



THE PROTEST SONG

Level: 2nd year of the 2nd cycle in high school

Duration: 4 periods + homework

Goal: To develop critical thinking in students about the world around them. To develop argumentative and literary strategies that contribute to the visibility of social causes.

Summary: In this learning and evaluation situation, students explore protest songs as a means to defend a cause. Students will analyse three songs dealing with various themes. Then they will each write a song which will be shared with the group.

LINKS TO THE PROGRAMME	
Broad Areas of Learning	Citizenship and Community Life.
Education Aim	To enable students to take part in the democratic life of the class or the school and develop an attitude of openness to the world and respect for diversity.
Focuses of Development	Participation, cooperation and solidarity.
COMPETENCIES	
Competency	Reads and listens to written, spoken and media texts.
Competency	Produces texts for personal and social purposes.
Competency	Uses language/talk to communicate and to learn.

PRESENTATION OF THE LEARNING AND EVALUATION SITUATION

PERIOD	TIME	DEVELOPMENT	STUDENTS	TEACHER
1	10 min	Place students in the proper context.	Using a felt pen and paper, each student writes a reason to be outraged and fixes it to the classroom wall.	<p>At the beginning of the activity place a copy of the Be Outraged! document on each desk.</p> <p>Optional: In order to pique the students' curiosity, use the classroom to display various protest works. (A good example of this would be street art works by Banksy that can be found on Google image).</p> <p>Depending on your students' level of political consciousness, it may be necessary explain why comments such as "my parents forbid me to smoke" and "we can't arrive for class late" are not appropriate reasons for outrage.</p> <p>Transition: It is important to move from outrage to action. Protest songs are one way to mobilize public opinion and to prompt people to act.</p>
	30 min	Active listening to protest songs.	Listen to three protest songs and answer the questions in the listening document. (Also see the lyrics document.)	Facilitate the gathering and sharing of responses, making sure that they are supported. In some cases, you may need to push discussion further to find justifications.
	30 min	Identify the attributes of a protest song.	<p>In teams of four, students are asked to identify common themes in the three protest songs they have studied.</p> <p>On a separate sheet of paper, students begin by noting the elements they observed in the first song.</p> <p>They will then carry on the same exercise for second and third songs.</p>	<p>Pool ideas.</p> <p>Discuss the different causes brought forward in the protest songs.</p> <p>Beginning with the elements noted, establish four major categories (goals, causes defended, argumentative strategies, literary devices). (See the mind map document.)</p>

**PRESENTATION OF THE LEARNING
AND EVALUATION SITUATION (CONTINUED)**

PERIOD	TIME	DEVELOPMENT	STUDENTS	TEACHER
1 (suite)	30 min	Build a mind map.	In teams of four, build a mind map. (A sample mind map document is provided, but the final results may vary from one team to another.)	Emphasize that protest songs defend causes in two different ways: using argumentative strategies (which appeal to reason), and using literary devices (which appeal to the heart).
2	75 min + home- work	Write the first draft of your protest song.	Each student will read the instructions and the writing tips. Ask questions if needed. Write the first draft of your protest song following the guidelines in the writing document.	Distribute the writing document. Explain the instructions. Keep track of time to ensure the students have enough to be inspired. Provide help if required.
3	30 min	Co-evaluation of the first draft.	In teams of three, students provide constructive suggestions to their classmates' first drafts based on the criteria outlined in the evaluation grid . This will give students the feedback needed to improve their song, and prepare a final version.	Remind the class about the criteria outlined in the evaluation grid . Provide help if needed.
	45 min + home- work	Write a final version of the protest song.	Individually, students re-write their first draft, keeping in mind the suggestions made by their classmates.	Apporter du soutien si besoin.
4	60 min	Reading	Each song is read by the author or by a student in the class.	Ensure that students respect each other during the presentations.
	15 min	Summing up.	Fill out your logbook .	

This learning and evaluation situation (LES) can be extended by putting the songs to music or by creating an audio clip.