

Intitulé de l'activité	LET'S SING AMERICA				
Auteur	NATHALIE MALGUID				
Présentation sommaire	Comprendre un poème qui traite de la ségrégation et s'exprimer à l'écrit sur le rapport entre art et société.				
Public visé	lycée (2 ^{nde} / 1 ^{ère} / Terminales/ LLCER)				
Niveau CECRL	B1-B2				
Activités langagières	Compréhension de l'écrit Production écrite				
Notion / Axe / Thématique	2 ^{nde} : La création et le rapport aux arts 1 ^{ère} : Art et Pouvoir LLCER : Rencontres (axe 2 : relation entre l'individu et le groupe) Terminale : Lieux et formes du pouvoir				
Equipements / logiciels nécessaires	Ordinateur ou téléphone				
Support (texte ou lien)	<p>I, too, sing America</p> <p>I am the darker brother. they send me to eat in the kitchen When company comes, But I laugh, And eat well, And grow strong.</p> <p>Tomorrow, I'll be at the table When company comes. Nobody'll dare Say to me, "Eat in the kitchen," Then.</p> <p>Besides, They'll see how beautiful I am And be ashamed—</p> <p>I, too, am America.</p> <p>Langston Hughes, "I, Too" from The Collected Works of Langston Hughes. Copyright © 2002, first published in 1926</p>				
Exemples de consignes	<p><u>Compréhension de l'écrit et prononciation (30 minutes)</u></p> <ul style="list-style-type: none"> - Focus on the personal pronouns (Remember: personal pronouns are: I, me, you, he, him, she, her, it, we, us, they, them) and find who they represent. - Focus on the tenses (past, present future) and explain why they are used. - Classify words and expressions in the following grid: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Positive words and expressions</td> <td style="width: 50%; padding: 5px;">Negative words and expressions</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table> <ul style="list-style-type: none"> - Focus on the places and explain who is going to be ashamed and why. - Use all your answers, focus on the last line and explain what the message of the poem is, in your opinion. - Do you find this poem difficult to understand? - Do you think this poem is efficient to convey this kind of message? 	Positive words and expressions	Negative words and expressions		
Positive words and expressions	Negative words and expressions				

Listen to the poem (<https://www.youtube.com/watch?v=oiCWngPt-L4>) and read it at least three times, paying attention to your pronunciation and intonation. (Optional: record your reading of the poem and send it to your teacher).

Expression écrite: (1 heure)

2nde: Draw a picture / Find a picture to illustrate this poem and explain what you wanted to represent and why (80 words) OR Choose one of the pictures given to illustrate the poem and explain which one you think is the best (80 words)

1ère: Choose one of the pictures given to illustrate the poem and explain which one you think is the best (100 words) OR Comment on this quote: “Any form of art is a form of power” (Ossie Davis) (120 words)

Terminale: Comment on this quote: “Art is a powerful means of correcting human imperfections” (Theodore Dreiser) (200 words) OR As a journalist, write an article entitled “The Power of Art” (200 words)

LLCER : Recherches et expression écrite (2 heures):

Search the web to find some information about Langston Hughes and Walt Whitman. Identify at least 3 elements they had in common and 3 elements that made them different.

Read the poem “America” by Walt Whitman and compare it with Langston Hughes’s poem (200 words).

Follow up activities: (durée 2h)

2nde ou 1ère:

Look for the following terms on the internet: necktie parties/ Jim Crow/ Jim Crow Laws/ “Separate but equals”

Using what you found, write a short report for a school radio show (Optional: record the report and send it to your teacher).

LLCER ou Terminale:

Look for the following definition on the internet: <https://www.merriam-webster.com/dictionary/necktie%20party>

Look at the following picture:



Lawrence Beitler, Marion, Indiana, 1930 (cut)

Listen to the song “Strange Fruit” by Billie Holiday

(<https://www.youtube.com/watch?v=-DGY9HvChXk>)

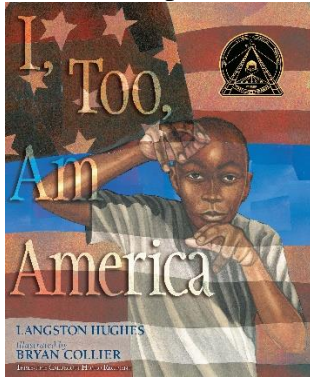
Linking the documents, explain the metaphor in the song.

Durée prévue
(hors “follow up
activities”)

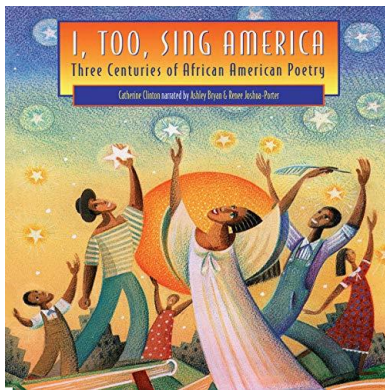
2h
3h pour LLCER

Notes /
commentaires

Illustrations possibles du poème à proposer :



Book cover, illustrated by Bryan Collier, Simon & Schuster Books for Young Readers (May 22, 2012)



CD cover, Blackstone Publishing, 2010

America
By Walt Whitman

Centre of equal daughters, equal sons,
All, all alike endear'd, grown, ungrown, young or old,
Strong, ample, fair, enduring, capable, rich,
Perennial with the Earth, with Freedom, Law and Love,
A grand, sane, towering, seated Mother,
Chair'd in the adamant of Time.