

**Title: Song Analysis - “We are the Halluci Nation” by A Tribe Called Red**

**Subject: ELA 10, ELA 20, ELA 30**

**Time: 50 minutes**

Janine Pelletier was born in Calgary, Alberta. She has a life-long passion for literature and Indigenous studies, and strives to create inclusive, engaging learning activities with real world connections to enable her students to learn about the subject, themselves, and the world around them.

Resources used and possible concerns	Song: “We Are the Halluci Nation” by A Tribe Called Red
Author/creator and/or literature background	<ul style="list-style-type: none"><li>- A Tribe Called Red is an Indigenous DJ group out of Ottawa, Canada made of 2 members, Bear Witness and Zoolman. “They are part of a vital new generation of artists making a cultural and social impact in Canada alongside a renewed Aboriginal rights movement called Idle No More”. (“Press Kit - A Tribe Called Red”, 2020). They have been producing music since 2008, and have a Juno win and a Polaris Music Prize short list appearance.. Their sound is a mix of modern hip-hop, traditional pow wow drums and vocals, blended with edgy electronic music production styles.</li><li>- “The Halluci Nation [album] is a concept given to them by one of their idols, John Trudell, a renowned one-time leader in the American Indian Movement... it was written to include a broader audience of all races and backgrounds in promoting social justice. (“A Tribe Called Red The Halluci Nation Is Real”, 2020)</li></ul>
UPE course connections (not exhaustive)	<p>Literacy, Language, and Culture:</p> <ul style="list-style-type: none"><li>- This lesson plan encourages students to view popular media as a text that can be analyzed to gain insight into different cultures. It also examines how media can be used to comment on and create social change.</li></ul> <p>Specialization I and II: English Language Arts</p> <ul style="list-style-type: none"><li>- This lesson plan demonstrates an engaging way to incorporate Indigenous artists into the classroom through music. More broadly, it shows poetry analysis techniques and how to incorporate poetry analysis into curriculum. Lastly, it encourages multi-media literacies by showing how music is a text that can be analyzed.</li></ul>
K-12 connection	English Program of Studies: Frontmatter:

- Critical thinking: examine new knowledge in relation to their prior knowledge, experiences and beliefs.
- English Language Arts:
  - Reading: reading song lyrics
  - Writing: writing responses, optional homework assignment.
  - Listening: Listening to song
  - Speaking: Partner, group and large class discussion
- Broadening the definition of text to include popular media and songs
- Defining context through purpose, audience, and situation
- Fulfills requirement to have  $\frac{1}{3}$  Canadian texts in curriculum.

Learning Outcomes:

- 1.2 Extend awareness
  - 1.2.1 Consider new perspectives
- 2.1 Construct meaning from text and context
  - 2.1.1 Discern and analyze context
  - 2.1.2 Understand and interpret content
  - 2.1.3 Engage prior knowledge
- 2.2 Understand and appreciate textual forms, elements and techniques
  - 2.2.1 Relate form, structure and medium to purpose, audience and content
  - 2.2.2 Relate elements, devices and techniques to created effects
- 2.3 Respond to a variety of print and nonprint texts
  - 2.3.1 Connect self, text, culture and milieu
  - 2.3.2 Evaluate the verisimilitude, appropriateness and significance of print and nonprint texts
  - 2.3.3 Appreciate the effectiveness and artistry of print and nonprint texts
- 5.1 Respect others and strengthen community
  - 5.1.1 Use language and image to show respect and consideration
  - 5.1.2 Appreciate diversity of expression, opinion and perspective
  - 5.1.3 Recognize accomplishments and events
- 5.2 Work within a group
  - 5.2.1 Cooperate with others, and

	<p>contribute to group processes</p> <p>If homework assignment is used:</p> <ul style="list-style-type: none"> <li>- 3.1 Determine inquiry or research requirements               <ul style="list-style-type: none"> <li>- 3.1.1 Focus on purpose and presentation form</li> <li>- 3.1.2 Plan inquiry or research, and identify information needs and sources</li> </ul> </li> <li>- 3.2 Follow a plan of inquiry               <ul style="list-style-type: none"> <li>- 3.2.1 Select, record and organize information</li> <li>- 3.2.2 Evaluate sources, and assess information</li> </ul> </li> </ul>
Materials	<ul style="list-style-type: none"> <li>- Internet and projector screen</li> <li>- Handout Lyrics to “We are the Halluci Nation” 1 per student</li> <li>- Handout TPCASTT 1 per student</li> <li>- Assignment Sheet 1 per student. Print page 3 of “Song Analysis Activity for Any Song - Distance Learning” by Reading and Writing Haven. Free resource from Teachers Pay Teachers, found at <a href="https://www.teacherspayteachers.com/Product/Song-Analysis-Activity-for-Any-Song-Distance-Learning-1308199">https://www.teacherspayteachers.com/Product/Song-Analysis-Activity-for-Any-Song-Distance-Learning-1308199</a></li> </ul>
Rationale	<p>Big idea: Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.</p> <p>Purpose: To examine how concerns for social justice is an inclusive trait across cultures that can bring people together.</p> <p>This lesson enables students to view popular media as texts that express different perspectives and views of the world, including how those perspectives and views are formed by real world events and issues. In particular, it demonstrates an Indigenous world view, enabling listeners to gain a new understanding of that perspective, as well as how several Indigenous issues are integral to the creation of the text. Lastly, the text creates connections between Indigenous and non-Indigenous peoples through the common theme of empathy and social justice, encouraging students to view themselves as part of a larger whole.</p>
Lesson/activities	<p>*teacher can play other songs by A Tribe Called Red during work periods to encourage student engagement with material</p>

	<ol style="list-style-type: none"><li>1. Introduce A Tribe Called Red and the album. (5 min)<ol style="list-style-type: none"><li>a. See the Author summary above.</li></ol></li><li>2. Song: (15 min)<ol style="list-style-type: none"><li>a. Hand out the Lyrics, and the TPCASTT handouts (attached).</li><li>b. Students fill in the first section of TPCASTT form, "What Does Title Mean".</li><li>c. Put lyrics on smart board and read outloud to class. 3 minutes.</li><li>d. Play the song "We are the Halluci Nation" by a Tribe Called Red. Youtube. <a href="https://www.youtube.com/watch?v=L4xwN3yPZA0">https://www.youtube.com/watch?v=L4xwN3yPZA0</a> ("We are the Halluci Nation by a Tribe Called Red", 2020).</li><li>e. Large class discussion on what the lyrics might mean and the symbolism within it. 5 minutes.<ol style="list-style-type: none"><li>i. What do the artists mean by "tribe they cannot see"? Why can't "they" see? (Tribe is not just one visible minority, it is many people all tied together invisibly)</li><li>ii. What is an "industrial reservation"?</li><li>iii. Where is the shift in the song? ("our DNA..."). Why does it shift? What was it saying before and afterward? (others imposing an identity on them vs self identification)</li><li>iv. Why is there repetition of "We are the Halluci Nation"? (Chant that everyone can recite together in a crowd, emphasizes what is important, used in oral tradition to tie a story together).</li></ol></li><li>f. Discuss what the Halluci Nation means and who is a part of it. 5 minutes.<ol style="list-style-type: none"><li>i. What is the Halluci Nation?<ol style="list-style-type: none"><li>1. Halluci Nation is everyone who believes everyone should be</li></ol></li></ol></li></ol></li></ol>
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	<p>“treated like human beings” and wants change to create equal rights</p> <p>2. “promotes inclusivity, empathy and acceptance amongst all races and genders in the name of social justice. They believe that Indigenous people need to define their identity on their own terms. If you share this vision, then you are already part of the Halluci Nation.” (“A Tribe Called Red The Halluci Nation Is Real”, 2020)</p> <p>ii. Who are they including in the Halluci Nation?</p> <p>1. Any Indigenous or non-Indigenous person who believes in social justice and human right for all peoples.</p> <p>iii. Why do you think they created the idea of the Halluci Nation?</p> <p>1. Shares an Indigenous concept (Nations or tribes), with non-Indigenous allies. It enables Non-Indigenous people to identify with Indigenous people through shared common values to create a broader community of like-minded people who want to create social change.</p> <p>iv. TPCASTT Form: (10 min)</p> <p>g. If it is the first time completing a TPCASTT form, complete as a class. Complete in partners.</p> <p>3. Song Analysis Sheet: (15 min)</p> <p>a. In small groups of 5-6, complete Analyzing Music Worksheet.</p> <p>4. Significance of Song in Society: (10 min)</p> <p>a. Why is A Tribe Called Red expanding the concept of Nation beyond Indigenous nations?</p>
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	<p>(Encourages advocacy, emphasizes how people are the same instead of different, breaks down stereotypes)</p> <p>b. What current issues are calls to action for the Halluci Nation? Topics may include any of the following (links for further information for teacher reference included, if needed)</p> <ul style="list-style-type: none"><li>i. Murdered and Missing Indigenous Women<ul style="list-style-type: none"><li>1. <a href="https://en.wikipedia.org/wiki/Missing_and_murdered_Indigenous_women">https://en.wikipedia.org/wiki/Missing_and_murdered_Indigenous_women</a> ("Missing and murdered Indigenous women", 2020)</li></ul></li><li>ii. Residential School/cultural genocide awareness<ul style="list-style-type: none"><li>1. <a href="https://www.thecanadianencyclopedia.ca/en/article/residential-schools">https://www.thecanadianencyclopedia.ca/en/article/residential-schools</a> ("Residential Schools in Canada   The Canadian Encyclopedia", 2020)</li></ul></li><li>iii. Black Lives Matter: Black, Indigenous and People of Colour (BIPOC) focus in Canada<ul style="list-style-type: none"><li>1. <a href="https://paherald.sk.ca/2020/06/08/black-lives-matter-protests-also-affect-indigenous-people/">https://paherald.sk.ca/2020/06/08/black-lives-matter-protests-also-affect-indigenous-people/</a> ("Black Lives Matter Protests Also Affect Indigenous People", 2020)</li></ul></li><li>iv. Problems with health, education, incarceration, suicide, etc.<ul style="list-style-type: none"><li>1. <a href="https://www.ictinc.ca/blog/8-key-issues-for-indigenous-peoples-in-canada">https://www.ictinc.ca/blog/8-key-issues-for-indigenous-peoples-in-canada</a> (Joseph, 2020)</li></ul></li></ul> <p>5. Optional Homework Assignment: Choose one/two of the following:</p> <ul style="list-style-type: none"><li>a. Listen to one other song on the album We are the Halluci Nation, then write a one paragraph analysis about what it means and how it made you feel.</li></ul>
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	<ul style="list-style-type: none"><li>b. Write your own song/poem exploring an Indigenous Issue</li><li>c. Find a newspaper article on an Indigenous Issue and write a one paragraph summary that includes your own thoughts on the issue.</li></ul>
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Supporting Sources (APA):

A Tribe Called Red The Halluci Nation Is Real. (2020). Retrieved 6 August 2020, from [http://exclaim.ca/music/article/a\\_tribe\\_called\\_red-the\\_halluci\\_nation\\_is\\_real](http://exclaim.ca/music/article/a_tribe_called_red-the_halluci_nation_is_real)

Black Lives Matter Protests Also Affect Indigenous People. (2020). Retrieved 6 August 2020, from <https://paherald.sk.ca/2020/06/08/black-lives-matter-protests-also-affect-indigenous-people/>

Joseph, B. (2020). 8 key issues for Indigenous Peoples in Canada. Retrieved 6 August 2020, from <https://www.ictinc.ca/blog/8-key-issues-for-indigenous-peoples-in-canada>

Missing and murdered Indigenous women. (2020). Retrieved 6 August 2020, from [https://en.wikipedia.org/wiki/Missing\\_and\\_murdered\\_Indigenous\\_women](https://en.wikipedia.org/wiki/Missing_and_murdered_Indigenous_women)

Press Kit - A Tribe Called Red. (2020). Retrieved 6 August 2020, from <http://atribecalledred.com/bio/>

Residential Schools in Canada | The Canadian Encyclopedia. (2020). Retrieved 6 August 2020, from <https://www.thecanadianencyclopedia.ca/en/article/residential-schools>

Song Analysis Activity for Any Song. (2020). Retrieved 10 August 2020, from <https://www.teacherspayteachers.com/Product/Song-Analysis-Activity-for-Any-Song-Distance-Learning-1308199>

We are the Halluci Nation by a Tribe Called Red. (2020). Retrieved 6 August 2020, from <https://www.youtube.com/watch?v=L4xwN3yPZA0>

# We Are the Halluci Nation

By A Tribe Called Red

We are the tribe that they cannot see  
We live on an industrial reservation  
We are the Halluci Nation  
We have been called the Indians  
We have been called Native American  
We have been called hostile  
We have been called Pagan  
We have been called militant  
We have been called many names  
We are the Halluci Nation  
We are the human beings  
The callers of names cannot see us but we can see them  
We are the Halluci Nation  
Our DNA is of the earth and sky  
Our DNA is of past and future  
We are the Halluci Nation  
We are the evolution, the continuation  
Halluci Nation  
The Halluci Nation  
We are the Halluci Nation  
We are the Halluci Nation



Source: Musixmatch

Songwriters: Timothy Hill / Ian Campeau / Ehren Thomas / John Trudell

We Are the Halluci Nation lyrics © Poet Tree Publishing



### TPCASTT Template

<b>TPCASTT: Poem Analysis Method:</b> title, paraphrase, connotation (diction), attitude (tone), shift(s), title revisited, and theme	
<b>Title</b> At first glance, what do you think the title means?	
<b>Paraphrase</b> Try to summarize the poem in your own words.	
<b>Connotation</b> Author's diction (word choice): identify meaningful words & discuss the implied or associated value	
<b>Attitude/Tone</b> What is the attitude of the author or speaker?	
<b>Shift</b> Is there a place in the poem where an idea or attitude seems to shift in a new direction? Explain.	
<b>Title Revisited</b> List any new insights you have on the significance of the title.	
<b>Theme</b> What is the overall message of the poem? Remember to make this a statement, rather than one word.	