna Boy** "20.10.20"

Barème EOC Protest song

NAME :

	Expression Orale en Continu		Richesse du contenu		Correction de la langue orale		Richesse de la langue	
B2	Peut exposer des faits de façon fluide, et étayée. Il y a des explications, exemples et des nuances. Organisation claire du discours.	5	Présentation très complète, dynamique et intéressante. Aucun des points n'a été omis. Informations transmises complètes, détails. Analyse fine.	5	Prononciation et accentuation proches de l'authentique. Compréhension aisée. Peu d'erreurs grammaticales.	5	Lexique étendu complexe, précis et/ou riche. Variation des formules.	5
B1	Peut exposer des faits de façon simple. Quelques exemples ou explications sont employés. Organisation convenable.	4-3	Présentation assez complète (manque 1 élément). Dynamisme moyen. Informations assez complètes. Analyse convenable.	4-3	Prononciation et accentuation convenables. Compréhension assez aisée. Des erreurs qui n'empêchent pas la compréhension.	4-3	Lexique relativement riche. Quelques répétitions, peu de variation des formules.	4-3
A2	Peut exposer des faits de façon très simple, manque de fluidité et d'organisation du discours. Absence d'exemples.	2	Présentation dont il manque deux éléments. Informations manquant de contenu. Manque de dynamisme. Amorçe d'analyse.	2	Prononciation difficile. Compréhension qui requiert un effort. Erreurs pouvant prêter à confusion.	2	Lexique limité. Mots calqués sur le français.	2
A1	Des difficultés à s'exprimer. Beaucoup de pauses, d'hésitations, de faux démarrages.	1	Présentation quasiment incomplète. Trop peu d'informations. Aucun dynamisme. Absence d'analyse.	1	Seuls quelques mots sont prononcés correctement. De nombreuses erreurs de langue rendant la compréhension très difficile.	1	Lexique pauvre.	1