**PROTEST SONG PROJECT**

**CONTEXT**

Freedom of speech is an important right outlined in the United States Constitution. This right has been employed by many Americans across history whose other rights have been threatened or ignored. Protest is one way Americans have participated in our democracy seeking to let their voices be heard and to call for change in their cultural climate. Music is one powerful way artists have chosen to engage in social protest and social critique.

**ASSIGNMENT**

Choose a protest song to analyze and research. You may choose a song from the list, or another song of your choice with teacher approval. **See my website for possible song choices**. In order to select a song that has explicit lyrics, you must have your parent’s approval.

Create an expository Google Slide presentation that showcases the song, explains the song’s meaning, historical context, and artistic merit.

**GOOGLE SLIDES**

1. Create at least two slides for each of the following topics:
	1. **WHO?** Give relevant background information about the **musical artist.**
	2. **WHAT?** Give background information about the **historical context**. When was the song composed and what were the concerns of the time?
	3. **WHY?** What **social issue** is the song addressing? Who did this issue effect and how?
	4. **HOW?** Identify the **stylistic choices** used in the song to convey the message. Identify strong lines that convey the overall message. Consider the artistic merit of the song.
2. The slideshow should be **timed** and set to the **music** of the protest song you chose.
3. Include relevant **images and photographs** to help give meaning to the slideshow.
4. Include a **Works Cited** slide that offers citations in proper MLA format. Also include a printed Works Cited page.

**PROJECT TIMELINE**

* Choose Protest Song—submit via Classroom—due January 13
* Lyrical Analysis worksheet—due January 17/18
* Work Day to research in the library—January 19/20
* Work Day for Google Slides in class—January 23/24/25
* Final Presentations in Music Gallery—due January 31(odd classes)/February 1 (even classes)

**PROTEST SONG CHOICE**

*Please fill out the* ***Google Form*** *on my classroom website to notify me of your song choice for this assignment.*

**PARENTAL PERMISSION** *(only needed if choosing a song with explicit lyrics).*

For this research assignments, I have chosen to research and analyze the following song. This song has explicit lyrics, and I have received parental permission below to research this song.

**Song:**

**Artist:**

I give my child permission to research a protest song containing explicit lyrics for this class assignment.

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Parent Name Parent Signature Date

**COMMON CORE STANDARDS ADDRESSED**

* RI. 1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
* RI. 4: Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on Meaning and tone, including analogies and allusions to other texts.
* RI. 6: Determine an Author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints
* RI. 7: Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.
* W. 7: Conduct short research projects to answer a question, drawing on several sources
* SL. 5: Integrate multimedia and visual displays into presentation to clarify information, strengthen claims and evidence, and add interest.