



SING FOR YOUR RIGHTS



Objectif général

- O** Amener les élèves à appréhender la notion de « protest songs » à travers différentes chansons emblématiques qui défendent une cause bien précise. 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.
- B**
- J** Entrées culturelles:
- E** - Collège(cycle 4) : Langage artistique/Rencontres avec d'autres cultures (repères historiques et géographiques)
- C** - Lycée: L'art de vivre ensemble (2nde)
- T** - Strange Fruit, Billie Holiday (le lynchage des Africains-Américains aux États-unis)
- I** - What's going on, Marvin Gaye (chanson anti-guerre dans un contexte de guerre du Vietnam)
- F** - Zombie, The Cranberries (le conflit politico-religieux en Irlande)
- S** **Lexicaux**
- lexique lié à la lutte et du combat: fight against/for, denounce, indict, struggle
 - lexique lié à la musique : rhythm, tune, tone, musicality
 - lexique lié à chaque cause : fight for the planet, the earth, ecology/against war, massive bombing
- Phonologiques**
- Rythme, intonation lié au message : comment convaincre avec la musique
 - rimes et allitérations

Pragmatiques

- Savoir interpréter une chanson, réciter un poème : intonation et gestuelle

COMPETENCES

Ecouter et comprendre

- Comprendre des messages oraux et des documents sonores de nature et de complexité variables
- Se familiariser aux réalités sonores de la langue, et s'entraîner à la mémorisation
- Savoir lire des documents vidéos et savoir mettre en relation images et documents sonores

Lire et comprendre

- Comprendre des documents écrits de nature et de difficultés variées issus de sources diverses.
- S'appropriier le document en utilisant des repérages de natures différentes : indices extralinguistiques, linguistiques, reconstitution du sens, mise en relation d'éléments significatifs

Parler en interaction

- Poser des questions, répondre à des questions et échanger de manière simple des idées et des renseignements sur des sujets connus dans des situations familières prévisibles

Parler en continu

- Reproduire un modèle oral

Ecrire

- Savoir écrire un poème, une chanson

Les deux propositions de fiches élèves permettent d'utiliser la séquence au collège ou au lycée, en l'adaptant si besoin au niveau des élèves.





ZOMBIE, THE CRANBERRIES

-À propos de la chanson
(cliquez sur les liens pour
accéder aux ressources)

<https://www.bbc.com/news/entertainment-arts-42702781>

<https://www.bbc.com/news/entertainment-arts-42702781>

-Lien de la chanson

<https://www.youtube.com/watch?v=6Ejga4kJUts>



Votre texte de paragraphe



STRANGE FRUIT, BILLIE HOLIDAY

-À propos de la
chanson+ lien
(cliquez sur les liens
pour accéder aux
ressources)



The Tragic Story Behind Billie Holiday's "Strange Fruit"
To great controversy, Lady Day introduced the world to the racially charged protest song "Strange Fruit." In the end, some believe it killed her.

<https://www.biography.com/musicians/billie-holiday-strange-fruit>



<https://www.youtube.com/watch?v=dnlTHvJBEP0>



<https://www.theguardian.com/music/gallery/2015/apr/07/billie-holidays-centenary-a-life-in-pictures>

Source/ photos)

WHAT'S GOING ON, MARVIN GAYE

-À propos de la
chanson (cliquez
sur les images
pour accéder
aux ressources)



<https://www.theguardian.com/music/2021/may/20/whats-going-on-at-50-marvin-gaye-masterpiece-is-still-so-true-to-life>

<https://www.arte.tv/fr/videos/115056-000-A/marvin-gaye-what-s-going-on/>

-Lien de la chanson

<https://www.youtube.com/watch?v=AphDWoPMFQ>





Outils

Dictionnaire en ligne : <https://www.wordreference.com/>

Aide à la prononciation : <https://ttsreader.com/>

Modifier un document pdf/jpg

ilovepdf <https://www.ilovepdf.com/> vous permettra de séparer, éditer, modifier un document pdf ou jpg

Mise en page

<https://www.canva.com/> (une version éducation existe pour les enseignants)

Autres pistes

Tâche intermédiaire: Demander aux élèves de présenter une protest song dans le cadre d'une exposition au CDI.



ANTICIPATION

1) **Ecrire** les mots « Music/Songs » au tableau, les élèves émettent une première série d'hypothèses.

Maybe we are going to talk about music. We are going to study songs.

2) **Projeter** cette image au tableau. Les élèves continuent l'émission d'hypothèses



I think we are going to talk about George Floyd/Black Lives matter/Police brutality in the USA/racism.

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) Faire **écouter** la chanson(ou diffuser la vidéo du live) de Bob Marley , "Get up, stand up"

*This is Bob Marley, the most famous reggae singer. There is a movie about him. The song brings people to fight for their rights. We are going to talk about **protest songs**.*



<https://www.youtube.com/watch?v=RhJ0q7X3DLM>

4) Demander aux élèves de **définir** la notion de "Protest songs"

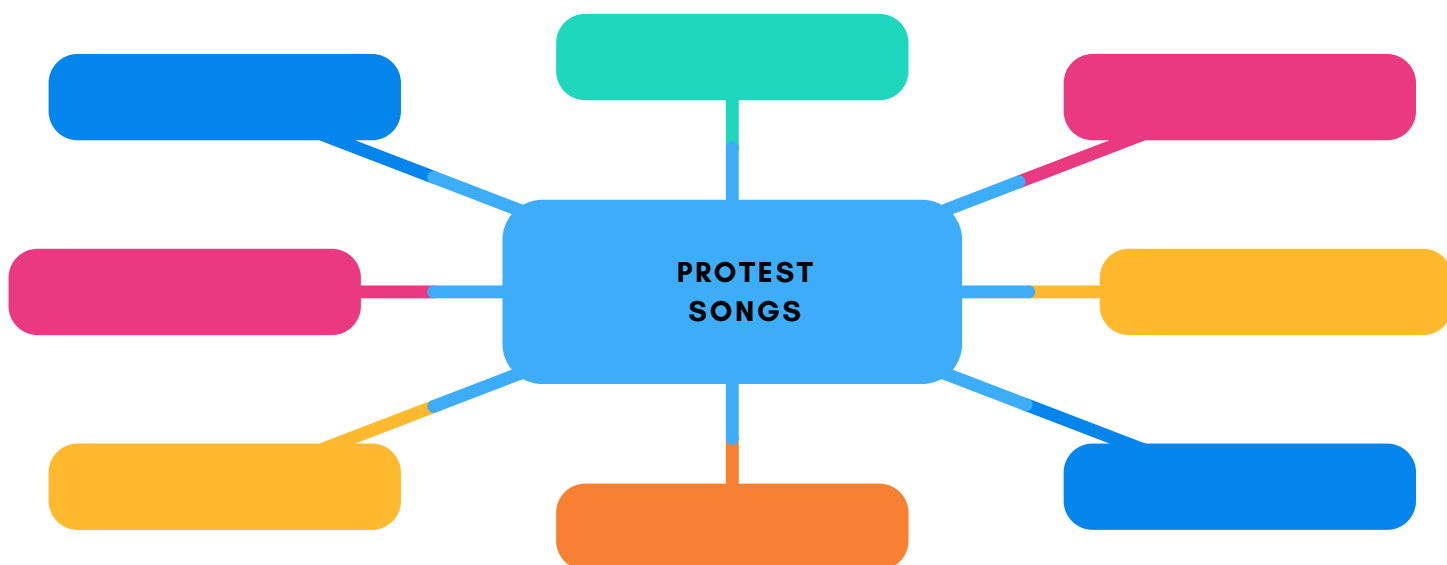
1. **A song that expresses disapproval, usually about a political subject.**

2. **A term which gained currency (first in USA) in 1960s for songs which voiced feelings of protest about some social or political injustice, or about some int. events which aroused strong emotions. (cambridge.com)**



5) Créer une mindmap autour de la notion "protest songs".

Ce brainstorming permettra de faire ressortir le vocabulaire lié à la notion (sing, express yourself, protest against, fight against) mais également des chansons engagées connues des élèves.



Homework: On pourra demander aux élèves de trouver des exemples de chansons engagées en précisant à chaque fois la cause associée.

Votre texte de paragraphe



<https://www.youtube.com/watch?v=Web007rzSOI&feature=youtu.be>

STRANGE FRUIT

Billie Holiday

FICHE ÉLÈVE 1

About the song

Originally written in 1937 by Abel Meeropol, "Strange Fruit" is a dark and profound song centered around the lynching of African Americans in the Southern United States during the Jim Crow Era. The ominous lyric portrays Black victims as fruits that hang from a tree. "Strange Fruit" gained popularity and attention following Billie Holiday's 1939 cover. The song very quickly transcended into a protest song, which Holiday continued to perform live despite the grave threats she received from angry detractors.

<https://genius.com/Billie-holiday-strange-fruit-lyrics>

COMPRÉHENSION ORALE/ÉCOUTER ET COMPRENDRE

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- Savoir écouter une chanson/Savoir mettre en relation le rythme, les figures de style et le message véhiculé.

PRODUCTION ORALE EN INTERACTION/RÉAGIR ET DIALOGUER

- Développer des stratégies de compréhension orale en repérant des indices extralinguistiques ou linguistiques et en élaborant un discours commun.
- Réagir spontanément à des sollicitations verbales, en mobilisant des énoncés adéquats au contexte, dans une succession d'échanges qui alimentent le message ou le contredisent.

I) LISTEN AND COMPLETE WITH THE FOLLOWING WORDS:

fresh, roots, pluck, fruit, trees, breeze, South, crop, suck, flesh, drop, mouth

STRANGE FRUIT, BILLIE HOLIDAY

Southern trees bear strange
Blood on the leaves and blood at the
Black body swinging in the Southern
Strange fruit hanging from the poplar
Pastoral scene of the gallant
The bulging eyes and the twisted
Scent of magnolia sweet and
Then the sudden smell of burning!
Here is fruit for the crows to
For the rain to gather, for the wind to
For the sun to rot, for the trees to.....
Here is a strange and bitter

II) FOCUS ON THE SONG

a. "Strange Fruit" is a figure of speech. It is a:

- ☐ a metaphor ☐ a hyperbole ☐ a personification

b. Find the words related to the lexical fields of:

NATURE	BODY

c. List the positive and negative elements

POSITIVE	NEGATIVE

d. What feeling does the association of negative and positive elements convey?(several possible answers)

- ☐ a feeling of sadness ☐ a feeling of happiness ☐ a feeling of uneasiness

e. What is the rhythm of the song ?

- ☐ slow ☐ fast ☐ groovy

f. What is the aim of the song?

- ☐ Denounce the horrors of lynching ☐ Denounce a war ☐ Celebrate a happy event



III) Phonetics: The sound of music

- a) Classez les mots suivants dans la bonne colonne:
breeze/fruit/mouth/trees/south/ roots/sweet

au	i:	u:



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Blood on the leaves and blood at the **roots**
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**

II) FOCUS ON THE SONG

a. "Strange Fruit" is a figure of speech. It is a:



a metaphor



a hyperbole



a personification

b. Find the words related to the lexical fields of:

NATURE	BODY
trees	blood
fruit	Black body
leaves	eyes
roots	mouth
breeze	flesh
poplar trees	
magnolia	
crows	
wind	
sun	
crop	

c. List the positive and negative elements

POSITIVE	NEGATIVE
"-swinging in the southern breeze"	"-"blood"
"-pastoral scene"	"-bulging eyes"
"-gallant south"	"-burning flesh"
"-scent of magnolia sweet and fresh"	"-crows to pluck"
	"-sun to rot"
	"-bitter crop"

d. What feeling does the association of negative and positive elements convey?(several possible answers)



a feeling of sadness



a feeling of happiness



a feeling of uneasiness

e. What is the rhythm of the song ?



slow



fast



groovy

f. What is the aim of the song?



Denounce the horrors of lynching



Denounce a war



Celebrate a happy event



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mouth	breeze	roots
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II) FOCUS ON THE SONG

a. "Strange Fruit" is a figure of speech. Say which one and explain its meaning.

.....

.....

b. Find the words related to the lexical fields of:

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POSITIVE	NEGATIVE

d. What is the rhythm of the song ?How do you feel when you listen to it?

.....

.....

e. What feeling does the association of negative and positive elements convey?(several possible answers)

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.....

f. What is the aim of the song?

.....

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STRANGE FRUIT

Billie Holiday, 1939

About the song

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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**

II) FOCUS ON THE SONG

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. Indeed, "Strange fruit" stands for black bodies hanging from trees after having been lynched.

b. Find the words related to the lexical fields of:

NATURE	BODY
trees poplar trees fruit magnolia leaves crows roots wind breeze sun crop	blood Black body eyes mouth flesh

c. List the positive and negative elements

POSITIVE	NEGATIVE
"-swinging in the southern breeze" -"pastoral scene" -"gallant south" -"scent of magnolia sweet and fresh"	"-blood" -"bulging eyes" -"burning flesh" -"crows to pluck" -"sun to rot" -"bitter crop"

d. What is the rhythm of the song ?How do you feel when you listen to it?

The song is quite slow. I feel sad.

e. What feeling does the association of negative and positive elements convey?(several possible answers)

It conveys a feeling of uneasiness.

f. What is the aim of the song?

The aim of the song is to denounce the horrors of lynching in the South of the United States.



III) Phonetics: The sound of music

- a) Classez les mots suivants dans la bonne colonne:
breeze/fruit/mouth/trees/south/ roots/sweet

au	i:	u:
mouth	breeze	roots
south	trees	fruit
	sweet	

STRANGE FRUIT, BILLIE HOLIDAY, 1939

[Verse 1]

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

[Verse 2]

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

[Verse 3]

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

<https://genius.com/Billie-holiday-strange-fruit-lyrics>



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I) LISTEN AND COMPLETE WITH THE FOLLOWING WORDS:



wrong, dying, judge, long, way (x3) , war, crying, lines(x2) punish(x2) hate, brutality(x2) loving(x2) love, understanding, signs(x2), hair

What's going on, Marvin Gaye

Mother, mother
There's too many of you
There's far too many of you
You know we've got to find a
To bring some here today - Ya

Father, father
We don't need to escalate
You see,is not the answer
For onlycan conquer
You know we've got to find a
To bring some here today

Picket and picket
Don'tme with
Oh, what's going on
What's going on
Ya, what's going on
Ah, what's going on

Mother, mother, everybody thinks we're
Oh, but who are they tous
Simply because ouris
Oh, you know we've got to find a
To bring some here today
Oh

Picket and picket
Don't me with
Talk to me
So you can see
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



II) FOCUS ON THE SONG

1) What conflicts is he referring to ? (several possible answers) :

- ☐ police brutality ☐ The Vietnam War ☐ World War II

2) What type of music is it?

- ☐ Jazz music ☐ Soul music ☐ Rock music

3) What is the rhythm of the song

- ☐ slow ☐ groovy ☐ fast

4)What are the elements showing that this song is timeless ?

5) What is the aim of the song?

III) Phonetics: The sound of music

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a) Dans quels mots retrouve-t-on le phonème suivant:

b) En anglais, la terminaison -ing sur un verbe permet de construire :

☐

un verbe

☐

un gérondif

☐

un auxiliaire

c) Cette forme grammaticale peut être un:

☐

sujet

☐

complément

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What's going on, Marvin Gaye

Mother, mother
There's too many of you **crying**
There's far too many of you **dying**
You know we've got to find a **way**
To bring some **loving** here today - Ya
Father, father
We don't need to escalate
You see, **war** is not the answer
For only **love** can conquer **hate**
You know we've got to find a **way**
To bring some **loving** here today

Picket **lines** and picket **signs**
Don't **punish** me with **brutality**
Oh, what's going on
What's going on
Ya, what's going on
Ah, what's going on

Mother, mother, everybody thinks we're **wrong**
Oh, but who are they to **judge** us
Simply because our **hair** is **long**
Oh, you know we've got to find a **way**
To bring some **understanding** here today
Oh

Picket **lines** and picket **signs**
Don't **punish** me with **brutality**
Talk to me
So you can see
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



II) FOCUS ON THE SONG

1) What conflicts is he actually referring to ? (several possible answers) :

- ☒ police brutality ☒ The Vietnam War ☐ World War II

2) What type of music is it?

- ☐ Jazz music ☒ Soul music ☐ rock music

3) What is the rhythm of the song

- ☐ slow ☒ groovy ☐ fast

4)What are the elements showing that this song is timeless ?

The song is timeless because Marvin Gaye does not mention any specific event. It may be apply to any conflict, any violent situations.

5) What is the aim of the song?

The aim of the song is to denounce any type of war and violent conflict.

III) Phonetics: The sound of music

a) Dans quels mots retrouve-t-on le phonème suivant:

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fighting, dying, understanding, crying, loving

b) En anglais, la terminaison -ing sur un verbe permet de construire :

☐

un verbe

☒

un gérondif

☐

un auxiliaire

c) Cette forme grammaticale peut être un:

☒

sujet

☒

complément

☐

auxiliaire



What's going on **FICHE ÉLÈVE 2**

Marvin Gaye, 1971

About the song

Released at the height of the Vietnam War, "What's Going On" is a call for peace, protesting both the war as well as violent police responses to antiwar protests. According to Rolling Stone Magazine, this song is ranked 4 in the top 10 Best Songs Ever

<https://voices.pitt.edu/TeachersGuide/Unit9/WhatsGoingOn.htm>

<https://www.youtube.com/watch?v=AphDWoPMFQ>

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I'll tell you what's going on - Uh
Right on baby
Right on baby



II) FOCUS ON THE SONG

1)What conflict is he refering to ?

.....

2) What type of music is it?

.....

3) What is the rythm of the song

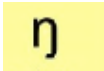
.....

4)What are the elements showing that this song is timeless ?

.....

5) What is the aim of the song?

.....

III) Phonetics: The sound of musicη

a) Dans quels mots retrouve-t-on le phonème suivant:

b) En anglais, la terminaison -ing sur un verbe permet de construire :

☐

un verbe

☐

un gérondif

☐

un auxiliaire

c) Cette forme grammaticale peut être un:

☐

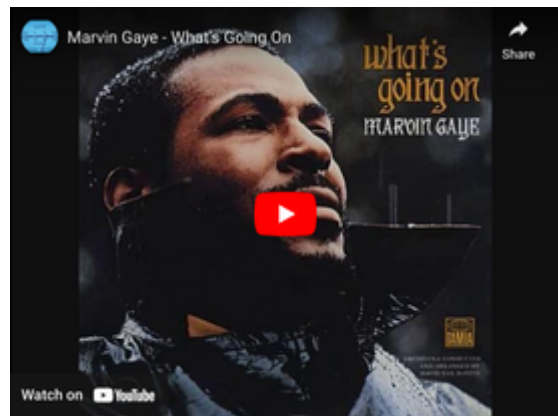
sujet

☐

complément

☐

auxiliaire



<https://www.youtube.com/watch?v=AphDWoPMFQ>

COMPRÉHENSION ORALE/ÉCOUTER ET COMPRENDRE

-Comprendre des messages oraux et des documents sonores de nature et de complexité variables.

- Repérer des indices pertinents, extralinguistiques ou linguistiques, pour identifier la situation d'énonciation et déduire le sens d'un message. -Savoir écouter une chanson/Savoir mettre en relation le rythme, les figures de style et le message véhiculé.

PRODUCTION ORALE EN INTERACTION/RÉAGIR ET DIALOGUER

-Développer des stratégies de compréhension orale en repérant des indices extralinguistiques ou linguistiques et en élaborant un discours commun.

-Réagir spontanément à des sollicitations verbales, en mobilisant des énoncés adéquats au contexte, dans une succession d'échanges qui alimentent le message ou le contredisent.

I) LISTEN AND COMPLETE WITH THE FOLLOWING WORDS:



wrong, dying, judge, long, way (x3) , war, crying, lines(x2) punish(x2) hate, brutality(x2) loving(x2) love, understanding, signs(x2), hair

What's going on, Marvin Gaye

Mother, mother
There's too many of you **crying**
There's far too many of you **dying**
You know we've got to find a **way**
To bring some **loving** here today - Ya
Father, father
We don't need to escalate
You see, **war** is not the answer
For only **love** can conquer **hate**
You know we've got to find a **way**
To bring some **loving** here today

Picket **lines** and picket **signs**
Don't **punish** me with **brutality**
Oh, what's going on
What's going on
Ya, what's going on
Ah, what's going on

Mother, mother, everybody thinks we're **wrong**
Oh, but who are they to **judge** us
Simply because our **hair** is **long**
Oh, you know we've got to find a **way**
To bring some **understanding** here today
Oh

Picket **lines** and picket **signs**
Don't **punish** me with **brutality**
Talk to me
So you can see
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



II) FOCUS ON THE SONG

1)What conflict is he referring to ?

He is referring to the Vietnam war and to police brutality.

2) What type of music is it?

it is soul music.

3) What is the rhythm of the song

The song is groovy

4)What are the elements showing that this song is timeless ?

The song is timeless because Marvin Gaye does not mention any specific event. It may apply to any conflict, any violent situations.

5) What is the aim of the song?

The aim of the song is to denounce any type of war and violent conflict.

III) Phonetics: The sound of music

a) Dans quels mots retrouve-t-on le phonème suivant:

ŋ

fighting, dying, understanding, crying, loving

b) En anglais, la terminaison -ing sur un verbe permet de construire :

☐

un verbe

☒

un gérondif

☐

un auxiliaire

c) Cette forme grammaticale peut être un:

☒

sujet

☒

complément

☐

auxiliaire

WHAT'S GOING ON MARVIN GAYE, 1971

[Intro]

Hey, hey-hey
Hey, what's happenin'?
Hey, brother, what's happenin'?
Boy, this is a groovy party (Hey, how you doin'?)
Man, I can dig it
Yeah, brother, solid, right on
What's happenin'?
Hey, man, what's happening?
Woo
Everything is everything
We're gonna do a get down today, boy, I'll tell ya

[Verse 1]

Mother, mother
There's too many of you crying
Brother, brother, brother
There's far too many of you dying
You know we've got to find a way
To bring some loving here today, yeah

[Verse 2]

Father, father
We don't need to escalate
You see, war is not the answer
For only love can conquer hate
You know we've got to find a way
To bring some loving here today, oh (Oh)

[Chorus]

Picket lines (Sister) and picket signs (Sister)
Don't punish me (Sister) with brutality (Sister)
Talk to me (Sister), so you can see (Sister)
Oh, what's going on (What's going on)
What's going on (What's going on)
Yeah, what's going on (What's going on)
Oh, what's going on

[Chorus]

Picket lines (Brother) and picket signs (Brother)
Don't punish me (Brother) with brutality (Brother)
Come on, talk to me (Brother), so you can see (Brother)
Oh, what's going on (What's going on)
Yeah, what's going on (What's going on)
Tell me what's going on (What's going on)
I'll tell you what's going on (What's going on)

<https://genius.com/Marvin-gaye-whats-going-on-lyrics>



<https://www.youtube.com/watch?v=6Ejga4kJUts>

FICHE ÉLÈVE 1

ZOMBIE,

THE CRANBERRIES, 1994

About the song

The Irish rock band The Cranberries was very successful in the 1990's. "Zombie", their best-known song, was released in 1994. It deals with 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 (Irish Republican Army) bombing in Warrington in 1993.

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.

COMPRÉHENSION ORALE/ÉCOUTER ET COMPRENDRE

-Comprendre des messages oraux et des documents sonores de nature et de complexité variables.

- Repérer des indices pertinents, extralinguistiques ou linguistiques, pour identifier la situation d'énonciation et déduire le sens d'un message. -Savoir écouter une chanson/Savoir mettre en relation le rythme, les figures de style et le message véhiculé.

PRODUCTION ORALE EN INTERACTION/RÉAGIR ET DIALOGUER

-Développer des stratégies de compréhension orale en repérant des indices extralinguistiques ou linguistiques et en élaborant un discours commun.

-Réagir spontanément à des sollicitations verbales, en mobilisant des énoncés adéquats au contexte, dans une succession d'échanges qui alimentent le message ou le contredisent.

I) LISTEN AND COMPLETE WITH THE FOLLOWING WORDS (you may have to change the form) :



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

Zombie, The Cranberries

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

II) FOCUS ON THE SONG

a) Look at the dictionary entry:

1.noun: a dead person that is alive again because of magic

2. A person who is like a robot. A person who does not feel or understand what is going on around them

Which meaning is being used in these sentences?

a.Run!The zombies are coming.They're going to eat us!...

b.I'm so tired.I'm a zombie....

c.In the movie, the zombies destroy the whole city....

d.He's not listening.He's like a zombie when he's watching his favourite programme.....

b) Why is this song called "Zombie"?Who are the zombies?

☐ It is about fantastic creatures

☐ It is about people who act without thinking

☐ It is about the famous TV show "The Walking Dead"

c) What conflict is the song referring to?

☐ It is referring to the Vietnam war

☐ It is referring to the political and religious troubles in Northern Ireland

☐ It is referring to World War I

c) How does the singer sound? (several possible answers) :

☐ happy ☐ angry ☐ sad

c) What is the aim of the song?

☐ denounce police brutality ☐ denounce the political and religious conflict in Northern Ireland ☐ denounce racism

III) Phonetics: The sound of music

a) Dans quels mots retrouvent-on le phonème: **ai**

b) Quel mot rime avec "taken"?

c) Quel mot rime avec "silence"?



<https://www.youtube.com/watch?v=6Ejga4kJUts>

ZOMBIE

FICHE ÉLÈVE 1/Correction

THE CRANBERRIES, 1994

About the song

The Irish rock band The Cranberries was very successful in the 1990's. "Zombie", their best-known song, was released in 1994. It deals with 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(Irish Republican Army) bombing in Warrington in 1993.

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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.

COMPRÉHENSION ORALE/ÉCOUTER ET COMPRENDRE

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I) LISTEN AND COMPLETE WITH THE FOLLOWING WORDS (you may have to change the form) :

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

Zombie, The Cranberries

Another **head** hangs lowly,
Child is slowly taken.
 And the **violence** caused such silence
 Who are we mistaken?
 But you see it's not me,
 It's not my **family**
 In your **head**, in your **head**
 They are fighting
 With their **tanks** and their **bombs**
 And their **bombs** and their **guns**
 In your **head**, in your **head**
 They are crying
 In your **head**, in your **head**
 Zombie, Zombie, Zombie
 What's in your **head**, in your **head**
 Zombie, Zombie, Zombie

Another **mother's** breaking **heart** is taking over
 When the **violence** causes silence
 We must be mistaken
 It's the same old theme since 1916
 In your **head**, in your **head**
 They're still **fighting**
 With their **tanks** and their **bombs**
 And their **bombs** and their **guns**
 In your **head** in your **head**
 They are **dying**
 In your **head**, in your **head**
 Zombie, Zombie, Zombie
 What's in your **head**, in your **head**
 Zombie, Zombie, Zombie

II) FOCUS ON THE SONG

a) Look at the dictionary entry:

1.noun: a dead person that is alive again because of magic

2. A person who is like a robot. A person who does not feel or understand what is going on around them

Which meaning is being used in these sentences?

a.Run!The zombies are coming.They're going to eat us! **1**

b.I'm so tired.I'm a zombie. **2**

c.In the movie, the zombies destroy the whole city **1**

d.He's not listening.He's like a zombie when he's watching his favourite programme **2**

b) Why is this song called "Zombie"?Who are the zombies?

☐ It is about fantastic creatures

☒ It is about people who act without thinking

☐ It is about the famous TV show "The Walking Dead"

c) What conflict is the song referring to?

☐ It is referring to the Vietnam war

☒ It is referring to the political and religious troubles in Northern Ireland

☐ It is referring to World War I

c) How does the singer sound? (several possible answers) :

☐ happy ☒ angry ☒ sad

c) What is the aim of the song?

☐ denounce police brutality ☒ denounce the political and religious conflict in Northern Ireland ☐ denounce racism

III) Phonetics: The sound of music

a) Dans quels mots retrouvent-on le phonème: **ai**

child, dying, fighting, violence, silence, crying.

b) Quel mot rime avec "taken"?

mistaken

c) Quel mot rime avec "silence"?

violence



<https://www.youtube.com/watch?v=6Ejga4kJUts>

COMPRÉHENSION ORALE/ÉCOUTER ET COMPRENDRE

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I) LISTEN AND COMPLETE WITH THE FOLLOWING WORDS (you may have to change the form) :

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



Zombie, The Cranberries

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

II) FOCUS ON THE SONG

a) Look at the dictionary entry:

1.noun: a dead person that is alive again because of magic

2. A person who is like a robot. A person who does not feel or understand what is going on around them

Which meaning is being used in these sentences?

a.Run!The zombies are coming.They're going to eat us!...

b.I'm so tired.I'm a zombie....

c.In the movie, the zombies destroy the whole city....

d.He's not listening.He's like a zombie when he's watching his favourite programme.....

b) Why is this song called "Zombie"?Who are the zombies?

.....

.....

c) What conflict is the song referring to?

.....

.....

c) How does the singer sound? :

.....

.....

c) What is the aim of the song?

.....

.....

III) Phonetics: The sound of music

a) Dans quels mots retrouvent-on le phonème: **ai**

.....

.....

b) Quel mot rime avec "taken"?

.....

c) Quel mot rime avec "silence"?

.....



<https://www.youtube.com/watch?v=6Ejga4kJUts>

FICHE ÉLÈVE 2/ CORRECTION

ZOMBIE, THE CRANBERRIES, 1994

About the song

The Irish rock band The Cranberries was very successful in the 1990's. "Zombie", their best-known song, was released in 1994. It deals with 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 (Irish Republican Army) bombing in Warrington in 1993.

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.

COMPRÉHENSION ORALE/ÉCOUTER ET COMPRENDRE

- Comprendre des messages oraux et des documents sonores de nature et de complexité variables.
- Repérer des indices pertinents, extralinguistiques ou linguistiques, pour identifier la situation d'énonciation et déduire le sens d'un message. -Savoir écouter une chanson/Savoir mettre en relation le rythme, les figures de style et le message véhiculé.

PRODUCTION ORALE EN INTERACTION/RÉAGIR ET DIALOGUER

- Développer des stratégies de compréhension orale en repérant des indices extralinguistiques ou linguistiques et en élaborant un discours commun.
- Réagir spontanément à des sollicitations verbales, en mobilisant des énoncés adéquats au contexte, dans une succession d'échanges qui alimentent le message ou le contredisent.



I) LISTEN AND COMPLETE WITH THE FOLLOWING WORDS (you may have to change the form) :

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

Zombie, The Cranberries

Another **head** hangs lowly,
Child is slowly taken.
 And the **violence** caused such silence
 Who are we mistaken?
 But you see it's not me,
 It's not my **family**
 In your **head**, in your **head**
 They are fighting
 With their **tanks** and their **bombs**
 And their **bombs** and their **guns**
 In your **head**, in your **head**
 They are crying
 In your **head**, in your **head**
 Zombie, Zombie, Zombie
 What's in your **head**, in your **head**
 Zombie, Zombie, Zombie

Another **mother's** breaking **heart** is taking over
 When the **violence** causes silence
 We must be mistaken
 It's the same old theme since 1916
 In your **head**, in your **head**
 They're still **fighting**
 With their **tanks** and their **bombs**
 And their **bombs** and their **guns**
 In your **head** in your **head**
 They are **dying**
 In your **head**, in your **head**
 Zombie, Zombie, Zombie
 What's in your **head**, in your **head**
 Zombie, Zombie, Zombie

II) FOCUS ON THE SONG

a) Look at the dictionary entry:

- 1.noun: a dead person that is alive again because of magic
2. A person who is like a robot. A person who does not feel or understand what is going on around them

Which meaning is being used in these sentences?

- a.Run!The zombies are coming.They're going to eat us! **1**
- b.I'm so tired.I'm a zombie. **2**
- c.In the movie, the zombies destroy the whole city **1**
- d.He's not listening.He's like a zombie when he's watching his favourite programme **2**

b) Why is this song called "Zombie"?Who are the zombies?

The zombies, according to the song, are those who fight and use violence without thinking.

c) What conflict is the song referring to?

The song is referring to the conflict between the IRA and the British government.

c) How does the singer sound? :
She sounds both sad and angry.

c) What is the aim of the song? .

The aim of the song is to denounce the political and religious troubles in Northern Ireland between the IRA and the British government.

III) Phonetics: The sound of music

a) Dans quels mots retrouvent-on le phonème: **ai**

Child, dying, fighting, violence, silence, crying.

b) Quel mot rime avec "taken"?

Mistaken

c) Quel mot rime avec "silence"?

Violence

ZOMBIE, THE CRANBERRIES, 1994

[Verse 1]

Another head hangs lowly
Child is slowly taken
And the violence caused such silence
Who are we mistaken?

[Pre-Chorus]

But you see, it's not me, it's not my family
In your head, in your head, they are fightin'
With their tanks and their bombs and their bombs and their guns
In your head, in your head, they are cryin'

[Chorus]

In your head, in your head
Zombie, zombie, zombie-ie-ie
What's in your head, in your head?
Zombie, zombie, zombie-ie-ie-ie, oh

[Post-Chorus]

Du, du, du, du
Du, du, du, du
Du, du, du, du
Du, du, du, du

[Verse 2]

Another mother's breakin'
Heart is takin' over
When the violence causes silence
We must be mistaken

[Pre-Chorus]

It's the same old theme, since 1916
In your head, in your head, they're still fightin'
With their tanks and their bombs and their bombs and their guns
In your head, in your head, they are dyin'

[Chorus]

In your head, in your head
Zombie, zombie, zombie-ie-ie
What's in your head, in your head?
Zombie, zombie, zombie-ie-ie-ie, oh-oh-oh-oh-oh-oh, eh-eh-oh, ra-ra

[Instrumental Outro]

<https://genius.com/The-cranberries-zombie-lyrics>

FINAL TASK



Create a protest song (or poem) to bring people to sympathize with the cause that you care about the most and get ready to present it during your school annual music contest! (Pair work)

	A1	A2	B1
Respect de la structure imposée	-Non respect de la structure imposée. -Pas de prise en compte des éléments caractéristiques d'une « protest song ». 1 pt	-Respect de la structure imposée. -Prise en compte des principaux éléments caractéristiques d'une « protest song » 3 pts	Respect de la structure imposée. -Prise en compte de tous les éléments caractéristiques d'une « protest song » + 5 pts
Cohérence et Cohésion	-Peut relier des groupes de mots avec des connecteurs élémentaires tels que « and » et « so ». 2 pts	Peut relier des groupes de mots avec des connecteurs simples tels que « such as » "and" "but" "because" 3 pts	Peut relier une série d'éléments courts, simples et distincts en un discours qui s'enchaîne, à l'aide de connecteurs logiques complexes. 4 pts
Grammaire	- inintelligible - lexique indigent - erreurs récurrentes de grammaire élémentaire 3 pts	-compréhension possible malgré des erreurs fréquentes - lexique limité - syntaxe peu élaborée 5 pts	- erreurs rares - vocabulaire riche - syntaxe élaborée - capacité à nuancer 7 pts
Phonologie	-Erreurs de prononciation et d'accentuation fréquentes 0.5 pts	-Quelques erreurs de prononciation et d'accentuation 2 pts	-Peu d'erreurs de prononciation et d'accentuation. Bonne intonation. 4 pts pts