

Protesting for Change Teacher's Notes

This A2 plus-level article can be used in parallel with the warm-up activities implemented at the beginning of the school year as, it deals with the Pledge of Allegiance in every school of the U.S.A, as a daily patriotic ritual as well as recent protests against the national anthem at American football games, in the NFL, schools and universities.

This theme fits well with the sequence on standing up for your rights through sport in Speakeasy Files 3^e <http://speakeasy-euros.nathan.fr/speakeuro3>.

Vocabulary

- patriotism, protest, school, sports, numbers

Grammar

- simple present, preterite

Phonology

- /I/, /i:/ and /aI/, /dʒ/

Cultural element

- The Pledge of Allegiance and the National Anthem

Interaction

- We suggest video projecting the picture of the students pledging allegiance around the flag and have your students react. Introduce or reintroduce hypothesis vocabulary (What elements of the picture can they say in English? e.g: *There are children and an adult. There is a flag, a desk and a whiteboard. Maybe it's a classroom. What are they doing? e.g: Maybe they are singing, They are putting/placing one hand on their chest/heart. Where is it happening? e.g: in a classroom, in the U.S.A.)*

Pre-reading

- **Step 1** helps the pupils prepare understanding the article. The exercises enable them to discover or rediscover the classroom, the Pledge of Allegiance as well as protest vocabulary. If they find the mind map activity challenging at first, suggest they start with the familiar classroom category, and simply put the other words into the protest cloud. Once they read the article, all will become clear.

Listening

- For **Activity B**, you'll find an MP3 of the Pledge to download from our site. The words they are asked to pick out are relatively simple, and don't require full comprehension of the pledge at this stage.
- The pupils could then be divided into two groups: those who read the box about the Pledge of Allegiance and those who read the box about the National Anthem. Pupils from each group report about what they have understood. It is an opportunity to compare with their anthem. Do they know it by heart? Are there other patriotic rituals they do regularly?

Reading

Step 2 will help them unravel the basic information in the article, mainly how important the Pledge of Allegiance and the National Anthem are, and the forms of protest observed.

Note: Colin Kaepernick's surname is pronounced CA-per-nick.

Step 3 takes them to another level of comprehension, the reasons for the protests of the students as well as some American football players, and the repercussions of their protest.

Pronouncing

■ **Step 4** is a review of the difficulty of knowing when to pronounce /I/, when to say /i:/ and /aI/.

To go further....

■ A light speaking activity can be suggested here.

1. The pupils can be asked what a patriotic gesture is for them. They can show the rest of the class and justify (help might be needed in terms of vocabulary).
2. They can then express themselves with regards to protest gestures. What is their opinion on the fact the two students sat down during the Pledge of Allegiance, or the fact that Colin Kaepernick knelt down?
3. They know the consequences Kaepernick faced and the repercussions. Fair or unfair? Would they have done the same? Why is his courage "exceptional"?
4. What, in their opinion, are the consequences for the two students, Mari Oliver and India Landry? Have the pupils imagine a speech from the school headmaster to these two students.

Audio Interview

■ You'll find a short interview with an American university student about reciting the Pledge when she was at school, with interactive comprehension activities, in the Banque de ressources anglais cycle 4. To see the resource, download it or use it online, register

<http://inscription-brne.eduplateforme.com/pre-register>

or, or if you are already registered, log in <https://brne.eduplateforme.com/lms> then go to:

Audios > Ecole et société > Interviews > B1 > The Pledge of Allegiance

Solutions

■ Step 1

A. American students: classroom, high school, patriotic, recite,

Protest: refuse, injustice, liberty, justice, unfair, freedom, courage

Sit and stand could be justified in either category, pupils will see more clearly why they are in the list when they read the article.

B. I, flag, United States, republic, stands, nation, liberty, justice

■ Step 2

A. 1. a. in all U.S schools **b.** every day

c. Students stand, hand to the heart face the flag.

2. a. at matches **b.** before a match starts

c. stand

B. 1. a. Mari Oliver and India Landy

b. in Houston, Texas **c.** sit

2. a. Colin Kaepernick **b.** kneel

■ Step 3

A. 1c, 2a, 3g, 4e, 5b, 6d, 7f

They are protesting against police brutality to African Americans. They don't agree with the pledge and the song that talk about freedom and justice for all.

B. 1. T, 2. F: every day, 3. T, 4. F: unfair, 5. T, 6. F: there ARE many..., 7. T, 8. T

C. Negative Impact:

His contract with the 49^{ers} was not renewed.
His career is finished.

Positive Impact:

He inspired other players: at professional, high school and university levels.
He received the Ambassador of Conscience Award for his courage.

Step 4

/I/ = sit: injustice, America, republic, indivisible, liberty, African, live, prisoners, killed, brutality, university, finished

/i:/: police, magazine

/aɪ/ : recite, united, high, rights