



4 Protest songs



1 Group work

a. Go on the Internet and listen to the following songs, then read the lyrics.

Group 1

- *We Shall Overcome*, Joan Baez
- *Blowin' in the Wind*, Bob Dylan
- *The Unknown Soldier*, The Doors

Group 2

- *Machine Gun*, Jimi Hendrix
- *Billy, Don't Be a Hero*, Paper Lace
- *Where Have all the Flowers Gone?*, Pete Seeger

Group 3

- *Born in the USA*, Bruce Springsteen
- *War*, Bob Marley
- *For What it's Worth*, Buffalo Springfield

b. Work on the lyrics.

- Try and define what the songs in each group have in common.
- Find the point of view in each of them.
- Who is the target?
- What does each song describe / denounce?
- Do you find the songs effective? Why? Why not?

2 Top of the Pops

Choose the protest song you like best and prepare an oral account (historical context, message of the song, goal). Explain the reasons for your choice. You can also make a slide presentation (PowerPoint).

PREPARE YOUR TASK

3 Poet's corner

Write a poem or the lyrics of a song, either supporting military action or protesting against the war (about 20 lines).

Artists

activist
 opponent: *adversaire*
 committed: *engagé*
 involved in: *impliqué dans*
 side with: *prendre le parti de*
 hold sb responsible for
 advocate: *prôner*

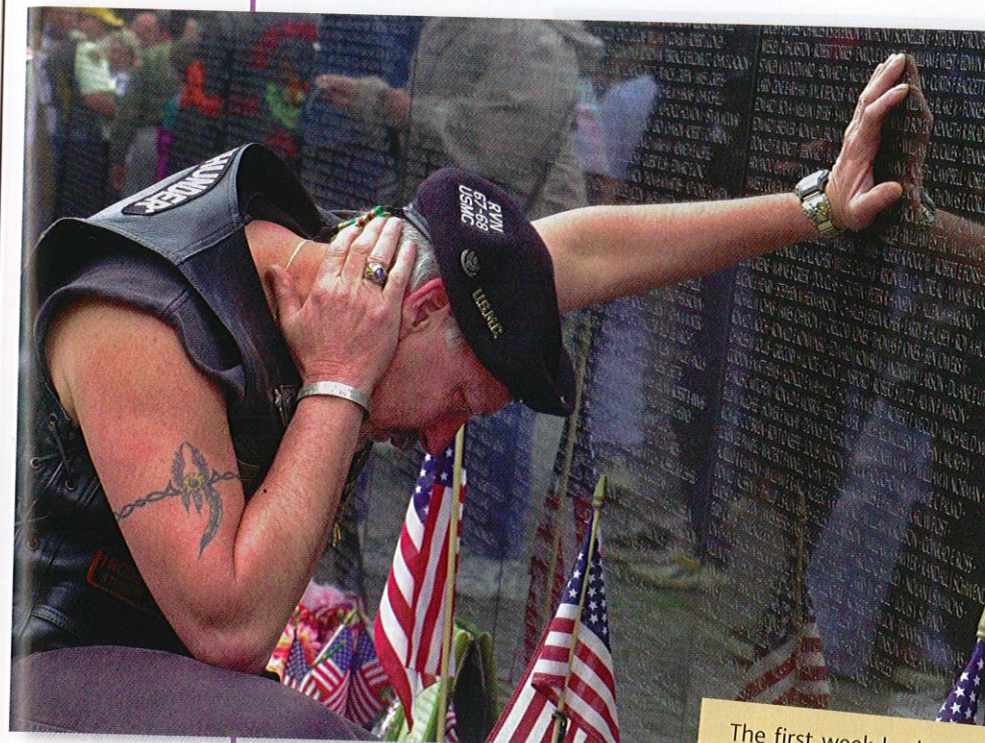
Goals

protest against sth
 object to V-ING
 blame / criticize sb for sth / V-ING
 accuse sb of sth / V-ING
 put an end to
 withdraw (troops): *retirer*
 denounce / expose: *dénoncer*
 stand up against / rebel

Help!



5 I am a veteran



1 Get ready

- a. React to the photo.
- This monument is in Washington, D.C. What is it?
 - Observe the man (age, clothes, attitude, feelings).
- b. What are the artist's goals?

c. Read the testimony and answer the questions of a veteran from Iraq.

- Who do "I", "he", "we" refer to?
- Can you explain "the welcome we deserved"?

The first week back, I was the best man¹ in a wedding, and I had a Vietnam War veteran come up to me, and he handed me \$50 and said, "Take your wife out to dinner. I appreciate what you did. We didn't get the welcome we deserved² when we got back, and I don't want that to happen to you; I want you to go out and enjoy yourself."
 Navy Corpsman Jim Weller,
 Hospital Corpsman, Jan.-Nov. 2004

▲ *The Washington Post*, May 14, 2006

1. témoin de mariage 2. mérites

2 Staten Island Veteran Center

Listen to these interviews with Vietnam and Iraq veterans comparing the way they were considered back home. Turn to your Workbook for help.



3 Recap

- Which wars are mentioned in these interviews: WWII, Afghanistan, Iraq, Rwanda, Vietnam?
- Find out about the consequences of war and classify them into two groups: gratitude • trauma.
- How are veterans treated by civilians?
- Compare the present and the past.

PREPARE YOUR TASK

4 Newspaper clip

Write an article for a newspaper about the interview at Staten Island Veteran Center (120 words).

Fast Facts

American involvement in Vietnam (1961-1973)

- It was a Cold War military conflict between communist North Vietnam and the government of South Vietnam, supported by the United States.
- It was an unpopular war among students and young people who could be drafted and sent to Vietnam.
- After the war, veterans were often ignored and felt guilty when they came back home because they embodied failure.
- The Washington War Memorial was built in 1983. There are 58,022 names of fallen soldiers. → p. 276

YOUR TASK

You are a war reporter writing an article on the life of soldiers in combat or a screenplay writer. Your text will be based on the photos provided (200 words).

Les étapes à suivre

- ➔ **Observez les images ci-contre.**
Repérez pour chacune d'elles les lieux, moments, personnages, actions et détails importants.
- ➔ **Inventez une identité pour chacun des protagonistes.**
Trouvez un nom, un prénom, des traits de personnalité, un rôle. Imaginez aussi la hiérarchie (qui est le chef, qui obéit) et enfin les rapports entretenus avec le soldat blessé.
- ➔ **Trouvez la trame du récit.**
 - Imaginez les événements antérieurs et le dénouement.
 - Citez éventuellement les phrases marquantes prononcées par les soldats.

Scénario 1

Vous êtes journaliste de guerre et écrivez un reportage sur la vie de soldats sur le front.

1. Travaillez votre brouillon.

- a. Utilisez des marqueurs chronologiques.
first... • then... • after a while... • later / a few minutes later... • little by little... • suddenly / all of a sudden... • then... • eventually / finally...
- b. Veillez aux temps du récit.

2. Complexifiez vos énoncés.

- a. Utilisez des pronoms relatifs (*who, which, that, when, where*).

Example: The soldier was shot. He shouted for help.

→ *The soldier who had been shot shouted for help.*

- b. Avez recours à des mots de liaison (*when, as, so soon as, while, after, until, then, but*).

- Le prétérit simple s'emploie pour faire un récit.
- Le prétérit *BE + V-ING* s'emploie pour faire un « arrêt sur image », une description.
- Le *past perfect* s'emploie pour évoquer une action passée qui précède une autre action déjà située dans le passé.



▲ Stills from *The Thin Red Line*, a film by Terrence Malick (1998).

