



WRITING A PROTEST SONG

WRITING GUIDELINES

- A** Your song must contain a minimum of 20 verses;
- B** It must consist of at least three couplets, with or without a chorus;
- C** The title must be meaningful;
- D** Rhyme constraints must be respected;
- E** It can consist of regular or irregular metres, but must be symmetrical;
- F** Enrich your text with images: Include literary devices (comparisons, metaphors, accumulations, personification...as well as symbols.

PART ONE

The theme you will treat:

.....

USE THE NEXT 2 MINUTES TO WRITE 20 WORDS RELATING TO THIS THEME



PART ONE (CONTINUED)

Writing Tips for Part One:¹

- A** Do not censor your thoughts. Write whatever comes to mind. Do not try to impress anyone or to write perfect sentences. Rather, try to capture the essence of your feelings. Look for the truth. It doesn't matter if the words you write feel awkward for now.
- B** Try to find a key idea, powerful image, or a focal point around which you can create your text.
- C** At first, ignore rhyme and metre constraints. By focusing on these more technical aspects you run the risk of straying away from your creative inspiration.

¹ Very special thanks to H el ene Rousseau, French teacher at Coll ege Saint-Charles-Garnier, for sharing her materials for the Writing Tips section.



PART ONE (CONTINUED)

A large, empty rectangular area enclosed by a dashed orange border, intended for writing or drawing.

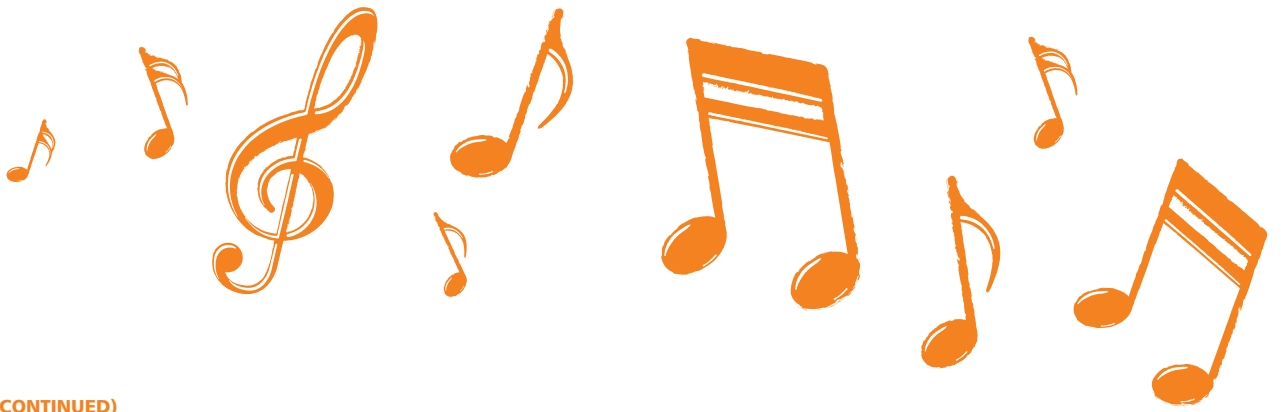
D If you have writer's block, don't plug away at it. Put your work aside for a few hours or a few days.



PART TWO

Writing Tips for Part Two:

- A** In the second part of this writing exercise be more critical. Use your sense of judgement in recognizing what must be kept, re-written, or discarded.
 - B** In organizing your ideas, choose the appropriate structure (one with a chorus or not, one with repetition or not).
 - C** Make sure you choose a point-of-view (a narrative mode) which is consistent with your message (writing in the first, second or third person: I, you, he, we, you, they...) A song written using an "I" character as a narrator will have a different emotional impact from one written describing action in the third person.
-
- D** Give yourself time to find a title which is coherent and meaningful. Your song's title must be catchy, inspiring, simple and original.
 - E** From the very first verse, your reader must be engaged and informed. Either his curiosity must be piqued, or he must be moved by the main theme you identify clearly.
 - F** Make sure the content of your text evolves. Maintain your reader's interest as you develop your ideas by alternating between new ideas and benchmarks present in your text.
 - G** Express each idea in a concise and colourful way, then move on to another idea. Avoid repeating the same idea from one verse to another.
 - H** Your text must be organized in such a way that it converges towards a powerful conclusion that will leave the listener or reader with a lasting impression.
-
- I** Whenever possible, avoid rhyming two words from the same grammatical class (two nouns, two adjectives, two verbs) or two words of the same family (strong and headstrong, place and displace).
 - J** If you are suffering from writer's block, don't hesitate to use a rhyming dictionary!
 - K** Don't spend too much time looking for a word. If you look through a list of possible rhymes and do not find anything suitable, then shake things up! Look at the ideas in earlier lines in your text to identify other possibilities. Sometimes an inversion or a synonym will help you find a quick solution to a problem which threatened to drive you crazy!



PART TWO (CONTINUED)

A large, empty rectangular area defined by a dashed blue border, intended for writing or drawing.



CO-EVALUATION

- A** Place yourselves in teams of three.
- B** Reread the instructions in the evaluation grid.
- C** Read your classmates' songs and make constructive suggestions using the instructions in the evaluation grid.

COMMENTS RECEIVED FROM MY CLASSMATES

FINAL VERSION

According to the suggestions you received from your classmates, rewrite the final version of your protest song on a sheet of white paper.