



# 5

# Say it loud!

ART ET POUVOIR

What role does music play in the history  
of the African American community?



↑ History of Hip-Hop in the Bronx (2015)

## SCENARIO

Life was no bed of roses for African Americans in the 19th century; the slaves had nothing but their voices to express their feelings, and that is where the blues came from. African American music kept evolving, until it became a real way of protesting during the Civil Rights Movement in the 1960s. Hip-hop was created by inner-city African Americans in the 1970s before it became a worldwide phenomenon in the 1990s.

## FINAL TASK

Write a comic strip  
about African  
American music



# DOCUMENTS

## 1 I've got the blues

ANTICIPATE

- a. Brainstorm the meaning of the title of this activity.

I imagine / I reckon / I believe that...

- b. Group A: Read the text and make a list of words that express suffering and a list of words that express joy.

Group B: Read the comic strip and make a list of words that express suffering.

MEDITATION

- c. Sum up to a member of the other group what you have learned by using some of the words you selected in the previous activity. Take notes about what you hear.

- d. Write a paragraph to summarise what you have learned from the text and the comic strip.

Include: who, what, where and why.

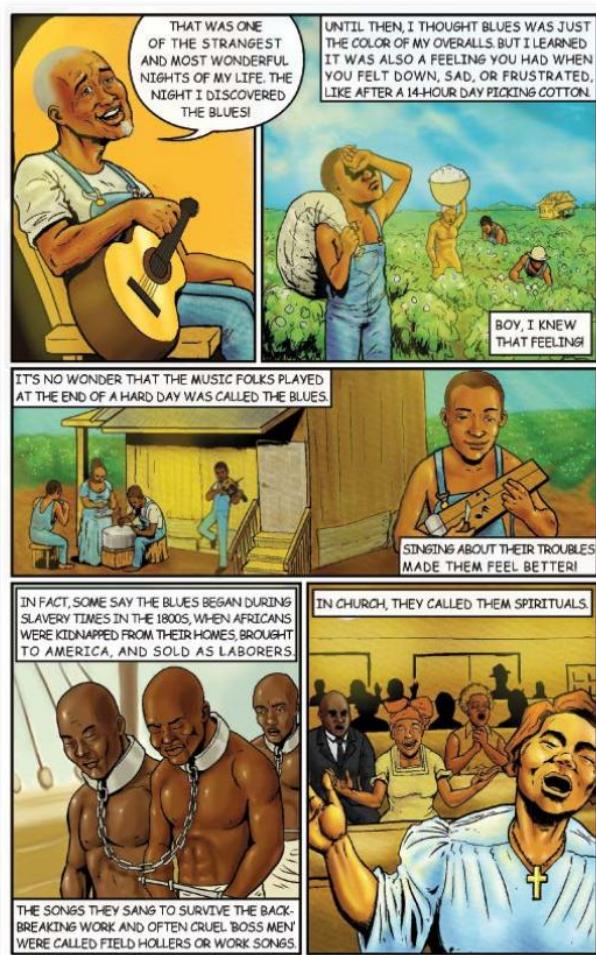
The blues was sung by...

They used to sing (in order) to...

The slaves sang because...



The remark is frequently made, that slaves are the most contented and happy laborers in the world. They dance and sing, and make all manner of joyful noises; but it is a great mistake to suppose them happy because they sing. The songs of the slave represent the sorrows, rather than the joys, of his heart; and he is relieved by them, only as an aching heart is relieved by its tears. Such is the constitution of the human kind that, when pressed to the extremes, it makes use of the most opposite methods. When the slaves on board of the "Pearl" were overtaken, arrested, and carried to prison—their hopes for freedom blasted—as they marched in chains they sang, and found a melancholy relief in singing. Sorrow and desolation have their songs, as well as joy and peace. Slaves sing more to make themselves happy, than to express their happiness.



↑ My Bondage and My Freedom,  
Frederick Douglass (1855)



## 2 Soundtrack for a revolution

ANTICIPATE

- Look at** the poster and the still.  
Imagine what the documentary is about.
- Watch** the video.  
Who are the people interviewed?  
What are their ideas?
- Discuss** the meaning of the quote by Harry Belafonte, "You can cage the singer but not the song."
- Define** the Civil Rights Movement in your own words.
- How powerful do you think music and songs were during the movement?
- Debate:** Should artists sing about the times and the society they are living in? Why (not)?

Prepare  
for the task

### TRAIN YOUR VOICE

prof. 25-26  
élève 22-23

#### La prononciation de « -ed »

- Écoutez ces mots tirés de « Soundtrack for a revolution ». Concentrez-vous sur la prononciation de « -ed » des participes passés : **arrested, liberated, crossed, created, jailed, called, colored**.
- Répétez les mots précédents. Classez-les en fonction de la prononciation de « -ed » : /ɪd/, /t/ ou /d/.
- Écoutez les verbes suivants et classez-les : **claimed, walked, defended, hummed, pushed, stopped**.
- Qu'en déduisez-vous sur la prononciation de « -ed » ?
  - après un son voyelle ou un son de consonne voisée, « -ed » se prononce...
  - après un son de consonne sourde, « -ed » se prononce...
  - après un son /t/ ou /d/, « -ed » se prononce...

- **equality**
- **freedom**: la liberté
- **a job opportunity**: une perspective d'emploi
- **laborer** /'leɪbərər/: un(e) ouvrier(ère)
- **slavery** /'sləvəri/
- **sorrow ≠ joy**
- **to carry on**: continuer, poursuivre
- **to demand**: exiger
- **to encourage** /ɪn'kʌrɪdʒ/
- **to end segregation = to desegregate** /di:'segregeɪt/
- **to feel down = to feel sad**
- **to let off steam** /stɪm/: se défouler
- **to let out sth**: lâcher, laisser sortir
- **to make a difference**: changer quelque chose
- **to stand up for sth/sb**: défendre qqch/qqn
- **to struggle for**: lutter pour



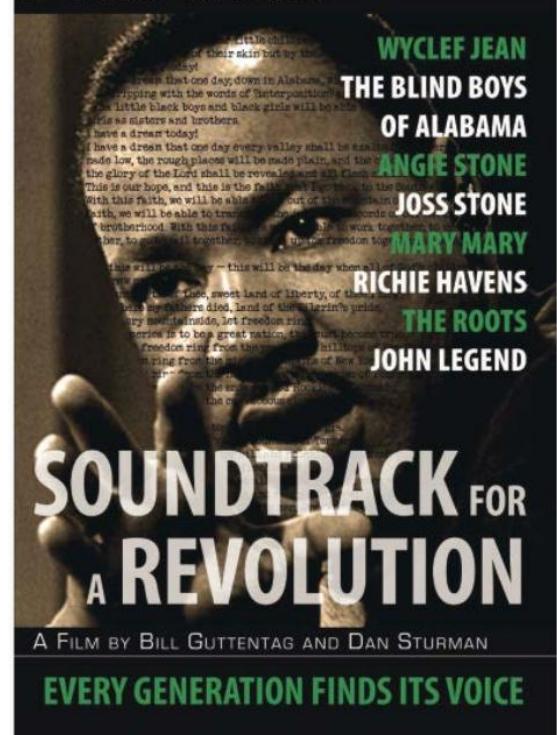
### VIDEO

vidéo 11



↑ Soundtrack for a revolution,  
Bill Guttentag and Dan Sturman (2009)

ARTEFACT FILMS PRESENTS

prof. 27  
élève 24

- **La voix passive** → p. 194

Africans **were kidnapped** from their homes.

- **L'habitude dans le passé** → p. 199

Slaves **used to** sing and dance while working. Singing **would** free their emotions.

- **L'expression du but** → p. 199

Slaves sang **to** make themselves happier. Slaves sang **in order to** make themselves happier.

## 3 Hip-hop controversy

LYRICS 1

**So while you're imitating Al Capone,  
I'll be Nina Simone**

From: "Ready or Not" by **The Fugees** (1996)

LYRICS 2

You shouldn't throw stones if you live in a glass house  
and if you got a glass jaw, you should watch your mouth  
'cause I'll break your face

From: "Patiently Waiting" by **50 Cent** (2003)

LYRICS 3

**That ghetto life sure is drastic  
All the furniture's covered in plastic**

From: "In the Ghetto" by **Busta Rhymes** (2006)

LYRICS 4

I'm fighting for the girls that never thought they could win  
'Cause before they could begin, you told them it was the end  
But I am here to reverse the curse that they live in

From: "I'm the best" by **Nicki Minaj** (2010)

LYRICS 5

**To appreciate the sun  
you gotta know what rain is**

From: "Coming Home" by **J Cole** (2010)

LYRICS 6

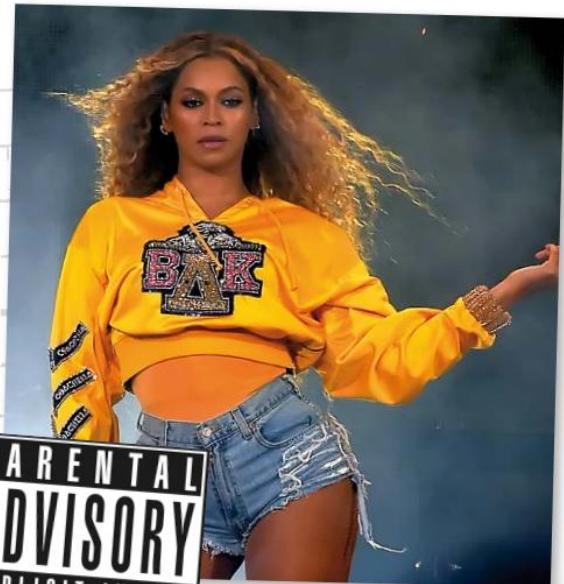
My daddy Alabama, momma Louisiana  
You mix that negro with that Creole,  
make a Texas bama

From: "Formation" by **Beyoncé** (2016)

LYRICS 7

**I brought the game to its knees  
I make too much these days to ever say "Poor me"**

From: "Free Smoke" by **Drake** (2017)



↑ Beyoncé Knowles performs onstage during the 2018 Coachella Valley Music And Arts Festival.

“Hip-hop is supposed to uplift and create, to educate people on a larger level and to make a change.”

Doug E. Fresh, rapper and beat boxer

“The music, attitude and behaviour expressed in hip-hop is anti-black, anti-education, self-destructive, pro-drug dealing and violent.”

Jason Whitlock, journalist

- a. Match each of the lyrics with one of the following concepts:  
**arrogance, violence, wisdom, mixed race, girl power, success, poverty, city life and American icons.**

Justify your choices.

I guess / reckon / believe that 50 Cent's rhyme is about...

- b. Find the verse that expresses the following ideas:

1. "I earn a lot of money."
2. "I represent girls who feel they have no chance."
3. "Be careful with what you say if you're a weak person."
4. "Life in a poor neighbourhood is tough."
5. "While you use violence, I'll fight peacefully for my people."
6. "Hard times make you enjoy good times (even) more."
7. "I'm a mixture of Black and Creole blood."

- c. Read the quotes. What can you conclude about hip-hop music and the values it promotes nowadays? **Debate.**

- d. Find the similarities among the musical styles in this unit.



prof. 28  
élève 25

- **materialistic** /mətɪəriə'lɪstɪk/
- **misogynistic** /mɪsədʒɪ'nɪstɪk/
- **to bring people together** = **to unite** /ju:nɪt/
- **to degrade women** /dr'greɪd/
- **to encourage violence**
- **to give hope** /haʊp/: donner de l'espoir
- **to glorify crime** /'glɔrɪfɪ/
- **to raise awareness** /'sweənəs/
- = **to raise social consciousness** /'səʊʃəl 'kɒnʃənəs/: sensibiliser

## VOCABULARY

→ Banque d'exercices p. 162



### WHERE

in church (spirituals)  
in the cotton fields  
in the South of the USA

### WHEN

since the late 19th century

### WHO

Black Americans  
= African Americans  
Southern slaves  
Southern workers / laborers

### WHAT

a difficult life  
desolation  
melancholy  
slavery  
sorrow ≠ joy  
suffering = aching

### GOALS

to demand racial equality  
to end segregation  
= to desegregate schools, buses...  
to express their feelings  
to feel liberated  
not to give up = not to surrender  
to improve the conditions  
of black people  
to make things change  
to stand up / fight for their rights

### WHY

to cope with their hard lives  
to express their feelings  
to feel relief / relieved  
to let off steam  
to let out sadness  
to make themselves happy  
= to feel better

### BLUES

(to have the blues =  
to feel sad =  
to feel melancholic)

## SONGS OF THE CIVIL RIGHTS MOVEMENT

## BLACK AMERICAN MUSIC

### HIP-HOP

#### NEGATIVE ASPECTS

gangster lifestyle  
homophobia  
materialism  
misogyny = sexism  
offensive language  
selfish attitudes  
violence

#### POSITIVE ASPECTS

education  
peace  
pride  
unity  
to get people together  
to give hope  
to have fun  
to pass on values

#### VALUES

concern  
courage  
discrimination  
freedom  
solidarity

#### FEARS

of being arrested  
of being beaten up  
of being jailed

#### ACTIONS

to dance  
to demonstrate  
= to protest  
to sing

### Make your own mind map

Make a mind map with the words and expressions that best describe the music genre and the history of an African American artist of your choice.

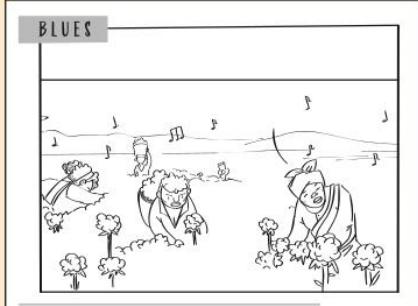
## PREPARATION TIME

### How to write a comic strip

#### • Cherchez des mots-clés

Vous venez de recevoir une planche de BD. Pour chaque vignette, écrivez deux ou trois mots-clés que vous utiliserez dans la rédaction de votre texte.

Observez cette vignette et écrivez trois mots-clés.



#### • Trouvez le bon style

a. Dans les BD, il y a deux types de textes différents. Dans les bulles (**speech bubbles**), les personnages parlent à la première personne, tandis que dans les cartouches (**captions**), on trouve des textes généraux qui décrivent le contexte des vignettes.



b. Le style du texte des bulles reflète toujours le caractère et l'opinion du personnage qui parle ; le style des cartouches est beaucoup plus neutre et plus formel.

#### • Exprimez votre créativité

- Dans une BD, la « story line » est très importante, mais... le côté visuel l'est aussi ! Ajoutez des détails et des couleurs à votre BD pour la rendre unique.
- Vous pouvez également ajouter des onomatopées. Attention, elles sont différentes en anglais. En ajoutant de petits détails, votre création sera inoubliable.



#### • Relisez

- Relisez votre travail en vous focalisant sur plusieurs points :
  - le lexique de l'unité apparaît-il ?
  - les structures de grammaire de l'unité ont-elles été employées ?
  - les informations culturelles de l'unité apparaissent-elles ?

#### • Choisissez la meilleure BD

- Observez attentivement les bandes dessinées de vos camarades : lesquelles vous semblent les plus attrayantes ?
- Lisez attentivement les textes des bulles et des cartouches :
  - est-ce que les textes sont intéressants et cohérents ?
  - est-ce que les styles d'écriture ont été respectés ?
- Essayez de prendre une décision avec votre groupe et expliquez votre choix !

## FINAL TASK



Action!

### WRITE A COMIC STRIP ABOUT AFRICAN AMERICAN MUSIC

Blues Comix is publishing a new comic book about African American music from the cotton fields to hip-hop. You will be the writer.

- a. You will be given two copies. **Use** the first one as a draft.
- b. **Look at** the panels and **write** the text.
- c. **Include** any other drawings or speech bubbles that you may need.
- d. You can now **use** the other copy to **create** the final version of your comic.
- e. **Hang** your creations on the wall.

The class will **decide** which comic strip is the most creative.

Fiche  
Grille éval.  
▼

Fiche  
Grille autoéval.  
▼

Fiche  
Doc. support  
▼

