

J'ai le sang blues

by
Carole Fredericks

Activities to enhance listening
comprehension at all levels

Created by : Valencia W. Siff, The Collegiate School,
Richmond, VA

J'ai le Sang Blues

Lower School (elementary level) Activity

Ages 5-8

MATERIALS NEEDED

- A large sheet of paper/easel style containing the lyrics of the song and colored rectangles after each color word in the song.
- The letters B, L, U, E, S copied on 8x11 sheets of blue paper. There should be two or three copies of each, depending on the size of the class.
- Either color flags made of felt glued onto dowel rods or simply sheets of construction paper in the colors mentioned throughout the song: white, gray, blue and red. There should be two or three of each depending on the size of the class. All students should have either a letter card or a color to wave during the song.
- Play : *J'ai le Sang Blues* from the CD *Couleurs et parfums* by Carole Fredericks

PROCEDURE

- Practice the alphabet or at least the letters used in this song.
- Call on individual students and reward the correct answers by giving them the letter to use during the song. Distribute the rest of the letters.
- Practice the colors used in this song by showing the flags/construction paper.
- Call on individual students and reward the correct answers by giving them the paper/flag to use during the song. Distribute all.
- All students should be holding either a letter or a color.
- Have all students stand for the activity.
- Have the students holding letters stand at the front of the group, making the word BLUES.
- Make a second and third row if needed, having the students stand in order behind their letter counterparts on the front row.
- Play the song and point to the words as they are sung. Students will raise their colors/letters as they are sung.
- For additional fun and choreographic appeal, have students do a gesture for "Ecoute ça" and have them all wave their flags/letters in the last line of the chorus "J'ai le sang Blues". They can also hum along at the beginning and dance during the instrumental part.
- Above all, let them have fun with the song!!!!

J'ai le Sang Blues

Middle School (elementary level) Activity Ages 10-14

BEFORE LESSON

-A few days in advance, tell the students they will be working with a blues song sung by Carole Fredericks. Assign the students to research Carole Fredericks and the blues genre by looking at the following websites and bringing in their research notes on game day to help them answer jeopardy-style questions for which they can receive bonus points in the game for the day.

1. <http://www.pbs.org/theblues/classroom/essaysblues.html>
2. http://en.wikipedia.org/wiki/Carole_Fredericks
3. <http://www.cdfmusiclegacy.com>
4. <http://afroamhistory.about.com/od/bluesmusic/a/bluesmusic.htm>

-Divide desks into groups of 3 with a note card at each grouping on which the students will write a team name (in French), and a representative piece of candy so that the students will know where their group should sit as they enter.

-Have at each grouping of 3 a bag with the following supplies:

- a white board/expo marker
- a glue stick
- an enlarged 11x17 copy of the lyrics with the selected words blacked out
- a baggy with the word selections

-Play *J'ai le Sang Blues* as the students enter and let each draw a piece of candy out of a hat. This candy will determine their grouping. Tell them to put all their books and supplies except for their research notes underneath their desks. Also tell them to fold their note card in half and prop it up with a French team name on the front. They may choose any name as long as it is in French.

PRE-GAME DISCUSSION (20 minutes)

-Explain game rules:

1. only thing on desk are the research notes
2. collaborate with your team to write an answer on your white board
3. raise up your board when you are done
4. the first correct answer gets 3 points for the team, and every other groups' correct answer receives 1 point for the team

-Teacher keeps track of the points on the board

-Questions:

1. Give 3 types of music that have been influenced by the blues?
A. Ragtime, jazz, bluegrass, rhythm and blues, rock and roll, hip hop, country, pop.
2. Carole Fredericks' brother is a famous blues musician. What is his name?
A. Taj Mahal.
3. In what city did Carole Fredericks die?
A. Dakar, Senegal.

4. Blues records became known by what term in the 1920s and 1930s because of their overwhelming appeal to the black community?
A. Race records.
5. What is Carole Fredericks' native country? Where was she born?
A. The United States. A. Springfield, MA
6. Name 3 cities in which blues developed in the early twentieth century.
A. Detroit, New Orleans, Atlanta, Chicago, Kansas City, Memphis, St. Louis, Baton Rouge.

LISTENING COMPREHENSION GAME (20 minutes)

Remplissez les trous—C'est à vous!

- Ask the students to take out their supplies, spread out the words, and look at the song Lyrics. Students write in possible words in the blanks as the song is played once.
- Play the song 3 times while the groups work together to glue down the missing words.
- The first team to finish gets 5 points; the second team gets 3 points, and the third team gets 1 point.
- Project the song lyrics on a transparency so the groups can check their work.
- Tally up the score -1 point per correct word- and add all the points together, distributing 2 pieces of candy to the winning group and one to the others. Or, extra credit may be given to the winning group.
- Have the students return their supplies neatly into their bags.
- If time allows, open the classroom for discussion of how the song relates to the blues. Maybe the class should alternate reading the lyrics aloud and talking about what they mean. Pull out key phrases like:
 - “marcher sur un fil entre le bien et le mal”
 - “comme blanc du coton à la poudre”
 - “chant de l'âme”
 - “Baton Rouge”
 - “douleurs anciennes”
 - “les cordes de ma voix”
- Play *J'ai le Sang Blues* as the students collect their things and leave class.

NOTES from my students who executed the plan!!

When you set up the desks, make sure you can move around the room easily.
 If there is more than one teacher, give each a job-one keeps the score, one oversees the game, etc.
 Make sure to be energetic-allow the students to laugh and dance around when they hear the song, and be flexible.
 Write preliminary directions on the board before the students come in-like where to sit, what to do with their books, etc.
 The students may find this game challenging-they will most likely not get them all right-be supportive as you oversee their work.
 Make sure everything is visually pleasing-not just on white paper.
 We cut off the margins of the lyrics and made them as big as possible on an 11x17 paper.
 For the word cutouts, just print them size 17, and they should fit when cut carefully.

J'ai le Sang Blues-Word Banks

Words can be used more than once.

Fifth Grade Word Choices

Jour

Gris

Yeux

Bien

Mal

Blanc

Écoute

L'eau

Mots

Baton Rouge

Noirs

Voix

Problème

Eighth Grade Word Choices

Jour Voix

Gris

Yeux

Chercher

Faire

Marcher

Blanc

Tomber

Écoute

Porter

L'eau

Mots

Marquer

Dis

Noirs

J'ai le Sang Blues

Upper School (advanced level) Activity

PRE-LISTENING ACTIVITY- 20 minutes

- Use the following handout to discuss the connotation certain colors may have for students. Group students into suitable groups for your class and ask them to write in French the words- nouns, adjectives, verbs- that come to mind when thinking of the following colors : rose, rouge, vert, gris, bleu, blanc, jaune, noir, pourpre.
- After five minutes have the groups report back to the class as you write their feedback on the board or on an overhead transparency.
- Then have the students attempt the completion activity on French expressions that use colors. The correct responses are at the bottom of the handout for your convenience.

-**Note** : This activity was created using expressions from the books Preparing for the AP Language Examination by Richard Ladd and En D'autres Termes by Renée White as well as expressions I have learned from native speakers throughout the years.

LISTENING ACTIVITY- 15 minutes

- Group students into pairs or groups of three/four.
- Desks should be placed face to face or in a pod formation, as students will be sharing a large sheet of paper.
- Provide each group with a large sheet of newsprint and a marker for each student. Have them delineate individual sections of the paper-each student having a section on which to write.
- Explain that in this song *J'ai le Sang Blues* there are colors and words that conjure up different colors mentioned. As they listen they should write all such words as well as any others they hear.
- Play the song twice.
- After the second time have students in each group confer and circle all the words that at least 2 members wrote.
- Project a copy of the lyrics on the overhead and play the song a third time.
- Have groups count the number of words their group correctly found.
- Reward the group with the most correct words.

POST-LISTENING ACTIVITY- 10 minutes

- Discuss the use of colors and images in the song that make us think of certain scenes or emotions.
- Ask students to imagine the video of this song and how different colors might be used to convey the meaning to viewers.
- Discuss the message of the song if desired.

Une Vie En Couleur

Parlons : En Partenaires

I. A quoi pensez-vous ?

ROSE

ROUGE

VERT

GRIS

BLEU

BLANC

JAUNE

NOIR

VIOLET/POURPRE

II. Laquelle de ces couleurs s'implique dans les expressions suivantes ?

rose

rouge

vert

marron

gris

bleu

blanc

jaune

noir

pourpre

1. Faire un chèque en mettant seulement sa signature, c'est..
Faire un chèque en _____.
2. Quand on est gêné, vexé, humilié, mais que l'on se force à rire quand même,
On rit _____.
3. Quand on quitte la ville et que l'on va se reposer à la campagne pendant quelques jours,
On se met au _____.
4. Quand on a eu très peur, on dit qu'
On a eu une peur _____.
5. Travailler sans être déclaré auprès des services de la Sécurité Sociale, c'est
Travailler au _____.
6. Le vin de consommation courante, bon marché et pas très bon c'est
Le gros _____.
7. Quand on est en pleine forme, que tout paraît facile, et on est optimiste
On voit la vie en _____.
8. Quand on ne dort pas **de** la nuit, on peut dire
J'ai passé une nuit _____.
9. Une personne qui fait très bien la cuisine est
Un cordon _____.
10. Quand tout va mal, et que l'on a la tête pleine de pensées tristes,
On broie du _____.

11. Lorsqu'un supérieur autorise un subordonné à agir à son gré,
On lui donne le feu _____.
12. Lorsqu'on est très, très gêné ou humilié
On est _____ **de honte.**
13. Lorsqu'on se marie seulement pour la forme, par exemple, pour obtenir une certaine nationalité, c'est
Un mariage_____.
14. Quand une personne n'est pas contente et que cela se voit sur son visage on dit..
Il fait _____ **mine.**
15. Un néophyte dans un domaine quelconque(n'importe quel domaine), c'est
Un_____.
16. Si le prof ne vous aime pas, qu'il vous dispute tout le temps, vous êtes
Sa bête_____.
17. Quand on est pâle, blême, livide même, on dit..
On est _____ **comme un cachet d'aspirine.**
18. Quand un vin est trop jeune, on dit qu'
il est encore _____.
19. On dit qu'un vieillard qui se montre toujours plein de vie,
C'est un homme encore _____.
20. Avant un examen, on peut se préparer en passant un examen simulé, qui ne compte pas, c'est.
un examen_____.