

3<sup>e</sup> /cycle 4  
Niveau A2/A2+  
Séquence « Sing for your rights »  
Langages / Rencontre avec d'autres cultures/ Société



# Sing for your rights

## Niveau A2/A2+

Rencontre avec d'autres cultures/ Société

Objectif général: Permettre aux élèves de découvrir des chansons engagées ainsi que le contexte social, politique et culturel dans lequel elles ont été écrites.

Compétences: CO/POI/POC

**Final task:** Write a protest song (or a poem) to bring people to sympathize with the cause that you care about the most. (pair work)

**Tâche intermédiaire:** Make a presentation about a protest song.

Objectifs culturels: Amener les élèves à appréhender la notion de « protest songs » à travers différentes chansons emblématiques qui défendent une cause. Montrer comment la fonction des paroles et de la musique peut rallier un public à une cause (réfléchir sur la fonction de la musique comme vecteur d'un message). A chaque grande cause sa/ses « protest songs ».

Objectifs linguistiques : lexique de la lutte et du combat = fight against/for, denounce, indict, struggle/Vocabulaire lié à la musique : rhythm, tune, tone, musicality/ Lexique lié à chaque cause : fight for the planet, the earth, ecology/against the war, massive bombing

Rythme, intonation liés au message : comment convaincre avec la musique.

Objectifs de communication : défendre une cause, une opinion, un point de vue, à travers un texte (chanson, poème)

**Interdisciplinarité:** cette séquence peut être réalisée avec le professeur d'éducation musicale.

## Protest songs

*Strange fruit* Billie Holiday ( <https://www.youtube.com/watch?v=Web007rzSOI>)

*Zombie* The Cranberries (<https://www.youtube.com/watch?v=cWfZjV4i2Nk>)

*What's going on* Marvin Gaye (<https://www.youtube.com/watch?v=H-kA3UtBj4M>)

*Pour aller plus loin:*

Jimi Hendrix's *National Anthem*, Woodstock (<https://www.youtube.com/watch?v=MwIymq0iTsw>)

*The Earth song* Michael Jackson ( <https://www.youtube.com/watch?v=XAi3VTSdTxU>)

# Séance 1 (POI/CO)

## Anticipation

3 clues to guess the topic of the new lesson

- 1) Ecrire les mots « Music/Songs » au tableau, les élèves émettent une première série d'hypothèses
- 2) Black Lives Matter protests = projeter la photo



People are **protesting** /It's a **demonstration against** police brutality towards African-Americans. The signs show the face of George Floyd, a black man who was killed by the police during an arrest. His death was immortalized by people's cellphones as he agonized for nine minutes saying « I can't breathe ». This tragic event aroused protests across the United-States and all around the world. We can also read the slogan of the movement « Black Lives matter ».

3) Bob Marley “*Get up stand up*”: Song, singer, message = “stand up for your rights”

==> We're going to talk about **protest songs**. The title of the new lesson is « **Sing for your rights** ».

-What is a protest song? Do you know some protest songs?

A **protest song** is a song which is associated with a movement for social change. Among social movements that have an associated body of protest songs are the feminist movement, the human rights movement, the civil rights movement, the anti-war movement...

## Séance 2 (CO+POI)

### STRANGE FRUIT

#### Singing against Lynching

Southern trees bear strange fruit,  
Blood on the leaves and blood at the root,  
Black body swinging in the Southern breeze,  
Strange fruit hanging from the poplar trees.

Pastoral scene of the gallant South,  
The bulging eyes and the twisted mouth,  
Scent of magnolia sweet and fresh,  
Then the sudden smell of burning flesh!

Here is fruit for the crows to pluck,  
For the rain to gather, for the wind to suck,  
For the sun to rot, for the trees to drop,  
Here is a strange and bitter crop.

#### 1) Focus on the song

- a) Anticipation avec “Strange fruit” écrit au tableau → What is it?

Les élèves émettent une série d’hypothèses: *Perhaps/Maybe/ It may be....*

Écoute de la chanson par Billie Holiday: How do you feel when you listen to it?/ What is the rhythm of the song? *melancholic, sad, gloomy*

**Strange fruit** by Billie Holiday, a famous Jazz singer, it was originally a poem written by Abel Meeropol in 1939.

- a) Faire compléter (cf fiche élèves)
- a) “Strange Fruit” is a *figure of speech*. Say which one and explain its meaning.

*The title of the song is a metaphor. The aim of the metaphor is to construct an analogy between two ideas. The analogy is conveyed by the use of a metaphorical word in place of some other word. For example: "Her eyes were glistening jewels". . Indeed, “Strange fruit” stands for black bodies hanging from poplar trees after having been **lynched**.*

b) Find the words related to the lexical field of:

Nature	Body
trees/fruit/leaves/root/breeze/poplar trees/pastoral/magnolia/crows/rain/wind/sun	Black body/eyes/mouth/flesh

c) Now list all the negative and positive elements

Negative	Positive
Blood bulging eyes twisted mouth smell of burning flesh crow	Southern breeze pastoral scene gallant south scent of magnolia sweet and fresh fruit

-What feeling does the association of negative and positive elements **convey**?

*The sharp contrast between positive and negative images conveys a feeling of **uneasiness**.*

## 2) Historical context

"Strange Fruit" was a poem written by Abel Meeropol, a Jewish high-school teacher from the Bronx, about the lynching of two black men. The poem was later sung by Billie Holliday and became the most famous song about lynching.

In the poem, Meeropol expressed his horror at lynchings, possibly after having a photograph of the 1930 lynching of Thomas Shipp and Abram Smith in Marion, Indiana.

a) What was the aim of the song/the message conveyed by the song/poem?

*The aim of the song was to bring people to **turn against** lynching.*

b) Why is it effective?

- *The use of a metaphor*
- *the topic (lynching, racism...)*
- *the structure of the poem (association of positive and negative elements)*

## Exemple de trace écrite

*Strange Fruit* was originally a poem written by Abel Meeropol to denounce the horror of necktie parties in the South of the United States in the early 20<sup>th</sup> century. It was later sung by the famous Jazz singer Billie Holiday who made the poem famous. The song is built upon a metaphor: indeed, "strange fruit" stands for the bodies of black people hanging on trees after having been lynched. The sharp contrast between positive and negative images conveys a feeling of uneasiness. The audience is left with a bitter taste in the mouth. Moreover, the melancholic and gloomy melody adds to this feeling of uneasiness.

**Homework: Make a presentation about a protest song. It must last 3/4 mn. (cf fiche éval)**

## Séance 3 (POC)

**Tâche intermédiaire:** Make a presentation about a protest song. It must last 3/4 mn. (cf fiche éval)

## Séance 4 (CO+POI)

### “Zombie”

### The Cranberries

#### Context

The Irish rock band The Cranberries was very successful in the 1990's. “Zombie”, their best-known song, was released in 1994 on the album “No Need To Argue”, and won “Best Song” at the 1995 MTV Awards.

It is about the political-religious conflict in Northern Ireland, it was written in memory of Jonathan Ball, aged 3, and Tim Parry, aged 12, killed in an IRA bombing in Warrington in 1993. It also refers to the 1916 Easter Rising when Irish nationalists occupied Dublin's G.P.O. (post office) as a protest against British occupation, proclaiming an Independent Irish Republic. The Rising was crushed by the British who executed its leaders. “The Troubles” were a feature of 20th Century Ireland, but in May 2007 there was hope for a peaceful future, when a new Assembly with representatives from both sides of the divide began governing Northern Ireland.

#### 1) Anticipation

- a) Do you know the band « the Cranberries »? Where are they from?
- b) Do you know about the political and religious troubles in Ireland?
- c) Ecrire les mots suivants au tableau

*bomb, child, to die, family, to fight, gun, head, heart, mother, tank, violence*

- d) Demander aux élèves de les ranger dans trois colonnes différentes: BODY-PEOPLE-WAR
- e) Explain the different meanings of the word “zombie”.

Zombie : 1.(in horror stories) a dead person that is alive again because of bad magic.  
2.a person who behaves like a robot ;people who don't feel or understand what is going on around them.

**2) Compréhension orale (audio ou clip) : on pourra également analyser la très riche iconographie du clip avec des élèves plus avancés. (cf fiche élève)**

a) A short timeline

**1916** The Easter rising: In 1916 Irish nationalists occupied Dublin's post office as a protest against British occupation, proclaiming an Independent Irish Republic. The Rising was crushed by the British who executed its leaders

**1921** The partition of Ireland was the division of the island of Ireland into two distinct territories, Northern Ireland, a part of the United Kingdom, and the now Republic of Ireland, an independent state.

**1972** Bloody Sunday was an incident on 30 January 1972 in Derry, Northern Ireland, in which 26 civil rights protesters and bystanders were shot by soldiers of the British Army.

b) Complete the song using the following words (you may have to change the form).

*bomb, child, to die, family, to fight, gun, head, heart, mother, tank, violence*

Another \_\_\_\_\_ hangs lowly,  
\_\_\_\_\_ is slowly taken.  
And the \_\_\_\_\_ caused such silence  
Who are we mistaken?  
But you see it's not me,  
It's not my \_\_\_\_\_  
In your \_\_\_\_\_, in your \_\_\_\_\_  
They are \_\_\_\_\_  
With their \_\_\_\_\_ and their \_\_\_\_\_  
And their \_\_\_\_\_ and their \_\_\_\_\_  
In your \_\_\_\_\_, in your \_\_\_\_\_  
They are crying  
In your \_\_\_\_\_, in your \_\_\_\_\_  
Zombie, Zombie, Zombie  
What's in your \_\_\_\_\_, in your \_\_\_\_\_  
Zombie, Zombie, Zombie  
Another \_\_\_\_\_'s breaking \_\_\_\_\_ is taking over  
When the \_\_\_\_\_ causes silence  
We must be mistaken  
It's the same old theme since 1916  
In your \_\_\_\_\_, in your \_\_\_\_\_  
They're still \_\_\_\_\_  
With their \_\_\_\_\_ and their \_\_\_\_\_  
And their \_\_\_\_\_ and their \_\_\_\_\_  
In your \_\_\_\_\_, in your \_\_\_\_\_  
They are \_\_\_\_\_  
In your \_\_\_\_\_, in your \_\_\_\_\_  
Zombie, Zombie, Zombie  
What's in your \_\_\_\_\_, in your \_\_\_\_\_  
Zombie, Zombie, Zombie

### 3) Focus on the song

a) Rhythm and feelings : faire ressortir les mots rhythm/feelings/sadness/anger/ contrast/chorus/verse  
Amener les élèves à comprendre que les différents rythmes de la chanson , lent dans les couplets et plus « virulent » dans le refrain avec la guitare électrique permettent de véhiculer deux émotions: la tristesse et la colère, et permettent également de créer un contraste afin de marquer les esprits.

b) Analyser le schéma rythmique de la chanson: rhymes, allitérations

c) Phonologie: /t/ vs /θ/: *tanks* vs *thanks* (autres exemples: *tree/three*; *tick/thick*; *tin/thin*; *true/through*).

d) Discussion: What is the exact meaning of the word *Zombie* in the song? What is the message of the song? When do you think we behave like zombies?

**Homework: rédiger la trace écrite**

## SÉANCE 5

- Mise en commun de la trace écrite de « zombie »

# Singing against the Vietnam War

Source : <https://busyteacher.org/15650-whats-going-on-by-marvin-gaye.html>

### 1) Ecoute de la chanson sans le texte

Song of the month :

### MARVIN GAYE "What's Going On" (1971)

According to Rolling Stone Magazine, this song is ranked 4 in the top 10 Best Songs Ever, can you guess why ? First listen and fill the blanks then answer the questions.

Mother, mother There's too many of you .....	Father, father, everybody thinks we're .....
Brother, brother, brother There's far too many of you .....	Oh, but who are they to ..... us
You know we've got to find a .....	Simply because our ..... is .....
To bring some ..... here today - Ya	Oh, you know we've got to find a .....
Father, father We don't need to .....	To bring some ..... here today
You see, ..... is not the answer For only ..... can conquer .....	Oh
You know we've got to find a .....	Picket ..... and picket .....
To bring some ..... here today	Don't ..... me with .....
Picket ..... and picket .....	Talk to me
Don't ..... me with .....	So you can see
Talk to me, so you can see Oh, what's going on What's going on Ya, what's going on Ah, what's going on	What's going on Ya, what's going on Tell me what's going on I'll tell you what's going on - Uh Right on baby Right on baby
In the mean time Right on, baby Right on Right on	



Pay attention to the date when the song was released :

- 1) What conflict is he referring to ?
- 2) What American national events is he referring to ?
- 3) Who are the people mentioned in the song ? What does it suggest ?
- 4) The question mark is absent from 'What's going on', why ?
- 5) What are the elements showing that this song is timeless ?

More :

[http://www.youtube.com/watch?feature=player\\_embedded&v=rD78i6eoGkM](http://www.youtube.com/watch?feature=player_embedded&v=rD78i6eoGkM)

<http://academic.evergreen.edu/curricular/ageofirony/aoizine/bryan.html>



- Rhythm ?= swinging

-Tone?= joyful

-Feeling?= happy

-Write down the words/sentences you understand.

### 1) Fill in the blanks (fiche élève)

### 2) Question time

- What conflict is he referring to?

*He is referring to the Vietnam war.*

- Who are the people mentioned in the song ? What does it suggests ?

*Mother/crying = it suggests that American mothers are losing their sons on the battlefield*

*Brother/dying= « American » brothers are dying, soldiers*

*Father= those who decide, politicians, the government*

→ *Marvin Gaye is talking to everybody , he wants them to see that « war is not the answer »*

-The question mark is absent from « What's going on ». Why?

*There is no question mark= if you talk to me, I'll show you how wrong the situation is, why war can't solve problems*

-What are the elements showing that this song is timeless?

*The song is timeless and universal because the Vietnam war is not mentioned as such. It is timeless since it can apply to any military conflict in the world.*

### Trace écrite:

**Les élèves rédigeront la trace écrite en utilisant les réponses aux questions.**

## SEANCE 6

### PREPARATION DE LA TÂCHE FINALE

Afin de préparer la tâche finale, on demandera aux élèves de recenser les caractéristiques d'une « protest song » ainsi que les ressorts stylistiques et phonologiques utilisés dans les différentes chansons étudiées. Ils pourront ensuite les utiliser pour composer leur chanson/poème.

Cause:

Rythme(s) :

Procédés stylistiques:

Schéma rythmique:

