

Counter-culture in Great Britain in the 1970s

Classe	Niveau visé	Nombre de séances prévues	Notion
2GT	B1	15	Mémoire : héritages et ruptures ; Sentiment d'appartenance

Tâche finale	<i>Libellé</i>	You are a young punk from the 1970s in GB. In pairs, write a song expressing your indignation about society. You must include 2 verses (of 2 stanzas each) and 1 chorus. At home, record the text of the entire song.
	<i>Problématique du projet</i>	Comment se manifestait la rébellion des jeunes de la société britannique des années 70 ? Lien entre société et nouvelle forme d'expression artistique ainsi que l'apparition d'un code vestimentaire.
	<i>AL(s) dominante(s)</i>	PE + POC
Objectifs visés	<i>Culturel</i>	Société britannique sur fond de crise économique des années 70s, mouvement punk et contre-culture des années 70s Sex Pistols, The Clash
	<i>Lexical</i>	Lexique lié à la situation économique des années 70s Hiérarchie des classes sociales Exprimer ses sentiments (mécontentement, colère, rébellion...) face aux inégalités de la société
	<i>Grammatical</i>	Formes du passé pour parler d'une époque révolue : preterite (V-ED) et past perfect (HAD-EN)
	<i>Phonologique</i>	L'accent tonique : society, crisis, economy, riot, strikes, chaos, garbage... Créer des rimes avec les mots
	<i>Orthoépique</i>	Savoir lire une chanson en accentuant les mots au bon endroit (notamment les rimes)
	<i>Socio-linguistique</i>	Savoir intégrer les dimensions culturelles et écrire une chanson empreinte d'une tonalité rebelle
	<i>Pragmatique</i>	Ecriture d'une chanson engagée

Evaluations prévues

- Test de connaissances
- Tâche intermédiaire: se mettre dans la peau d'un jeune punk et écrire ce que l'on ressent et ce que l'on pense de la société dans laquelle on vit
- Tâche finale : écrire une chanson punk des années 70

Analyse universitaire des supports

- **Support 1: 1970s Britain: Historical Facts**

Texte synthétique organisé en différentes catégories.

Qui parle à qui?	
De quoi?	Historical facts about Britain in the 1970s
Dans quel but?	To inform + introduce the context of counter-culture mouvement
Comment?	4 paragraphs: politics, economy, society, counter-culture movement
Eléments facilitateurs	Structure claire Nombres, dates Mots avec racine connue: unemployment, ungovernable, unburied, helplessness, unable, hopelessness
Obstacles	Political parties (Labour + Conservative) Notions: recession, inflation Vocabulary: debt, manufacturing, rate, strike, turmoil, triggered, halted, coffins, garbage, gridlock, social unrest, lorry, tankers, dustmen, trade, despair, Do-It-Yourself, outrageously, purposes, pins, lavatory chains, ripped, alluded, outlandishness, alienated, outcast, mainstream

- **Support 2: Video “The Clash, New Year’s Day” BBC 2014 (homage à Joe Strummer du groupe The Clash)**

Qui parle à qui?	Journalist/reporter
De quoi?	1977: jubilee, society, punks Portrait de la société britannique à la fin des années 1970
Dans quel but?	Tribute to Joe Strummer, lead singer from the punk group The Clash
Comment?	- Images d’archives en noir et blanc et couleur juxtaposées - 2 fonds sonores : chanson « Two Sevens Clash » chantée par Joseph Hills du groupe Culture, et voix-off qui récite le poème de Noël de Alfred Lord Tennyson « Rind out, Wild bells ». → transition vers 1977 représentait un renouveau : pour les uns (Joseph Hills) c’était la fin probable du monde, pour les autres (punks et critiques de musique) un tournant dans l’histoire du punk avec l’arrivée du groupe The Clash. - Portrait de la société britannique à la fin des années 1970: classes sociales distinctes (rigid class hierarchy) mais aussi multiculturalisme (aristocratie, classe moyenne, classe ouvrière, mais également communautés: noire jamaïcaine et indienne). - Code vestimentaire = signe d’appartenance sociale ou idéologique → marque la division entre classes sociales.
Eléments facilitateurs	Contexte déjà abordé en classe (Queen’s jubilee) Peu de compréhension orale, surtout images
Obstacles	Parfois difficile de distinguer les personnes/scènes Poème pas toujours bien distinct à cause de la musique de fond et des voix/rires

- **Support 3: photos de punks**

Qui parle à qui?	Photograph to audience, punks to society
De quoi?	The representation of punks, how they are perceived by society
Dans quel but?	To protest against social inequalities and living conditions of the working-class in GB
Comment?	Fashion style: spiky haircut and Mohawk style, shocking tee-shirts, ripped clothes, piercings and tattoos, leather jackets with pins and spikes, big necklaces, black boots, chains, belts, make-up... → signs of recognition for the punk community
Éléments facilitateurs	Vocabulaire déjà abordé dans les docs précédents Image: visuel, déclencheur de parole
Obstacles	Emotions, rejet société, isolation → implicite Manque "d'inspiration" des élèves pour faire une description complète

- **Support 4: Album cover "God Save The Queen" Sex Pistols**

Qui parle à qui?	Sex Pistols to society and to the royal family
De quoi?	The treatment of working-class people in England in the 1970s
Dans quel but?	To protest and attack the UK Government
Comment?	Defaced image of Queen Elizabeth II (designed by Jamie Reid) Mocks the national anthem « God Save The Queen » → became the anthem for the punk movement in England : expressed the anger of young people towards the Government Why should God save the Queen above all others? → to save her from her sins Released of the song coincided with the Queen's Silver Jubilee in 1977 The picture conveys rebellion: picture of a highly respected monarch has been vandalised with expressive, vulgar graphic designing (« Sex »). Sense of patriotism : use of the flag → sends a message to the audience that is purely British pride-filled music
Éléments facilitateurs	Text « God Save the Queen », known as national anthem of GB British flag, Queen Elizabeth II
Obstacles	Critique implicite

- **Support 5: chanson “God save the queen” by the Sex Pistols**

Qui parle à qui?	Sex Pistols to British Society
De quoi?	La reine Elizabeth II et par extension la famille royale
Dans quel but?	Critique du gouvernement britannique et des conditions de vie de la classe ouvrière
Comment?	Chanson Expression du désespoir (there’s no future), appel à la rébellion (don’t be told what you want/need / we are the poison in your human machine), exploitation de la population et des visiteurs (they made you a moron / tourists are money), critique directe de la reine (she ain’t no human being)
Eléments facilitateurs	Répétitions des versets, rimes
Obstacles	Ironie et moquerie (we mean it, we love our queen...)

- **Support 6: Lyrics The Clash**

Qui parle à qui?	The Clash to British society
De quoi?	Des conditions de vie de la classe ouvrière se dégradant progressivement
Dans quel but?	Rétablir la vérité, véhiculer un message d’avertissement, appel à la population à réagir
Comment?	Chanson apocalyptique Avertissement : des événements qui se préparent, aussi sombres que l’âge de glace, l’extinction du soleil et la famine Appel à la rébellion, faire réagir la population
Eléments facilitateurs	Répétitions, vocabulaire du refrain plus accessible avec des références à des catastrophes naturelles pouvant également être appliquées à la société actuelle
Obstacles	Nombreuses références implicites ou inconnues (ex. London calling = BBC announcements pendant WWII, the underworld = la rébellion cachée dans les sous-sols, Phoney Beatlemania = fans des Beatles...)

Mise en œuvre du projet

Séance	Support(s)	AL(s)	Tâches/Consignes/Activités	Durée	Mise en œuvre	Productions attendues des élèves	Intérêt de l’activité pour la réalisation de la T.F.
1	Webquest mur collaboratif	PE	1. What do you know about British society in the 1970s? (brainstorming)	1. 5’	1. Class	- Post-WWII economy crisis (recession) - high inflation: high cost of living - strikes: the Three Day Week (electricity restrictions in 1974) - unemployment - culture: Punk appeared, hippy movement rejected	Introduction de la thématique et du contexte

			<p>2. What do you know about the 1970s in GB? Do some research about the subject. In your own words, summarise the information you found.</p> <p>Tips: look at the following categories: fashion, music, economy, politics, appliances...</p> <p>3. Find an iconic picture and add it to the wall. Write a comment about it.</p>	<p>2. 30'</p> <p>3. 15'</p>	<p>2. Pairs (computer room)</p> <p>3. Pairs</p>	<p>- appliances/devices: colour television, digital watches</p> <p>- new currency system (from pounds+shillings+pence to pounds+pence)</p> <p>- World Cup defeat in 1970 in ¼ finals against Germany (following the historic win in 1966 against Germany), failed to qualify for the competition in 1978</p> <p>- Realised the risks of smoking (which was fashionable before that)</p> <p>- Silver Jubilee of Queen Elizabeth II (25th anniversary of reign, 1977)</p> <p>- First woman Prime Minister (Margaret Thatcher in 1979)</p>	
2	<p>mur collaboratif</p> <p>Prononciation</p>	<p>PO</p> <p>PO</p>	<p>1. Present your photo to the class! The rest of the class must fill out the information for each photo.</p> <p>2. Entraînement prononciation : l'accent tonique (leçon puis relais)</p>	<p>1. 35'</p> <p>2. 15'</p>	<p>1. Pairs</p> <p>2. Class</p>	<p>1. We can see a hippy woman. She is wearing bell-bottom trousers and colourful clothes.</p> <p>2. <u>Society</u>, <u>economy</u>, <u>economically</u>, <u>recession</u>...</p>	<p>Introduction de la thématique et du contexte</p> <p>Prononciation du lexique courant lié à la thématique</p>
3	<p>Mindmap</p> <p>Quizz des élèves</p>	<p>PE</p>	<p>1. Summarise everything you know for the category you were given. Prepare 3 questions to include in a quiz for the class.</p> <p>Categories: economy, government, royalty, music, fashion.</p> <p>2. You have 5 min to read and memorise as much information as you can from the mindmap.</p>	<p>1. 35'</p> <p>2. 15'</p>	<p>1. 5 groups of 4</p> <p>2. Class</p>	<p>1. What was the Silver Jubilee? Where did the Sex Pistols form? What is the economic situation like in the 1970s?</p>	<p>Organiser les idées et le contexte afin de résumer. La map finale sera donnée aux élèves</p> <p>Rebrassage de connaissances et du lexique.</p>
4 + 5	<p>1970s Britain Historical facts</p>	<p>CE</p>	<p>1. Worksheet</p> <p>2. Trace écrite</p>	<p>1. 105'</p> <p>2. 15'</p>	<p>1. Indiv, then in pairs</p> <p>2. Pairs then pooling</p>	<p>2. In Great Britain, the main political parties in the 1970s are Conservative and Labour.</p>	<p>Fixation lexique et contexte historique, nouveau vocabulaire utile pour T.F.</p>

			3. Homework pronunciation: choose one of the paragraphs and record your reading. Pay attention to the word stress. If you don't know how to pronounce a word, check on oxforddictionaries.com			Regarding the economy, there was a recession (= temporary economic decline) due to strikes, unemployment and inflation following WWII. It is in this unstable context that the punk movement appeared. It expressed the anger of the British working class towards authority and hierarchy. Punks wore ripped clothes, black leather jackets, safety pins, lavatory chains... These items symbolised the working class bondage (= to be chained like a slave) to poverty.	Entraînement à la prononciation du lexique.
6	Test de connaissances Homework pronunciation: remediation	PE PO	1. Test de connaissances 2. Feedback individuel des homeworks avec un code couleur 3. Etat des erreurs fréquentes, règle associée 4. Mémo phonétique et application en équipe : Each team must pronounce their 5 words correctly. 5. Homework: record your paragraph again and correct your mistakes.	1. 20' 2. 5' 3. 10' 4. 20'	1. Indiv 2. Indiv 3. Class 4. Groups of 5	4. /pi:tʃ/, /'mʌŋki/, /'pɪŋgwɪn/...	Entraînement à la prononciation du lexique.
7	Video BBC « The Clash »	CO	1. Identify the different communities 2. Pick out the social categories	60'	Groups of 3-4	1. Jamaicans, Indians, the British people, punks 2. The upper class, the middle-class, the lower class	Intégration des punks dans la société. Joe Strummer, lead singer of The Clash

			<p>3. Describe people's physical appearance: clothes, hairstyle...</p> <p>4. Explain what people are doing.</p> <p>5. Write 2-3 sentences to summarise what the British society was like in the 1970s.</p>		<p>We see rich people and poorer people - all the different social strata</p> <p>3. We see policemen, soldiers, a priest and a monk. Some people are wearing a costume. We see punks, rastas, sikhs. The punks have a mohawk hair-style.</p> <p>4. The scene takes place in London. We can see fireworks in front of Big Ben. People are celebrating the new year of 1977. People are dancing in a fountain; they seem drunk. We see a woman kissing a policeman. People are all partying to celebrate the new year. Some are drinking pints of beer. Some people are smoking marijuana.</p> <p>5. British society in the 1970s was multi-cultural. The video shows all the different classes and social categories of British society at that time.</p>	
8	Punk photos	PO	<p>1. What do the punks look like on your photo? (Clothes, hairstyle, accessories...)</p> <p>2. Who are they? (Age group, social class...)</p> <p>3. What do they think about society?</p> <p>4. Present your photo to the class. The rest of the class must take notes to fill out the grid.</p>	60'	<p>Groups of 3</p> <p>1. The punks on the photo wear dark clothes which are ripped, with symbols or messages on the tee-shirt. They wear bizarre jewellery: bracelets with spikes, long chains, lavatory chains, safety pins as earrings, and piercings. They have tattoos, and sometimes even make up. Their hair is shaven or in a Mohawk style.</p> <p>2. They are quite young and can be males and females. They must come from lower class and middle class.</p> <p>3. They want to stand up against social inequalities and class hierarchy.</p> <p>4. The punk on the photo has spiky hair. He is wearing dark clothes with metal chains. He looks depressed and feels lonely because he is rejected from society.</p>	Description physique du style punk + marginalité

9	Sex Pistols album cover	PO	<p>1. Anticipation: imagine what the picture is.</p> <p>2. Describe the picture and imagine its context (Who? Where? When? What? Why?). Make hypotheses using modal verbs.</p> <p>3. Trace écrite</p>	<p>1. 10'</p> <p>2. 30'</p> <p>3. 15'</p>	<p>1. Class</p> <p>2. Pairs</p> <p>3. Class</p>	<p>1. This is the British flag, which conveys patriotism. The text refers to the national anthem. We can also see the Queen Elizabeth II.</p> <p>2. Who: the Sex Pistols, Where: in GB, When: at the same time as the Queen's Silver Jubilee, What: new song released to criticise the government. Very controversial song. Why: to denounce the bad living conditions of the young working class.</p> <p>3. This is the cover of the Sex Pistols' song entitled "God save the Queen". It was released in 1977 to coincide with Elizabeth II Silver Jubilee.</p> <p>The British flag in the background conveys a sense of patriotism. There is also a clear reference to the national anthem "God Save the Queen". However, the vandalised/disfigured portrait of the Queen expresses rebellion and mocks the national anthem. This new version of the song became the anthem for the punk movement in England to express people's anger towards the Government.</p>	Critique de la société à travers l'art
10 + 11	Song "God Save the Queen" by Sex Pistols	CO PE + PO CE	<p>1. Using the strips of paper provided, reconstitute de lyrics of the entire song.</p> <p>2. This is the voice!: Each group must pronounce their stanza correctly (over karaoke version). The 4 judges will buzz if they hear any mistakes. The audience will vote for the best performance.</p> <p>3. Pick out the negative elements of the song.</p> <p>4. Focus on "Don't be told what you want / Don't be told what you need / There's no future, no</p>	<p>1. 15'</p> <p>2. 25'</p> <p>3. 10'</p> <p>4. 10'</p>	<p>1. Groups of 3</p> <p>2. Groups of 3 + class</p> <p>3. Indiv</p> <p>4. Indiv</p>	<p>3. Fascist regime, moron, H bomb, no future...</p> <p>4. They are telling people to rebel against society because if they continue in the same way there is no future for them.</p>	Structure d'une chanson, critique de la société à travers une chanson. Entraînement à l'écriture d'une chanson.

			<p>future / No future for you”: what is the band/song telling people to do and why?</p> <p>5. Focus on “We’re the flowers in the dustbin / We’re the poison in your human machine / We’re the future, your future”: who does “we” refer to? What are they compared to? Explain what it means.</p> <p>6. Create two extra stanza for the song, and record your reading on your mobile phone. Tip: use the website www.rhymer.com to find rhymes.</p>	<p>5. 10’</p> <p>6. 40’</p>	<p>5. Indiv</p> <p>6. Pairs</p>	<p>5. It refers to punks. They are compared to flowers in a dustbin and to poison in the society. This means that punks are seen as beautiful people living in a bad place/garbage as the working-class does. Their rebellion would be spreading through society, like a poison or an unwanted disease.</p> <p>6. God save the Queen, Please give me some morphine, In my veins I will the pain, All our efforts were vain.</p>	
12 + 13	Song “London Calling” by The Clash	<p>CO</p> <p>CE</p> <p>PE + PO</p>	<p>1. Fill in the blanks. Then reconstitute the lyrics of the entire song after changing group.</p> <p>2. Each group must pronounce their stanza correctly. The other students can raise their hands if they hear a mistake.</p> <p>3. Worksheet</p> <p>4. Create two extra stanza for the song, and record your reading on your mobile phone. Use examples of rhymes given in class.</p>	<p>1. 20’</p> <p>2. 20’</p> <p>3. 30’</p> <p>4. 40’</p>	<p>1. Groups of 4</p> <p>2. Groups of 4</p> <p>3. Indiv</p> <p>4. Pairs</p>	<p>4. London calling to the rebellion, If you hear us follow the beacon, London calling to the brave heroes, Who are not afraid to throw their arrows.</p>	<p>Structure d’une chanson, critique de la société à travers une chanson. Entraînement à l’écriture d’une chanson.</p>
14	Intermediary task + remediation	PE	<p>1. You are a young punk in the 1970s in Britain and you are unemployed. Write about how you feel towards society (50-60 words).</p>	1. 25’	1. Indiv	<p>1. I am angry about my country's situation. The prime minister doesn't care about me and my friends. I have no hope for the future. I'm unemployed, my parents kicked me out, and so I live on the street. I am angry and desperate about this society. I think poverty is a great injustice.</p>	<p>Décrire ses sentiments, dénoncer l’injustice</p>

		PO	2. Exchange with your partner to improve and correct your text. 3. Express what your think about our current society.	2. 10' 3. 15'	2. Pairs 3. Pairs	3. I think that politicians make a lot of promises that they don't respect, and that there is no justice in this world. There are many strikes because the working conditions are too difficult.	
15	Final task	PE	1. You are two young punks from the 1970s in GB. Write a song expressing your indignation about society. You must include at least 2 verses (2 stanzas each) and 1 chorus.	1. 60'	1. Pairs		
		PO	2. At home, record the text of the entire song.		2. Indiv		