

Name:

Period:

**How do people combat the limitations of freedom?
Protest Songs Comprehension Questions and Inquiry Project**

Part I: "Hurricane" by Bob Dylan

In what ways was speech limited as it related to "Hurricane" by Bob Dylan? How does Dylan's song allow voices to be heard?

How does this song fall into the category/genre of "protest songs" or "protest literature"?

Furthermore, why are **songs** (as opposed to an essay that is read in your head) an effective mode of rebelling against the limitations of freedom? (ie. **why** is this message in the form of a song so persuasive?)

What is Dylan protesting about? (ie. what is his **claim**?)

How do **ethos** play a large role into overturning the Hurricane's conviction?

Read the following "follow up" article regarding the potential inaccuracies in Dylan's song. What are your initial thoughts/feelings? How does this connect to other authors from this year?

<<http://www.graphicwitness.com/carter/song.html>>

Knowing this information, is Dylan any less credible? Should his song be censored? At the end of the day, did the song serve its purpose?

SPEAK UP

Directions: We have already read and analyzed one protest song. Now, it is your turn to find a song worth exploring to conduct a thorough, research-based rhetorical analysis. This is a major project, but will be due at **11:59pm on Tuesday, February 9th. Late work will not be accepted.** Here are the requirements.

- 1.) Select a popular protest song. You may not research "Hurricane" and you may not have the same song as another person in your class period. Signups will be conducted on the Google Doc on wilkieclassroom.weebly.com -- first come, first served. You may span any genre, time period, or artist as long as it is driven by protest, whatever that looks like to you.
- 2.) You will create a Prezi including the following: (1) the song in Youtube form, (2) the lyrics, (3) at least one picture, (4) **cited background information** on your song/author of 2-3 paragraphs, (5) analysis of **two** rhetorical strategies the artist uses to persuade his/her audience in 1-2 paragraphs per strategy (like our extended responses), (6) **close reading** of at least 4 lines of the song (in a stanza, or separate lines), explaining literary devices/rhetorical strategies and their intended effect, and (7) a Works Cited for all materials/information found.
- 3.) You can arrange this information however you see fit, but you must make the Prezi public so all can access. Once complete, you will share the Prezi on the Google Doc on wilkieclassroom.weebly.com
- 4.) Rubric will follow on Thursday of this week. Feel free to get creative, but root all of your analysis in the type of work that we have been doing in class thus far.
- 5.) Feel free to use the internet for assistance, but I would rather you **over-cite** than not. The internet is a fun place, and just as **you** can use it well to find information, **I** can also use it and find out fairly easily if you plagiarized. You all know I am smarter than that! So, I am giving you freedom to cite where you find ideas from, knowing that if information is not cited that should be, you will receive a ZERO and a C2. When in doubt, leave it out **or** cite it/give credit to whose brain it came from.