

MODULE 3: Layers of Music (Activism & Equity)

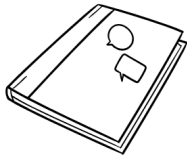
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Icons on slides



in the bottom right corner indicates a coding activity students can complete. Instructions for coding activities are in the Student Coding Activities Workbook



in the bottom right corner indicates a writing activity students can complete. Instructions for writing activities are in the Student Writing Activities Workbook

Module Overview

In Module 3, students continue to examine the **layers** of racism and music. Students will learn how to add sound clips to their EarSketch scripts and learn about debugging!

Sensitive Topic: In this module students will analyze examples of racism and injustice faced by Indigenous artist, Samian.

Objective & Key Areas of Learning

Make Beats

- Songs are created by layering many different soundtracks on top of each other.

Learn Code

- Adding sound clips to scripts.
- **fitMedia()** is a function that uses four parameters (sound clip, track, starting measure, and ending measure) to add audio clips to a track.
- Debugging is a normal and significant part of coding.

Promote Equity

- Learn how BIPOC (Black, Indigenous, and other People of Colour) artists use their voice to promote social change.

Module Resources

- [Slides for Module 3](#)

- [KW chart](#)
- [Lyrics for Samian's song **Peuple Invincible**](#)
- **Videos:**
 - [Peuple Invincible](#)
 - [Adding your first sound with fitMedia\(\)](#)

1. THINKING ABOUT THE ISSUES

Activity 1: *Know and Want to Know* (10 minutes)

Slide 5 and Slide 6

v3.1

1. MINDS ON: THINKING ABOUT THE ISSUES

- Activity 1: Know and Want to Know



Instructor Dialogue

*Today, we are going to begin exploring how to **layer your music!***

*We will continue to examine the layers of racism and, while learning how to layer music, we will learn how to code instrumental layers in your song using **variables** and **functions**.*

*We are going to analyze the music of a famous Indigenous artist, **Samian**, to explore how to use music, activism, and computer science as pathways to promote racial equity. After all, this project is about **voice!** Your Voice Is Power!*

We will continue to use EarSketch to code and remix music.

To get started today, we are going to take a look at what you already know and what you need to know about music, computer science, activism, and entrepreneurship.

At the end of the learning experience, you will have an opportunity to reflect on what you learned!

Take a minute right now to write down in your Student Writing Activity Workbook

Module 3 - Activity 1 : Know and Want to Know some of what you already know about music, computer science, activism and equity, and some of things you would like to know and learn about each of these topics.

Instructor Cue

Have the students complete **Module 3 - Activity 1 : Know and Want to Know** in their Student Writing Activity Workbook

The template of the [Know Want To Know Chart](#) is also available in the Resources section of this document.

Optional: When students have filled out the first two columns of their sheets, allow students to share their **Know** and **Want to Know** items with one other or ask a few students to share with the class

Student Writing Activity: Module 3 - Activity 1: Know and Want to Know

Students should follow the instructions in their Student Writing Activity Workbook

What do you know and want to know about music, computer science, activism, and equity?

Topic	Know	Want to Know
Music	Answers will vary but might include, I know that there are people behind the scenes working with artists using technology to create the songs	Answers will vary but might include what other jobs exist behind the scenes when artists record songs, or how do you write a song

Computer Science	Answers will vary but might include I know how to create a script in EarSketch and add comments	Answers will vary but might include how to add layers and sounds to my song, or what jobs exist in Computer Science
Activism	Answers will vary but might include awareness of protests	Answers will vary but might include what are examples of activism other than protesting
Equity	Answers will vary but might include I have heard the term equity	Answers will vary but might include what exactly is equity?

2. ACTIVISM, EQUITY, & FIRST SOUND CLIPS

Slide 7

v3.1

2. ACTION: ACTIVISM, EQUITY, & FIRST SOUND CLIPS

- Activity 2: Analyze “PEUPLE INVINCIBLE” by Samian
- Activity 3: Defining Activism and Equity
- Activity 4: Music - Add Sound Clips to Your Script
- Activity 5: Debugging!



Activity 2: Analyze Song “PEUPLE INVINCIBLE” by Samian (10 minutes)

Slide 8

v3.1

Activity 2: Analyze “Peuple Invincible” by Samian

Listen to the song “[Peuple Invincible](#)”, follow along reading the lyrics in your Student Writing Activity Workbook and highlight examples of injustice to answer the questions in the workbook or to discuss as a class



Instructor Dialogue

Next, you are going to hear a song from a famous Indigenous Canadian artist - Samian. Samian is an Indigenous rapper who performs in both French and Anishinaabemowin.

*Follow along with the [lyrics](#) (provided in both French and English) in your student writing activity workbook. Highlight the **examples of racism and injustice** Samian discusses in his song to answer the questions in your workbook **Module 3 - Activity 2 : Analyze Song “PEUPLE INVINCIBLE” by Samian***

Instructor Cue

Have the students complete **Module 3 - Activity 2 : Analyze Song “PEUPLE INVINCIBLE” by Samian** in their Student Writing Activity Workbook

1. Play Samian’s song [People Invincible](#)
2. Discuss the question about examples of racism and injustice Samian discusses in his song.

Student Writing Activity: Module 3 - Activity 2: Analyze Song “PEUPLE INVINCIBLE” by Samian

Students should follow the instructions in their Student Writing Activity Workbook

As you listen to the song, follow along reading the [lyrics](#) (provided in both French and English) of “PEUPLE INVINCIBLE” by Samian and highlight **examples of racism and injustice** Samian discusses in his song to answer the questions on the following page.

Questions

What examples of racism and injustice does Samian discuss in his song?

Answers may vary but might include: drug/alcohol abuse, residential schools

Activity 3: Defining Activism and Equity (20 minutes)

Slide 9

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Activity 3: Defining Activism and Equity

BUILD YOUR VOCABULARY TO PROMOTE EQUITY

Term	Definition
ACTIVISM	The policy or action of using vigorous campaigning to bring about political or social change.



In your Student Writing Activity Workbook answer the question: How does Samian use his voice for activism?



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Instructor Dialogue

We are now going to take a deeper dive into Samian's song to ensure that, as a class, we have a common understanding of two really important themes that are deeply embedded within this song's lyrics.

*Those two themes are **activism** and **equity**.*

To start off, let's first define activism and equity.

Activism: *Launching vigorous campaigns to bring about political or social change.*

*Now answer the question about Samian and activism in Student Writing Activity workbook **Module 3 - Activity 3 : Defining Activism and Equity***

Instructor Cue

Have the students complete **Module 3 - Activity 3 : Defining Activism and Equity** in their Student Writing Activity Workbook

Student Writing Activity: Module 3 - Activity 3: Defining Activism and Equity

Students should follow the instructions in their Student Writing Activity Workbook

How does Samian use his voice for activism?

Answers will vary but might include by talking about issues in songs he is reaching a wide audience to raise awareness of issues who might not read about it in the news

Slide 10

v3.1

BUILD YOUR VOCABULARY TO PROMOTE EQUITY

Term	Definition
<i>EQUITY</i>	The ability for all groups of people to experience the same quality of life. It includes taking any necessary actions to make sure that all groups of people get fair treatment and the right resources that enable them to thrive.



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Instructor Dialogue

Let's look at the definition of Equity: *The ability for all groups of people must experience the same quality of life. Taking any necessary actions to ensure that all groups of people get fair treatment and the right resources that enable them to thrive."*

Activity 4: Music - Add Sound Clips to Your Script (15 minutes)

Slide 11

v3.1

Activity 4: Music - Add Sound Clips to Your Script

CODING AND COMPOSING

Type (or copy from your Student Coding Activity Workbook) this code into your script after **setTempo(120)**

```
from earsketch import *  
setTempo(120)
```

```
# music section
```

```
fitMedia(RD_UK_HOUSE_MAINBEAT_8, 1, 1, 9)  
fitMedia(RD_POP_SYNTHBASS_6, 2, 1, 9)  
fitMedia(YG_FUNK_CONGAS_3, 3, 1, 9)
```



Instructor Dialogue

OK! HERE WE GO!! We are going to add some sound clips now!

EarSketch is all about coding and composing, so we will add a few lines of code that will insert sound files into your script. These lines of code will become tracks (layers!) in your DAW.

*Follow along the next two slides and then try it yourself following the instructions in your Student Coding Activity Workbook: **Module 3 - Activity 4: Music - Add Sound Clips to Your Script***

Instructor Cue

AFTER you do a demo or show them the slides demonstrating the steps, have the students begin the activity *Student Coding Activities Workbook* **Module 3 - Activity 4: Music - Add Sound Clips to Your Script**

Demo the steps on the next two slides by creating a new script in EarSketch and adding three fitMedia statements after setTempo()

```
fitMedia(RD_UK_HOUSE_MAINBEAT_8, 1, 1, 9)
fitMedia(RD_POP_SYNTHBASS_6, 2, 1, 9)
fitMedia(YG_FUNK_CONGAS_3, 3, 1, 9)
```

OR

Show the students the next two slides to help them understand the steps they will perform to complete the activity.

The Student Coding Workbook contains detailed instructions including screenshots.

Slide 12

v3.1



Instructor Dialogue

When you have added the fitMedia commands to your script, select RUN to execute your code.

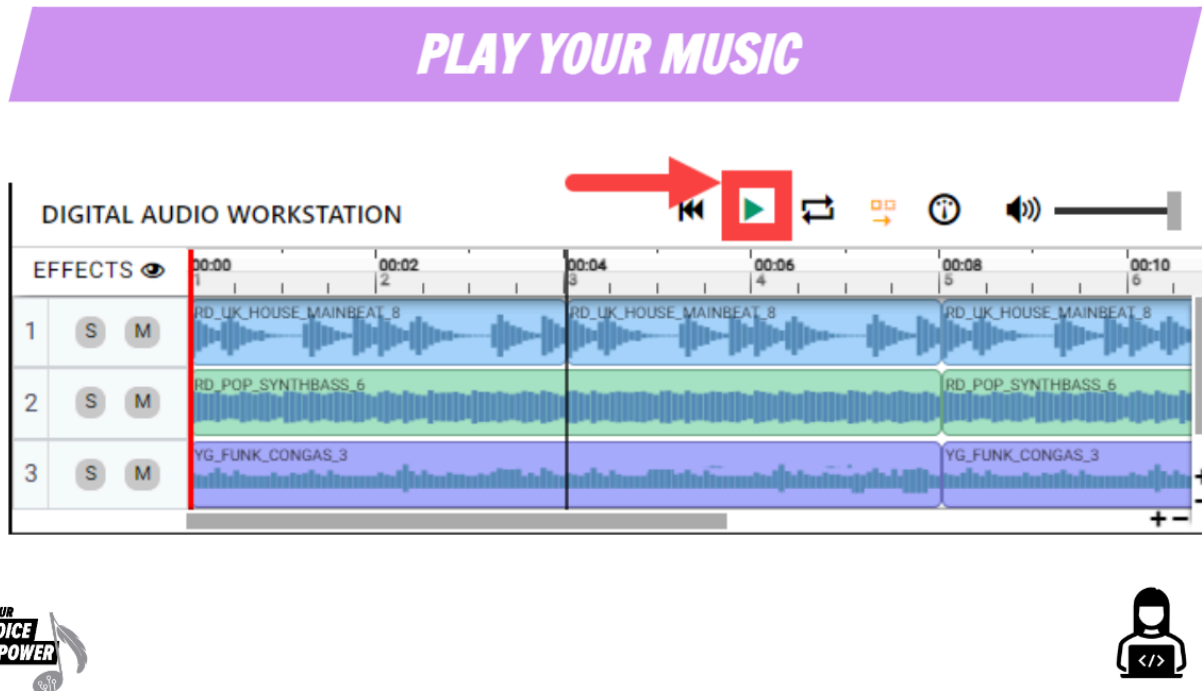
If your code ran successfully, you can view it in the Digital Audio Workstation (DAW) above the code editor. Your audio clips are shown in colourful rectangles along a timeline in the DAW.

Each track is usually thought of as one **layer** of music, although similar tracks can be treated as one layer. For example, if you may have several tracks of strings that could

be considered one layer of music. You could have a 'strings layer', 'horns layer', and a 'percussion layer' and so on. As we continue, we will be developing many layers of music.

Slide 13

v3.1



Instructor Dialogue

Select PLAY to hear your song.

*Click on the **minus sign** in the bottom right of your DAW to 'compress' the view of the timeline.*

You can also use the other buttons at the top right of the DAW to control the play of your songs, such as reset, mute, volume, and loop.

*Now it's your turn, follow the instructions in your Student Coding Activity Workbook:
Module 3 - Activity 4: Music - Add Sound Clips to Your Script*

Instructor Cue

Have the students begin the activity *Student Coding Activities Workbook* **Module 3 - Activity 4: Music - Add Sound Clips to Your Script**

Student Coding Activity: Module 3 - Activity 4: Music - Add Sound Clips to Your Script

Students should follow the instructions in their Student Coding Activity Workbook

Related Video tutorials:

- [Adding your first sound with fitMedia\(\)](#)

1. Open the **EarSketch First Script** you created in Module 2 or create a new script containing the following code

```
from earsketch import *

# script_name: YOUR VOICE IS POWER
# author: STUDENT NAME
# description: This script holds the code to compose
# my song about social injustice

print("This is an opportunity to share my
experiences")

setTempo(120)
```

2. Add the following code into your script after **setTempo(120)**. You can copy and paste from this notebook

```
# music section
fitMedia(RD_UK_HOUSE_MAINBEAT_8, 1, 1, 9)
fitMedia(RD_POP_SYNTHBASS_6, 2, 1, 9)
fitMedia(YG_FUNK_CONGAS_3, 3, 1, 9)
```

These three lines of code insert sound clips into your script on different tracks or layers.

The completed code will look similar to the following, changes to the code are highlighted:

```
from earsketch import *

# script_name: YOUR VOICE IS POWER
# author: STUDENT NAME
```

```
# description: This script holds the code to compose
# my song about social injustice

print("This is an opportunity to share my
experiences")

setTempo(120)

# music section
fitMedia(RD_UK_HOUSE_MAINBEAT_8, 1, 1, 9)
fitMedia(RD_POP_SYNTHBASS_6, 2, 1, 9)
fitMedia(YG_FUNK_CONGAS_3, 3, 1, 9)
```

This block of code consists of:

- A **# music section** comment to indicate and organize where the sound tracks will be placed.
- Three **fitMedia()** functions

The **fitMedia()** function plays a music clip in the DAW.

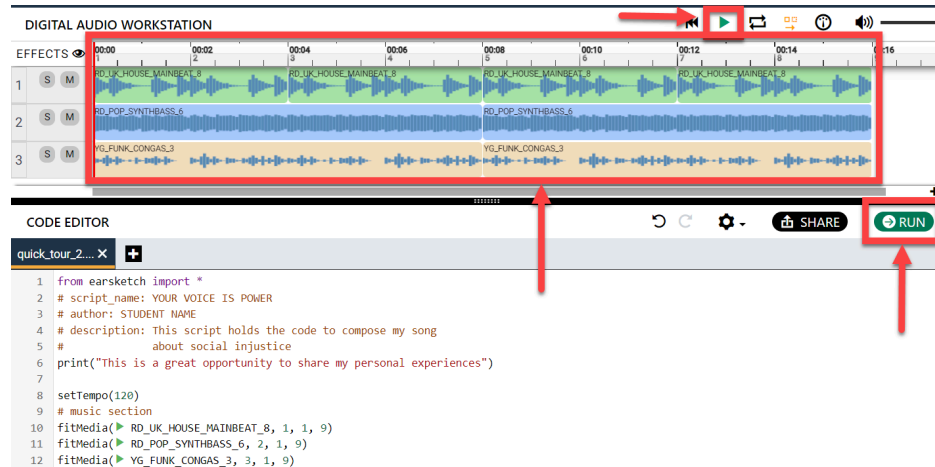
Functions in EarSketch are written in camelCase—where words are 'separated' with a capitalized letter.

NOTE: Python, like many coding languages, is case sensitive!!

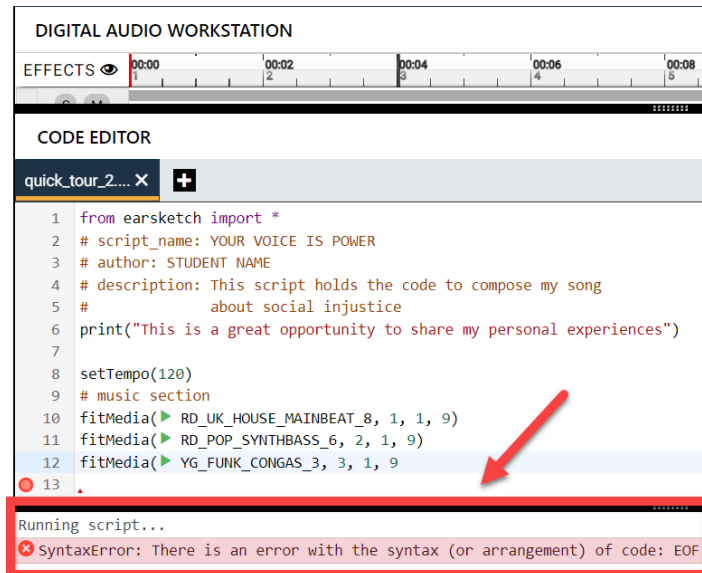
The **fitMedia()** function takes four input parameters:

- **sound**: The name of the sound clip placed in the Digital Audio Workstation
- **track**: The track number on which music is placed
- **start**: The measure number at which the sound clip will start
- **end**: The measure number at which the sound clip will end

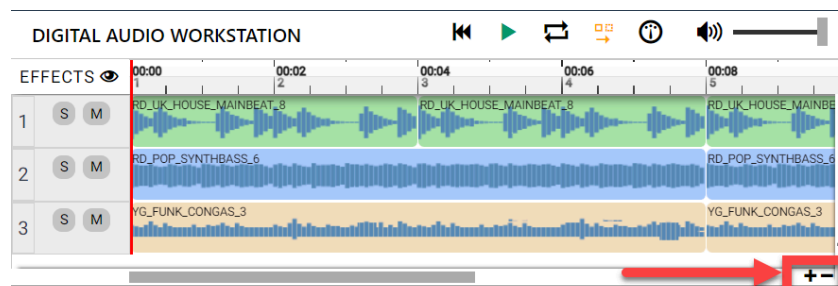
3. Select **Run** and **Play** to listen to your music.
4. If your code ran successfully, you will see the music tracks in the Digital Audio Workstation (DAW) above the code editor. Your audio clips are shown in colourful rectangles along a timeline in the DAW.



5. If you have any errors in your code, the DAW will not update but you will see messages at the bottom of the screen. We will talk more about debugging errors later, for now, get help from classmates and your teacher to try and identify and fix the error.



6. Try using the plus and minus signs in the bottom right of your DAW to 'compress' or expand the view of the timeline.



7. Try using the other buttons at the top right of the DAW to control the play of your songs. Can you figure out what each button does?



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v3.1

BUILD YOUR VOCABULARY TO MAKE BEATS

Term	Definition
<i>TRACK</i>	A part of a song that is recorded separately as a musical clip and added to a piece of music. In a DAW, tracks are arranged in rows and labeled with numbers.



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Instructor Dialogue:

During that exercise you added tracks to your song. A track is part of a song recorded separately as a musical clip and added to a piece of music. In a DAW, tracks are arranged in rows and labeled with numbers.

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EXPLAINING THE CODE

music section

```
fitMedia(RD_UK_HOUSE_MAINBEAT_8, 1, 1, 9)
fitMedia(RD_POP_SYNTHBASS_6, 2, 1, 9)
fitMedia(YG_FUNK_CONGAS_3, 3, 1, 9)
```



Python, like many coding languages, is **case sensitive!!**

Any time your code doesn't run, check to see if you got the casing right.



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Instructor Dialogue:

This block of code consists of:

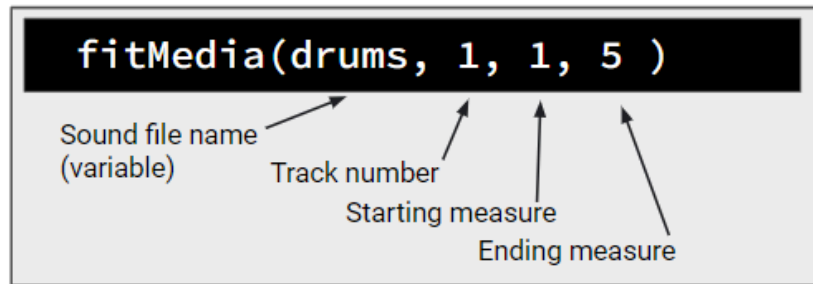
- A `#music section` comment to help indicate and organize where the have the code to put our sound clips on tracks
- Three `fitMedia()` functions
 - The `fitMedia()` function adds a music clip to the DAW (Digital Audio Workstation)
 - These are written in camelCase—where words are 'separated' with a capitalized letter.

*Python, like many coding languages, is **case sensitive!!** So if you type `FitMedia` with a capital 'f' instead of `fitMedia` Python will give you an error message*

Slide 16

v3.1

The `fitMedia()` function!



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Instructor Dialogue

The first function we saw was `setTempo()`. It took **ONE** parameter—BPM (beats per minute). **Functions** tell the computer what to do based on the information given, like setting the tempo or fitting media clips into a project.

To add tracks to our song we use a different function called `fitMedia()`

So How Does the `fitMedia()` function work?

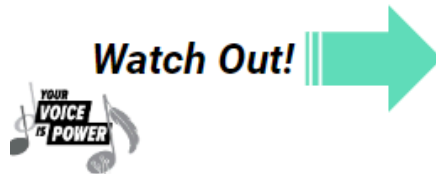
The `fitMedia()` function takes in four input parameters:

- **sound:** The sound clip to add to the Digital Audio Workstation
- **track:** Track number on which music is placed
- **start:** The measure at which the sound clip will start
- **end:** The measure at which the sound clip will end

We will examine this `fitMedia()` function in greater detail in the next module—Module 4.

v3.1

CONSOLE



```

13 #music section
14 fitmedia(RD_UK_HOUSE_MAINBEAT_8, 1, 1, 9)
15 fitMedia(RD_POP_SYNTHBASS_6, 2, 1, 9)
16 fitMedia(YG_FUNK_CONGAS_3, 3, 1, 9)
17
Running script...
Error message >> NameError: There is an error with a variable or function name
that is not defined, name 'fitmedia' is not defined on line 14 Click here for
more information.

```

```

13 #music section
14 fitMedia(RD_UK_HOUSE_MAINBEAT_8, 1, 1, 9)
15 fitMedia(RD_POP_SYNTHBASS_6, 2, 1, 9)
16 fitMedia(YG_FUNK_CONGAS_3, 3, 1, 9)
17
Running script...
Error message >> ParseError: There is an error when reading the code, bad
input on line 16 Click here for more information.

```

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Instructor Dialogue

Any Errors?

You have an error if you have **red** highlighting over a line of code and **red text** in the console below the CODE EDITOR.

If you have an error, check to ensure that you copied or typed the code correctly.

Note: The error message in the console identifies the line of code with the error. An example of an error in the console looks like the image below. In this example, I had a capitalization error in `fitMedia()`

```

13 #music section
14 fitmedia(RD_UK_HOUSE_MAINBEAT_8, 1, 1, 9)
15 fitMedia(RD_POP_SYNTHBASS_6, 2, 1, 9)
16 fitMedia(YG_FUNK_CONGAS_3, 3, 1, 9)
17
Running script...
Error message >> NameError: There is an error with a variable or function name
that is not defined, name 'fitmedia' is not defined on line 14 Click here for
more information.

```

Note: However, you can be fooled! Where is the error in line 16? Aha! It's actually in line 15! I forgot the bracket in line 15, so line 16 returns an error!

```

13 #music section
14 fitMedia(RD_UK_HOUSE_MAINBEAT_8, 1, 1, 9)
15 fitMedia(RD_POP_SYNTHBASS_6, 2, 1, 9)
16 fitMedia(YG_FUNK_CONGAS_3, 3, 1, 9)
17
Running script...
Error message >> ParseError: There is an error when reading the code, bad
input on line 16 Click here for more information.

```

Activity 5: Debugging! (10 minutes)

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v3.1

Activity 5: Debugging

ERRORS & DEBUGGING!

[1.4 Debug your code](#)

TYPES of ERRORS

1. Syntax errors
2. Runtime errors
3. Logic errors



COMMON ERRORS

1. Misspelling
2. Case sensitivity
3. Parentheses
4. Script setup
5. Punctuation

```

6 fitMedia(ENTREP_BEAT_DRUMBEAT,4,1,9)
7 fitMedia(sound,5,1,9)
8 fitMedia(sound,6,1,9)
9
Running script...
NameError: There is an error with a variable or function name that is not
defined: name 'sound' is not defined on line 7 - Click here for more
information.

```

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Instructor Dialogue

Earlier, we briefly mentioned bugs (errors) and debugging. But, it is such an essential part of coding that we want to give it more attention. Mistakes will be made. Simple. It is natural, common, and frequent! When we are learning new things, bugs happen! Lots of different kinds of bugs and many of them are common to all coders. Expect, embrace, seek, and squash your bugs! :-)

This activity is taken from [1.4 Debug your code](#)

Sometimes programmers make mistakes that cause code to work incorrectly or not run. In programming, coding faults are called errors, or bugs. The process of finding and fixing bugs is called debugging. You can use debugging strategies using the console.

What are the different types of errors?

1. **Syntax errors:** Your program does not run because your code breaks the language's syntax rules (ex: you forgot to close parenthesis, or you wrote `fitMedia` incorrectly).
2. **Runtime errors:** Your program starts to run but halts due to an error.
3. **Logic errors:** Your program runs, but it doesn't do what is expected. You can fix these by looking at the DAW to check if the clips you meant to add were actually added in the right place.

Here are some common errors:

1. **Misspelling:** Check the spelling when using a function like `fitMedia()` or sound constants.
2. **Case sensitivity:** Most words used in programming are case-sensitive (the computer recognizes the difference between capitalized and uncapitalized letters). Pay attention to lowercase and uppercase letters. For example, `fitMedia()` is correct—not `FitMedia()` or `fitmedia()`. Most items in a script follow the rule called camelCase: the first word is lower case, and the first letter of subsequent words are capitalized, as in `makeBeat()` or `setEffect()`.
3. **Parentheses:** Forgetting an opening or closing parenthesis where needed will cause a [syntax error](#).
4. **Script setup:** EarSketch adds setup functions to a new script automatically, but you might accidentally delete `from earsketch import *, init(), setTempo(), or finish()`. Make sure these functions appear in every script.
5. **Punctuation:** Missing commas or other punctuation errors will cause an error!

v3.1

WORK TOGETHER TO FIND THE BUGS!
(You can click to reveal all five)

```
# python code
# script_name: Find the 5 Errors
# author: The EarSketch Team
# description: Find and fix the errors in this script
```

Missing the
opening
parenthesis!

```
from earsketch import *
```

Missing a
comma between
third and fourth
parameters.

```
setTempo(88)
```

Missing the letter
'e'.

```
fitMdia(HIPHOP_DUSTYGR00VEPART_001, 1, 1 9)
```

The order of
parameters is
not correct: it
should be sound
clip name then
track number.

Missing an
uppercase 'M'.

```
fitmedia(2, HIPHOP_DUSTYGR00VEPART_003, 1, 9)
```

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Instructor Dialogue

Time to practice!

Find the 5 errors in the code:

Instructor Cue

Have the students try to find mistakes in the code displayed on the slide, they can also copy and paste the code from their Student Coding Workbooks into EarSketch to see the error messages to try and help them find the errors and get practice interpreting error messages.

As you click on the slide you will reveal the errors in the code.

Answers:

1. The `setTempo()` function is missing a parenthesis
2. The first `fitMedia()` is missing an 'e'
3. The first `fitMedia()` is missing a comma between the third and fourth parameters
4. The second `fitMedia()` is missing an uppercase 'M'
5. In the second `fitMedia()`, the order of parameters is not correct: it should be sound clip name then track number

Take a look at [Every Error Explained in Detail](#) for a description of different error types and what you can do to prevent them.

3. CONSOLIDATION/REFLECTION

Activity 6: Build Your Vocabulary (10 minutes)

Slide 20

v3.1

3. CONSOLIDATION / REFLECTION

- Activity 6: Build Your Vocabulary



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Slide 21

v3.1

Activity 6: Build Your Vocabulary

In your Student Writing Activity Workbook

1. Match the following terms with their definitions:

- **Track**
- **Activism**
- **Equity**

2. List the most common types of errors when coding.



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Instructor Dialogue

*Match the following terms with their definitions in your Student Writing Activity Workbook **Module 3 - Activity 6: Build your Vocabulary***

Instructor Cue

Have the student complete **Module 3 - Activity 6: Build your Vocabulary** in their Student Writing Activity Workbook

Student Writing Activity: Module 3 - Activity 6: Build Your Vocabulary

Students should follow the instructions in their Student Writing Activity Workbook

Match the following terms with their definitions:

- **Track**
- **Activism**
- **Equity**

Term	Definition
------	------------

Activism	The policy or action of using vigorous campaigning to bring about political or social change.
Equity	The ability for all groups of people to experience the same quality of life. It includes taking any necessary actions to make sure that all groups of people get fair treatment and the right resources that enable them to thrive.
Track	A part of a song that is recorded separately as a musical clip and added to a piece of music

List the most common types of errors when coding.

Answers might include: Misspelling words, Using the wrong case (Upper vs lowercase), forgetting a comma, forgetting an opening or closing parentheses

EXTENSIONS

v3.1

Optional Extensions

- A: Indigenous Artist Research and Presentation
- B: Indigenous Activism

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Extension A: Indigenous Artist Research and Presentation:

Slide 23

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Extension A: Indigenous Artist Research and Presentation

1. Choose a song by an Indigenous artist of your choice.
2. Research and present to the class about the artist's background, inspiration, and elaborate on the issues they talk about in their music.
3. Does this artist fit the definition of an activist? How so?

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Instructor Dialogue

Now it's your turn to choose a song by an Indigenous artist of your choice. Research and present to the class about the artist's background, inspiration, and elaborate on the issues they talk about in their music. Does this artist fit the definition of an "activist?" How so?

Extension B: Indigenous Activism

Slide 24

v3.1

Extension B: Indigenous Activism

Watch from 4:14 to 8:29 of the video documentary "[Walking with Angels](#)" then discuss as a class:

How is Tristen Durocher using his voice in a powerful way?



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Instructor Dialogue:

Not only is music a space to use our voice in powerful ways, but advocating for change is another space in which Indigenous peoples around the country are using their voice to advocate for change.

Indigenous activists around the country engage in activism regarding pipelines and resource development, land rights, language rights and more.

For example, Tristen Durocher, a Métis youth who you will see play the fiddle in Module 6, also uses his voice to advocate for systemic change.

Instructor Cue:

1. Show students this Facebook video clip of Tristen's advocacy work: (approx 4:14-8:29) "Tristen Durocher - Walking with our Angels (Documentary)"
Facebook
<https://www.facebook.com/thegetupsk/videos/tristen-durocher-walking-with-our-angels-documentary/267889284203492/>
2. Ask students the following question: "How is Tristen using his voice in a powerful way?"

Slide 25

v3.1

Extension B: Indigenous Activism

Choose an Indigenous activist to research and present to the class about the following:

- Activist's background
- Issues that inspire them to take action
- The impact they are having



Example: Nanook Gordon founded a queer and Two-Spirit Indigenous grassroots collective.

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Instructor Dialogue

Now you choose an Indigenous activist to research and present to the class about the activist's background, issues that inspire them to take action, and impact.

RESOURCES

KW Chart

What do you know and want to know about music, computer science, activism, and equity?

	Know	Want to Know
Music		
Computer Science		
Activism		
Equity		

Peuple Invincible - Lyrics

Samian "Peuple Invincible" Lyrics

Je ne crois pas être capable de cesser de crier ce qui est injuste
Quand je regarde notre réalité et les mensonges dont on nous incruste
Je n'ai pas la force de comprendre toute cette discrimination
Mais j'ai la force et le courage de crier pour ma nation
Il est temps qu'on avance, qu'on se rassemble pour la cause
Qu'on arrête de se détruire par l'alcool et la coke
Qu'on leur prouve qu'on est des hommes, qu'on est fiers de qui on est
S'ils nous traitent de sauvages, on s'en fout, on est des guerriers
On n'a pas encore saisi toute la mentalité
Car pour vous dire la vérité, ils ont essayé de nous déraciner
Ce que je trouve le plus lourd, c'est le visage des aînés
Ceux qui portent l'histoire et l'espoir des nouveau-nés
Je viens briser le silence, la honte et la gêne
D'un peuple invisible, comme le dirait Desjardins
Je parle encore de nos souffrances, c'est dans mon sang, dans mes gènes
Comme nous a dit Kerry James: C'est le cri des indigènes
Je viens vous dire qu'on s'en sort, mais les blessures sont immenses
Car une partie de notre histoire est enfouie sous le silence
Je n'arrive toujours pas à croire qu'ici on nous ignore
Et quand ils ont fondé ce pays, ils ont préféré nous voir morts
Le gouvernement s'est excusé pour l'histoire des pensionnats
Ils ont signé des chèques pour nous prouver leurs échecs
Je peux vous dire que le mal est fait, c'est la souffrance qui nous achève
C'est une question identitaire, c'est nos souvenirs qu'ils achètent
Ils adhèrent à des lois pour essayer de nous faire taire
Mais nous, on se souvient qu'on vit ici depuis des millénaires
Dans ce pays, on est des minorités,

Car ils refusent de signer la charte des droits et libertés
Ils nous ont même traités de créatures sans âme
Essaie d'imaginer un soul pleureur sans larmes
Une forêt sans arbres, un monde sans art
Moi, j'te jure que mes textes viennent du fond de mon âme

Samian - Invincible People

I don't think I can stop shouting what is unjust
Look at our reality and the lies we are told
I don't have the strength to understand all this discrimination
I have the strength and courage to shout for my nation
It's time to move forward, to come together for the cause
That we stop destroying ourselves with alcohol and coke
Let us prove to them that we are men and that we are proud of who we are
If they call us savages, we don't care, we are warriors
We have not yet grasped all their mentality
Because to tell you the truth, they have tried to uproot us
What I find the heaviest is the face of the elders
Those who carry the history and hope of newborns
But I come to break the silence, the shame, and embarrassment
of an invisible people as Desjardins would say
I still talk about our sufferings and their mention in my genes
As Kery James told us, it is the cry of the natives
It may be said that we are getting by, but the wounds are immense
Because part of our history is buried in silence
I still cannot believe that here we are ignored
And when they founded this country, they preferred to see us dead
The government apologized for the history of residential schools
They signed cheques to prove their failures
I can tell you that evil is the suffering that ends us
It is a question of identity, it is our memories that they finish
They adhere to laws to try to silence us
But we remember that we have lived here for millennia in this country, we are minorities

Because they refuse to sign the charter of rights and freedoms

They have even called us soulless creatures tried to imagine a weeping willow without tears

A forest without trees, a world without trees

I swear to you that my texts come from the bottom of my soul