

AMANDLA!

Elementary Level ELLs

Overview:

Students sing along with a South African song and fill in blank words. Then students form groups and draw the images that the song evokes. Lastly the groups present their art projects to the class.

Source:

Amnesty International, USA

Materials:

Handout 1: Amandla!

Handout 2: Glossary

Colored Pens or Pencils

Paper

English Dictionary (optional)

Handout 3: Amandla! with words omitted (optional)

CD player (optional)

CD of the soundtrack 'Amandla! A Revolution in Four Part Harmony (optional)

Time Allotment:

1 class period

Procedure:

Distribute Handout 1: Amandla! and explain that it is a song was a sung by Black South Africans during apartheid to give them strength. It was also the name of a movie about the role of music in apartheid South Africa.

Distribute Handout 2: Glossary

Ask students to read the words aloud, either as a group or taking turns

Discuss the meaning of the words and the role of music in people's lives.

Have students form groups draw the images that Amandla! inspires

Ask students to present their drawings to the class.

Optional Procedure:

Distribute Handout 3: Amandla! (with words omitted).

Play the song for the class to sing and ask them to fill in the missing words (Play it two or three times if students need to hear it again).

Distribute Handout 2, the glossary, for students to look up words they don't understand.

If there are words not included in the glossary, students can look them up in their dictionary.

Proceed with steps 4-6 above

Questions:

How would this song inspire people who were not free?
Has anyone lived in a country where they were treated differently than other people?
If so, was music used to address the inequality?
What role does music play in people's lives?

Learning Objectives:

Students will be able to:

Expand their vocabulary

Improve pronunciation

Consider the struggle for justice and triumph over adversity in South Africa

Articulate their ideas through discussion, art and writing

Learning Standards:

Standard 1: Language for Information & Understanding: reading, writing

Standard 2: Language for Literary Response & Expression: reading, speaking & writing

Standard 3: Language for Critical Analysis and Evaluation: reading, speaking, writing

Standard 4: Language for Social Interaction: written communication, oral communication

AMANDLA!

The great flood of tears that we've cried
For our brothers and sisters who've died
Over four hundred years
Has washed away our fears
And strengthened our pride
Now we turn back the tide

We will no longer hear your command
We will seize the control from your hand
We will fan the flame
Of our anger and pain
And you'll feel the shame
For what you do in gods name

(Chorus)

We will fight for the right to be free
We will build our own society
And we will sing, we will sing
We will sing our own song

When the ancient drum rhythms ring
The voice of our forefathers sings

Forward Africa run
Our day of freedom has come
For me and for you
Amandla Awethu

(Chorus)

We will fight for the right to be free
We will build our own society
And we will sing, we will sing
We will sing our own song

Glossary:

Amandla Awethu: a South African saying that means "Power to the people"

Ancient: old

Command: to tell what to do

Flame: fire

Flood: lots of water on the land

Forefathers: ancestors

Freedom: able to do what you want to do

Great: big or powerful

Pride: a feeling of dignity/ feeling good about one's self

Rhythms: songs

Seize: take control of

Shame: a feeling of disgrace/feeling bad about one's self

Society: a group of people who are connected

Strengthened: made stronger

Turn back the tide: Bring about change