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## Lesson Plan

# Title: THE SOUTH BRONX RENAISSANCE



## A CRITICAL LITERACY PLAN ON THE CONSUMPTION OF HIP HOP

Grades	7 <sup>th</sup> -8 <sup>th</sup> grade
Lesson Plan Type	5-Week Critical Literacy Unit
Estimated Time	Twenty-five 50-minute sessions
Lesson Authors	Tenir Gumbs

### OVERVIEW

This unit, which follows the Harlem Renaissance unit, allows students to critique the contemporary cultural movement for African Americans, the hip-hop revolution. The hip-hop movement, which I termed “The South Bronx Renaissance” due to its origination in South Bronx, began as an expression of the oppressed peoples living in the ghetto and sought to get the community involved in political and social matters; however, hip hop music has recently taken the form of promoting a thug lifestyle, drug culture, misogyny and degradation of women, and materialism. Although much of hip-hop involves adult themes, the youth are the main consumers of the hip hop industry. Therefore, the purpose of this unit is to teach students to

critically evaluate their consumption and consider how music and media influences them.

## FEATURED RESOURCES

Hip Hop v. America blog: age-appropriate articles will be selected from a hip-hop web blog that addresses current issues in Hip Hop.

CNN *Black In America* Special: clips will feature issues affecting the African American community, including colorism, “acting white,” and controversies surrounding the hip hop culture

Shades of Black America (Colorism within African American Community)

## FROM THEORY TO PRACTICE

Morrell, E. (2008). *Critical literacy and urban youth: pedagogies of access, dissent, and liberation*. New York: Routledge.

- Students will identify the messages and themes intended for its target audience, as well as how it appeals to young people’s desire to be cool and to desire to be desired.
- Students will examine the “the lack of representation” of minorities in traditional academic culture in the CNN special and analyze how hip hop represents African Americans.
- The writing workshop format of this unit and the absence of tests and quizzes will eliminate the “drill and kill” pedagogy of the typical skills worksheet and pressure of standardized tests. Instead, students will gain writing skills and critical thinking skills through authentic writing experiences.

Moll, L. Amanti, C. Neff, D., & Gonzales, N. (1992) Funds of knowledge for teaching:

Using a qualitative approach to connect homes and classrooms. *Theory into practice*, 31 (2), 132-141.

It is important to draw from students “funds of knowledge” to know where to start with the hip hop lesson and encourage students to contribute their knowledge and experiences regarding the issues within hip hop.

Students will conduct interviews with parents, peers, and other adults to investigate family histories and point of view.

Clarke, L. W. (2005). A stereotype is something you listen to music on: Navigating a critical curriculum. *Language Arts*, 83(2), 147-157.

Students will examine how their identities are formed in respect to gender. the stereotypes

	Students will identify stereotypes that are projected through song and videos.
	Shor, I. (1996). Sharing power, democratizing authority, and mediating resistance. In <i>Negotiating authority in a critical pedagogy</i> (pp. 29-60). Chicago: The University of Chicago Press.
	To some degree, students will select the texts (or songs) for discussion of issues regarding hip hop by choosing songs they are currently exposed to or consume. However, due to the nature of the content, students will be able to have full authority to determine the extent to which inappropriate songs will be discussed in class.
	Students will be given the power to lead the discussions, while I, the teacher, will have minimal involvement in leading discussions. I, the teacher, will only be a moderator.
	To show that I am listening, questions will be formed based on student responses instead of preset questions.

## Standards

### NCTE/IRA, Critical Literacy, Globalization, 21<sup>st</sup> Century, ALEX Standards

<p>NCTE</p> <ol style="list-style-type: none"> <li>1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.</li> <li>5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</li> <li>6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.</li> <li>7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.</li> <li>8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.</li> <li>9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.</li> </ol>
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11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

## 21<sup>st</sup> Century

**NOTE:** Due to the adult themes found in hip-hop, internet searches for images will be prohibited in the classroom. Therefore, use of digital visual technology will be discouraged for this particular unit. Students will have the option to use technology for their presentation to present charts and key points.

**Basic, Scientific, and Technological Literacies:** It has only been in recent years that the public education system has expected all students to learn to read critically, write persuasively, think and reason logically, and solve complex problems in mathematics and science.

**Higher Order Thinking and Sound Reasoning:** For decades reports have been calling for higher order thinking and sound reasoning in P-12 curricula. The SCANS report[v], for example, defines thinking skills as “thinking creatively, making decisions, solving problems, seeing things in the mind’s eye, knowing how to learn and reasoning.” Furthermore, sound reasoning enables students to plan, design, execute, and evaluate solutions—processes that are often carried out more efficiently and effectively using technological tools.

## ALEX

7.4) Apply strategies that include setting purposes for reading, distinguishing fact from opinion, making generalizations, and reviewing to comprehend informational and functional reading materials.

- Determining sequence of events to enhance text understanding
- Using specific context clues to determine meaning of unfamiliar words
- Applying self-monitoring strategies for text understanding
- Drawing conclusions to determine unstated intent

7.7) Interpret the author's message in various literary, informational, and functional texts.

Examples:

- literary text--nonfiction, science fiction, suspense, fantasy, adventure

- informational and functional text--laws, directions, newspapers, advertisements, Internet sources, pamphlets

- Comparing various types of informational and functional texts

7.8) Compare selections of culturally diverse literature and their characteristics.

Examples: Native American, Hispanic, African American, Indian, European, Asian, Middle Eastern

7.13) Apply steps in the research process to identify a problem or issue, locate resources and information, and present findings.

- Taking notes to gather and summarize information

7.14) Present findings from inquiry and research using a variety of resources.  
Examples: projects, brochures, display boards, speeches, multimedia presentations

7.15) Demonstrate listening skills, including identifying the main idea, detail, purpose, and bias in group discussions, public speeches, and media messages.

8<sup>th</sup> grade

8.4) Apply strategies appropriate to type of reading material, including making inferences to determine bias or theme and using specific context clues, to comprehend eighth-grade informational and functional reading materials.

- Applying self-monitoring strategies for text understanding
- Comparing predicted with actual content in informational and functional reading materials
- Distinguishing fact from opinion in informational reading materials
- Confirming author's credentials
- Determining sequence of steps, events, or information

8.8) Write in narrative, expository, and persuasive modes with attention to descriptive elements.  
Examples: descriptive elements-sensory detail, figurative language, spatial relationships

8.9) Apply mechanics in writing, including punctuating titles using quotation marks, underlining, or italics and using semicolons, conjunctive adverbs, and commas to join two independent clauses or to correct run-on sentences.

- Demonstrating correct sentence structure by avoiding comma splices in writing
- Using commas to set off nonessential clauses and appositives in writing

8.10) Use prepositional phrases and compound, complex, and compound-complex sentences to vary sentence structure.

Example: using sentence diagramming or sentence patterns to illustrate structural variety

- Using gerunds, infinitives, and participles in writing
- Recognizing active and passive voice in writing
- Applying subject-verb agreement rules with collective nouns, nouns compound in form but singular in meaning, compound subjects joined by correlative and coordinating conjunctions, and subjects plural in form but singular in meaning

8.14) Identify characteristics of spoken formal and informal language.

Examples:

- formal--Standard English, no slang

- informal--dialect, slang

## Resources & Preparation

### MATERIALS AND TECHNOLOGY

• Powerpoint projector
• Laptop with Internet Access
• CD player
• Computers with Internet Access
• Overhead projector
• Hip Hop Magazines
• Hip Hop v. America blog

### PRINTOUTS

• History of Hip Hop (2 pgs front & back)
• Hip Hop History: Art, Fashion, & Dance
• “Is Higher Education Worth It? Rev. Run Told Angela Simmons No.”
• “Is Jail the New Marketing Tool?”

### WEBSITES

“History of Hip Hop” <a href="http://www.hiphop-history.org/history-of-hiphop/">http://www.hiphop-history.org/history-of-hiphop/</a>
Sugar Hill Gang <a href="http://www.youtube.com/watch?v=b6gD_CwF5YM&amp;feature=related">http://www.youtube.com/watch?v=b6gD_CwF5YM&amp;feature=related</a>
DJ Kool Herc “Let Me Clear My Throat” <a href="http://www.youtube.com/watch?v=yqfCluBH3qY">http://www.youtube.com/watch?v=yqfCluBH3qY</a>
Slick Rick “Children’s Story” <a href="http://www.youtube.com/watch?v=HjNTu8jdukA">http://www.youtube.com/watch?v=HjNTu8jdukA</a>
Fresh Prince “Parents Just Don’t Understand” <a href="http://www.youtube.com/watch?v=jW3PFC86UNI">http://www.youtube.com/watch?v=jW3PFC86UNI</a>
Public Enemy “Fight the Power” (1989) <a href="http://www.youtube.com/watch?v=SRpdlij3GVo&amp;feature=fvw">http://www.youtube.com/watch?v=SRpdlij3GVo&amp;feature=fvw</a>
(optional) De La Soul “Me Myself, & I” (1989) <a href="http://www.youtube.com/watch?v=2DzX18o-zsA">http://www.youtube.com/watch?v=2DzX18o-zsA</a>

“In My Hood” BG video

<http://worldstarhiphop.com/videos/video.php?v=wshhLT0sWcCqMifq7zOC>

CNN Black In America “Acting White”

<http://www.youtube.com/watch?v=qjhKuz0f89w&feature=related>

CNN Black In America—Hip Hop

<http://www.youtube.com/watch?v=iUEkxyNvpXw&feature=related>

Lite Skin Dark Skin (Dyson) <http://www.youtube.com/watch?v=D6U54mmMknw>

Male Rep:

Nelly Grillz <http://www.youtube.com/watch?v=8fjggq5R6w>

100 Million Lil Wayne(all stars) <http://www.youtube.com/watch?v=n2RZLbkBfDc>

Still Fly <http://www.youtube.com/watch?v=9iCd6UHR-3I&feature=channel>

Gucci Mane Lemonade [http://www.youtube.com/watch?v=H6Q4s\\_ZdvAQ](http://www.youtube.com/watch?v=H6Q4s_ZdvAQ)

Female rep:

Queen Latifah U.N.I.T.Y. <http://www.youtube.com/watch?v=f8cHxydDb7o>

Tupac Brenda’s Got A Baby <http://www.youtube.com/watch?v=LzoF1ZmisTs>

T.I. Whatever You Like <http://www.youtube.com/watch?v=nQJACVmankY&feature=channel>

Bow Wow Girlfriend <http://www.youtube.com/watch?v=ji0Lqkx4uUU>

Ludacris: How Low Can You Go <http://www.youtube.com/watch?v=ox-lfowevqA>

“We Can Be More” by Sho Baraka <http://www.youtube.com/watch?v=JRK7VLTrZQ>

“Liar’s Anthem” by Sho Baraka <http://www.youtube.com/watch?v=kHpOeon1ASo>

Is Jail The New Marketing Tool? <http://blogs.bet.com/music/hhvs/is-jail-the-new-hip-hop-marketing-tool/#more-240>

## PREPARATION

1.	I will need to inform parents of the themes that will be covered in this unit, as well as my purpose for covering a unit that contains adult themes (i.e., young students are the primary consumers, regardless of whether they like hip hop music or not they can still be exposed to its messages and themes). Parents will be advised to assist their children with any research that the student decides to conduct.
2.	I will need to make arrangements to have other classes come to our Hip Hop summit at the end of this unit. The other teachers (language arts and other content area teachers) will need to be contacted about allowing their class to visit my class for the end of the unit project presentations. The Hip Hop Summit will last for 5 days; therefore maybe a different class can visit each day.
3.	I will need to gather contemporary magazines with Hip Hop images
4.	I will need to watch Hip Hop shows, such as BET's 106 & Park, or read hip hop news to stay abreast of current issues or issues I need to add to this unit.
5.	I will need to perform a search for the History of Hip Hop and the origination of the hip hop term to see if inappropriate material shows up even with the internet safe search
6.	I will make sure the sound is working and CD player for music played during assignments
7.	

## Instructional Plan

### STUDENT OBJECTIVES

Students will

<ul style="list-style-type: none"> <li>Evaluate hip hop as a culture and product of consumption in order to consider its influence on the community</li> </ul>
<ul style="list-style-type: none"> <li>Examine hip hop's role in addressing current issues affecting minorities, particularly African Americans</li> </ul>
<ul style="list-style-type: none"> <li>Consider the target audience of hip hop and how it is used as a marketing tool</li> </ul>
<ul style="list-style-type: none"> <li>Learn to use an object or sensory images to bring up memories and feelings that can be developed into an oral history narrative.</li> </ul>
<ul style="list-style-type: none"> <li>Learn how to give constructive feedback to peers through peer conferencing</li> </ul>



<ul style="list-style-type: none"> <li>• Learn to use an object or sensory images to bring up memories and feelings that can be developed into an oral history narrative.</li> </ul>
<ul style="list-style-type: none"> <li>• Prepare and conduct interviews as a way of understanding oral histories.</li> </ul>
<ul style="list-style-type: none"> <li>• Understand the importance of oral histories as a way to preserve a culture’s history.</li> </ul>

**Note (also mentioned in 21<sup>st</sup> century standards):** Due to the adult themes found in hip-hop, internet searches for images will be prohibited in the classroom. Therefore, use of digital visual technology will be discouraged for this particular unit. Students will have the option to use technology for their presentation to present charts and key points.

### SESSION 1: What is Hip Hop?

**Additional Note:** Prior to this unit, students studied the Harlem Renaissance and have also been introduced to the writing workshop. Each of their homework reflections should be approximately 1 page in length.

1.	At the beginning of class students will pair up and discuss “What is Hip Hop: music, culture, or artform?” [15 min]
2.	Each pair will share their responses on what is hip-hop [10 min]
3.	Students will be asked to write about “What types of music do you like to listen to and why?” [15 min]
4.	Students will share their responses with the whole class [10 min]

**Homework** (due at the beginning of Session 2): Listen to the radio for about 45 minutes to 1 hour and write down the top 5 hip-hop songs played; write down the total songs listened to in an hour and how many songs were hip-hop songs

**Note:** Top 5 songs homework assignment will allow students to bring in songs that they currently hear on the radio

### SESSION 2 THROUGH 4: The History of Hip-Hop

1.	HW Check
	Starter: Using the data collected from the homework assignment, the class will determine the

	top 5 songs and I write them on the board and tally the top 5 [15 mins]
2.	Students will go to the computer lab and get with a partner to find out where the term “Hip Hop” originated from and the hip-hop pioneers hip hop on the computer [20 min]  (While I will look up the lyrics to the top 5 songs)
3.	Students will report back to the room and share what they found [15 min]
4.	<b>SESSION 3</b>  At the beginning of class, I will pass out my worksheet on the History of Hip-Hop for students to read silently [10 min]
5.	Then I will play clips of early hip hop artists [18 min] Sugar Hill Gang, DJ Kool Herc “Let Me Clear My Throat,” Public Enemy, Fresh Prince Parents Just Don’t Understand
6.	Mini-lesson: I will use song #5 to show students how to analyze a song for its themes and messages [10 min]
7.	Discuss Multigenre project and Hip Hop Summit [7 mins]

**Homework** (due at the beginning of Session 4): Students will analyze song # 3 & # 4 and write a reflection about the themes in the two songs and write about “What kind of message does song # 3 and #4 send to its audience? Are the messages relevant to your experience?”

### **SESSION 4: Hip Hop Now & Then**

1.	HW Check  Starter: Students will share their reflections that they did for homework [10 min]
2.	Students will get into groups of four to analyze songs # 1 & # 2 and determine the themes and messages of the 2 songs; each student will compile a list of the themes [20 min]
3.	As a class, we will compile a list of the themes [15 mins]
4.	Students will brainstorm topic for their project with a partner [5 mins]

**Homework** (due at the beginning of Session 8): Students will write a reflection about the messages and themes common of all 5 songs and write about “Are the messages relevant to your experience?” and What kind of audience do you think these songs are made for?

### **SESSION 6 THROUGH 7: My Hood**

1.	Starter: “Think about your home and neighborhood—create a list of the sights, sounds, smells and feelings about your home and neighborhood” [10 min]
2.	Mini-lesson on simile & metaphor [15 min]
3.	Show students examples of Where I’m From poems on Powerpoint or overhead [10 mins]
4.	Then show students an example of my “I Come From Poem” and how I created it using a list of my descriptive words [5 mins]
5.	Have students create a “I Come From” poem about their neighborhood using their descriptive word lists [10 mins]

**Homework:** (Due at the beginning of Session 8) students to bring in 6 examples (lines) of similes & metaphors in hip hop songs

**Note:** Simile & Metaphor assignment will allow students to choose the songs they want to bring to class to discuss

### **SESSION 7: My Hood**

6.	At the beginning of class, students will draw an illustration to go with their “I Come from poem” [10 min]
	Students will share their “I Come From” entries and illustrations to the class [10 minutes]
7.	Video Clip:  Students will be asked to take notes regarding what do the images in the video say about his hood?  Show My Hood video [5 minutes] (video depicts rapper who has “made it” visiting the ghetto where he grew up; rapper flashes how much money he has, but also promotes giving back to the community; other subtle images in video such as the house-arrest device around rapper’s ankle)
8.	Students will discuss video and the images in the video and what B.G. says about his hood (including the concept of Hollyhood) [10 min]

### **SESSIONS 8 THROUGH 9: The Artform**

1.	Starter for journal entry: What does it mean to be part of the Hip-Hop generation? What do they look like, act like, talk like, walk like, dress like? [10 min]
2.	Mini-lesson on informal language and dialect (including example of Waka Flocka “O’ Let’ Do It” [15 min] (will also discuss society’s perceptions of street language & will translate songs into standard English)
3.	Discuss homework: As a class, go over the students examples of similes and metaphors in hip hop songs [10 min]
4.	Students will get into pairs and compile a list of terms to help people understand the language of hip hop [10 min]

**Homework:** (Due at the beginning of Session 10) students will be asked to interview 3 people (peers and adults) regarding what do they think about the influence of hip-hop—is it a negative influence or positive influence?

### **SESSION 9: The Artform**

1.	Students will be given a worksheet about the art and style of hip hop to read silently [10]
2.	Students will be shown examples of graffiti, break-dancing, and “urban clothing” [15 min] (Links to videos on History of Hip Hop website)
3.	Discuss homework: the common themes of the top 5 songs and student reflections [15 min]
4.	Student will create graffiti images depicting one or more of the themes of hip hop (while “old-school rap is playing in the background) [10 min]

### **SESSION 10 THROUGH 13: The Debates**

1.	At the beginning of class, we will discuss what the students interviews and compare how the peers view hip-hop v. what the adults think about hip-hop [10 min]
2.	Student will watch CNN <i>Black In America</i> clip on Hip Hop music and take notes (including comments and questions they have about the video) [10 min]  (interview with hip hop mogul Russell Simmons and others on the impact of hip hop in the community and how hip hop began as a political movement & voice for the people, but now promoting themes that are detrimental to society)

3.	Students will discuss the video as a class [15 min]
4.	Students will be asked to pick a debate they want to investigate for their project [15 min] And to brainstorm other ideas for their project (and indicate topics on a sign-up sheet)

Homework: (Due at the end of Session 11 & 12) students will be asked get together an think about how they can group themselves on the panels for the Hip Hop Summit

### SESSION 11 Acting Colors

1.	Starter: Students will Read article About Rev. Run devaluing Higher Education [15 min]
2.	Student will take notes on the following videos:  CNN <i>Black In America</i> video on “Acting White” [10 min] (excelling in education perceived as whiteness)  &  CNN <i>Black In America</i> “Lite skin/Dark Skin” [10 min] (Dyson discusses his light skin privilege over his darker brother who is in prison, feels his color was a factor in being a target for police)
3.	Students will be asked to select a theme for their project and panels (ideas for the topics will come from the CNN specials) [15 min]

Homework: (Due at the beginning of Session 15) students will be asked to write a song or poem about the value of education reflected in hip hop culture and should hip hop address such issues.

### SESSION 12 Male representations

1.	At the beginning of class, ask students get in a group of 4 and come up with a list of words that describes what a young man should be and not be [10 min]
	Ask students to take notes for the following videos:  Show “Still Fly” Big Tymers [2 mins] (“hood-rich” theme—“cant pay my rent, cuz all my money’s spent” but the rappers still have nice clothes and cars  Grillz by Nelly [2 mins] (jewelry in mouth & blinging themes, and women chasing money)
	Discuss images [10 min]
2.	Show Lil Wayne [5 min] and  Gucci Mane Lemonade video [5 min] (drug themes & young girls selling “lemonade”—a

	drug)
3.	Discuss [10 min] (Students will sign-up sheet for topics and panels)

### SESSION 13 THROUGH 14: Female representations

1.	Students will be asked what is considered beautiful within the African American culture and other cultures [10]
2.	Show “Shades of Black America” Colorism and its effect on women [8 min]
3.	Students will discuss the video [10 min]
4.	Show Brenda’s got a baby [5 min] (men singing about supporting women through hardships)
	Students will discuss video [10 min]
5.	At the beginning of class, ask students to take notes on the following videos: Show U.N.I.T.Y. Queen Latifah [5 min] (female rapper demanding respect from male rappers, line in song: “Who you callin’ a B*?!”

**Homework:** (Due at the beginning of Session 16) students will be asked to think about a design for their visual and look for images in magazines and bring a posterboard to work on visual for project with group in class

### SESSION 14

1.	Starter: Students will be asked create a list of terms used to describe women in songs & will discuss as a class [10 min]
2.	Ask students to take notes for the following videos: Show Bow Wow “Girlfriend” video [4 min] (example of colorism in videos, light skinned women preferred in video and the main object of attraction by rappers) Show T.I. “Whatever You Like” video [5 min] (example of stereotype of materialism among black women, a woman won over by all the expensive things rapper bought her)
3.	Discuss [10 min]
4.	Ludacris “How Low Can You Go” video [5 min] (ex. of women as objects, scantily dressed women, but not too risqué for middle-schoolers to watch)
5.	Discuss [10 min]

### SESSION 15 THROUGH 16

1.	HW Check: songs/poem on educational issues  Starter: Students will be asked to look back over their previous journal entries and to select an entry to develop for their project. [5 min]
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2.	Provide a mini-lesson on adjectivals out of order, using, share a past student sample or my own [15 mins]
3.	Allow student to practice applying adjectivals out of order to their piece(s) if they don't finish in class, will do for homework [20 mins]  Curbside teacher conference
4.	Show Sho Baraka's "We Can Be More" (a positive view of love; a subtle Christian rapper who fights against the "playa themes and sleeping around" instead promotes relationships and marriage)

**Homework:** (Due at the beginning of Session 17) Students will be asked write a rough draft for the 3-page written piece of their Multigenre project

### **SESSION 16: Project Time/ Other side of Hip Hop**

1.	Students will get with a partner to work on visuals for project [40 min]
2.	I will go around checking to see how students' written pieces are coming along and which ones they selected [while students are working on projects]
3.	Students will watch 2 videos showing more positive message (but not played on the radio) Show Sho Baraka "Liar's Anthem" [10 min] (a parody of how mainstream promotes "pimping, murder, & drugs; he raps about how they promote these themes strictly for record sales)

**Homework:** Students will be asked to work on their written pieces for their project

### **SESSION 17: Workshop continues**

1.	Mini-lesson on combining sentences and sentence expansion [15 min]
2.	Students will apply to their own writing [20 min]
3.	Students may finish visual [15 min]

**Homework:** Students will be asked to work on their written pieces for their project

### **SESSION 18 Workshop continues**

1.	HW check [10 min]
2.	Peer conference: Students will trade papers and provide feedback on the content and

	structure [25 min] Curbside conference
3.	We will discuss As a class the errors that students partners are making or aspects of the paper that need improvement [15 min]

**Homework:** Students will be asked to work on their written pieces for their project

### SESSION 19

1.	Mini-lesson on public speaking skills and go over how students will be evaluated [15 min]
2.	Work on papers/group visuals [35 min]
3.	I will conference with students while others works on their papers/group visuals

**Homework:** Students will be asked to complete 2 of their written pieces for their project

### SESSION 20

1.	At the beginning of class, I will show students how the Hip Hop Summit will be conducted [15 min]
2.	Students will practice sharing written pieces in groups of three and provide each other with feed back on content and presentation [30 min]
3.	Encouraging speech for Hip Hop summit [5 min]

**Homework:** Students Multigenre project will be due at the end of Session 25

### SESSION 21 THROUGH 25 Hip Hop Summit

1.	There will be a brief introduction of the panel subject and panelists [3 min]
2.	Students will present their written pieces and visuals [25-30 mins] Other classes will join our class for each period
3.	Students will answer questions from audience [20-25 minutes]



A student from our class will keep track of each student panelist's time and give a 2 minute & 1 minute warning (and I will keep track of time too)
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## **EXTENSIONS**

Although the focus of this unit is not on individual hip-hop artists, but hip hop as a whole...as an extension, students can research the background of the hip-hop artists of their choice—where they grew up, their family lives, any criminal history, acts of charity, etc. This will allow students to see a contrast or similarity in the life they portray to the masses and the life they live or have lived behind the camera/microphone.

## **STUDENT ASSESSMENT/REFLECTIONS**

Journal notebook checks, “The South Bronx Renaissance” Multigenre project, and Hip-Hop Summit

## **REFERENCES**

Blasingame, J. & Bushman, J.H. (2005). *Teaching writing in middle and secondary schools*. Upper Saddle River, NJ: Pearson Education, Inc.

Skinner, E. (2007). Writing workshop meets critical media literacy: Using magazines and movies as mentor texts. *Voices From the Middle*, 15 (2), 30-39.

Hip Hop which is a culture or a lifestyle started in the late 1960's and the Official Birthday of Hip Hop is November 12, 1974.

Hip-hop music was first introduced at Bronx located in New York City by a Jamaican DJ, named Clive Campbell a.k.a "Kool Herc"(who was born in 1955 at Kingston, Jamaica).

Hip hop music and rap are two inseparable terms and are used synonymously. The word "rap" was derived in the 1960's, from a slang word that basically meant conversation. Rap is speaking up rhythmically in rhymes with style and is generally along with beats. Rap also represents the recording aspects of hip hop.

The history of hip-hop music can be classified into various categories like hip-hop music, hip-hop dancing, hip-hop art and hip-hop fashion.

Hip hop music is funky and is accompanied by a vocal style which is popularly known as rap along with rhythmic backing beats. Hip hop music can be divided into two eras, with one being the old school era (1970-1985) and the other was the golden age era (1985-1993).

### **Old School Hip Hop:-**

The earliest commercial hip hop music came from old school of rock. The sounds, image and style of this era was represented by people like The Treacherous Three, Afrika Bambaataa, Fab 5 Freddy, Fat Boys, Grandmaster Flash, Furious Five and Kool Herc etc. However, old school went into a decline when the golden era of hip hop music was introduced.

### **Golden Age:-**

The era of golden age was characterized by influence, quality, innovation and diversity. Political militancy and Afrocentricity became popular themes of this form of music. There was greater emphasis on experimenting with this music in this era. Jazz also played an important role in popularizing this music. Public Enemy was undoubtedly the best face of golden era of hip hop music. Some other well known figures of this era were Eric B. & Rakim, A Tribe Called Quest, Jungle Brothers and De La Soul.

### **Hip Hop Greatest Moments:-**

One of the greatest moments of hip hop music came when Grand Wizard Theodore accidentally discovered "shigi-shigi" what we now call "needle drop" or "scratching". He was trying to stop a running disc after his mom scolded him and the disc produced a scratching sound and thus, "scratching" was born.

Scratching became a huge hit and became an essential tool for every DJ. We are not wrong in saying that scratching is the core of hip hop music and the two can't be separated.

It Takes a Nation of Millions to Hold Us Back which was released in 1998 was among the best hip hop masterpiece ever introduced.



DJ Kool Herc

DJ is an abbreviation for a disc jockey, which selects, plays and even creates music. He has got multiple turntables with him with the help of which he or she creates music as a hip-hop artist or performer, often backing up one or more MCs. MC means Master of Ceremony

“Kool Herc” also known as the FATHER OF HIP HOP learned the culture of “TOASTING” from his countrymen.

In the year 1975, he began working as a DJ with Hevalo Club.

The crew of “Kool Herc” comprises of Clark Kent, Coke La Rock and Kool Herc himself.

They became more rhythmic and vocal with the passing time. They even incorporated sexual themes in their music in order to please and attract the audience.

He used to compete with his counterparts to see who has got the loudest sound. His Amplifier was of MACINTOSH which was the most powerful AMP during that time.

His speakers were extremely loud and because of this feature they were given the name “Herculoids”. Kool Herc was also known as “MAN WITH THE LOUDEST SYSTEM IN HIP HOP”.

Kool Herc’s style of hip hop music was appealing. He used rhymes along with hip hop beats. He used to rap even using microphones. His house parties became very popular and spread in cities like Manhattan, Brooklyn etc. He along with his emcee member’s garnered huge support by spreading this form of music through house parties.

In 1979, hip hop music was all strong. It was being liked by people almost madly and it became a major part of American music. In 2000, as they say rest is history. It is not only popular in America but throughout the world. Today, there are many artists who perform this style of music in different parts of the world. It is now no more restricted to America alone.

### **Gansta Rap:-**

Gansta Rap, was a form of hip hop music became a vital part of American music in 1990’s. However, there was huge controversy on this music as some believed that it promoted violence, promiscuity, drug usage and terrorism.

## HIP HOP HISTORY | ART, FASHION, & DANCE

### HIP HOP ART (GRAFFITI)

It is also referred to as “Tagging” or “Graffiti”. This art is primarily done on walls and generally has the signature of the artist at the bottom of the wall. This form of art was introduced in Philadelphia in 1960’s. About a decade later, it is everywhere to be seen in New York. From subways to street this art was seen everywhere until the authorities got strict.

### HIP HOP FASHION

Hip hop became a craze among teenagers way back in 1960. However, in 1970, it became even more serious when hip hop became dominant in people’s lives. In 1980’s Kani started first ever hip hop clothing brand.

The main characteristic of hip hop clothing was baggy clothes. The accessories such as stunner shades, multi-fingered rings, earrings (mostly diamonds), huge watches, necklaces, gold necklaces (both white & yellow), caps (mostly baseball & matching leather caps), grillz made of gold and custom sneakers became essential in hip hop fashion.

Tupac Shakur, who is a Hip Hop Legend and Carl Williams, introduced this type of clothing in the world. In this fashion era, giants like Nike, Levi and Arizon jeans are relying on hip hop fashion for their sales.

### HIP HOP DANCE (BREAK DANCING)

Break dancing is a dance known for its frenetic, distinctive style. Breaking is a hip hop dance.

The original name of “Break Dance” was “Bboy” which means Bronx boy, break boy or beat boy. These people “b-boys” and “b-girls” were only interested in the instrumental break of a song. And teenagers who partied at “Kool Herc” parties, evolved this stylized manner of dancing along with the inspiration from James Brown.

## IS JAIL THE NEW HIP-HOP MARKETING TOOL?

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April 6th, 2010



—by KO

Earlier this week, news of Lil' Wayne's blogging from jail hit the internet like a wildfire. Weezy, who is currently serving time in New York on Rikers Island for his weapons charge, started his own blog at [weezythanxyou.com](http://weezythanxyou.com) to write and answer letters from fans. Now we all know that even the biggest hip hop celebrity has to stay busy and keep their name out there while they are locked up, simply because hip hop's fickle fans are quick to forget about them. But there is something about blogging from jail that seems like it has become part of the business.

Recently, Shyne was released after serving a 10-year bid for his involvement in the 1999 shooting at Club New York. Though he was mostly absent from the game during that time, Shyne was able to land a very lucrative recording deal upon his release (with record labels engaging in a bidding war for him!). Yes, in recent times, hip hop has thrived off of the tough gangster rapper image, but what is it about jail that gives some artists the biggest boost of their career?

Must be the story. Back in the 90s, Slick Rick released "Behind Bars," a full-length album that he recorded while he was doing time. Then there was Tupac, who's very short bid led to his signing with Death Row Records while he was incarcerated. He even did classic interviews with major hip hop magazines. Lil' Kim who went to jail for perjury had a reality show right here on this network, "Countdown To Lockdown," which chronicled her last few weeks of freedom before serving her time. And T.I. soon followed in her footsteps with his own show on MTV, "Road To Redemption." Let's face it, in hip-hop, jail is a big business.

There have even been the big t-shirt marketing campaigns. When G-Unit's Tony Yayo was locked up, the 50 Cent machine decided to capitalize off of it. They wore "Free Yayo" t-shirts, and decided to sell them. Soon, hip-hop fans followed by purchasing their own. The "Free [insert rapper name here]" movement went wild, as many other hip-hop artists started to shout things like "Free Pimp C" at the end of their records.

I am in no way saying anything about Weezy's time and whether or not I believe he should be in there. But I'm starting to wonder whether this bid is actually going to raise the stakes for him. Jail has become a huge marketing tool for rappers, and it seemed to be the one last thing Weezy needed to earn his stripes. With his blogging and the release of new music from Young Money flooding the market, Lil' Wayne might actually be a bigger celebrity when he gets out of jail.

## IS HIGHER EDUCATION WORTH IT? REV. RUN TOLD ANGELA SIMMONS NO.

March 26th, 2010



Rev. Run recently made a statement that is causing a bit of a debate within Hip-Hop. [In an interview with XXLmag.com, Rev said that he advised his daughter Angela not to finish college right now.](#) He said, “Never, I don’t discourage nobody in my house. This is an entertainment house. My daughter Angela was in college, she was like, ‘Daddy, I don’t know what to do, I’m getting straight A’s in college, but Pastries is taking off.’ I’m like, ‘Peace college, go take your butt down to the sneaker office and go get that paper...that’s your college... We’ll get back to [school], Pastries is doing millions.’”

He goes on to disclose that he was in college when Run-DMC took off, and that he decided to put his college plans on hold to pursue his rap dreams. Well, it seems like Rev made the right decision, for him. The problem with what he said is not his decision to leave school or to tell his daughter to leave school. The problem is how the context of his quote will be interpreted by Hip-Hop fans across the world.

No, college isn’t for everybody. And it can be extremely costly. But how many kids today are going to have the same opportunities that his children have? Yes, Pastries took off and is “doing millions.” But maybe that has something to do with a television show, a celebrity endorsement, having the money (or more money than most) that it takes to start a business, or an uncle with years of experience and a wealth of contacts in that industry already. When said to his daughter in the privacy of their own home, it could very well be the right advice. But when it’s put out there to the masses, it discredits the value of higher education. And some people go to college to get just that, an education. At a time like this, do we really want to discourage that?

What do you think about his comments? Do you have aspirations to go to college? Do Rev. Run’s comments make you think differently? Or, if you’ve gone to college, do they make you regret it?

–KIM OSORIO

Final Assessment for unit:

**A Multi-Genre project: “The South Bronx Renaissance”**

During the Harlem Renaissance, writers such as Zora Neale Hurston, Langston Hughes, and Alain Locke, addressed issues like the strained race relations that was prevalent during their time. Likewise, during the South Bronx Renaissance, different artists discuss issues affecting African Americans, while other artists exacerbate the problems within the community. For this project you will consider how do the hip-hop artists make an impact on society and influence the values of the younger generation, also known as the hip-hop generation. You will also reflect on your personal experiences and determine how do the messages that hip-hop artists send relate to your own experiences and background.

Chose a theme or topic pertaining to a current issue in hip hop, and select of select 3 of your best written pieces from your journal entries addresses the issue.

Requirements for selected written pieces:

One of your pieces should provide your view of the South Bronx Renaissance and how the lives of the artists (or their songs) compare and contrast your own experiences, culture, and background. In addition, one of your written pieces should address the impact that hip hop has on society as a whole.

One piece should be at least 3 pages.

Select 3 different modes (or types) or writing: narrative, song, interview, etc.

You will need a short introduction and conclusion explaining why you selected your featured written pieces and what you have learned from this project.

The key purpose of the multigenre project: This project should examine an issue within hip-hop from many different angles and different modes of writing. So be expressive, informative and creative! 😊

Worth 200 pts. (215 pts. possible)

This Multi Genre-Project should be typed. One of your pieces should be at least 3 pages. You may include pictures and some instances of special font (i.e. anything other than 12 point Times New Roman or Arial), but use wisely. No Fluff! Show me that you put a lot of thought into this project 😊

## Scoring rubric for Multi-genre project

### 1) Ideas/Theme

How well does student compare and contrast own experience, background & culture with experiences and culture reflected during Harlem Renaissance

\_\_\_\_ 20 pts X 3 (or each piece)

### 2) Application of Writing Techniques

(e.g. parallelism, adjectivals out of order, imagery, etc)

How well does student implement writing techniques learned in this unit

\_\_\_\_ 15 pts X 3 (or each piece)

### 3) Voice

How well does student reflect on own experiences and piece sounds like the writer

\_\_\_\_ 10 pts X 3 (or each piece)

### 4) Sentence Fluency

How well does student does student manipulate sentences to create a coherent piece.

\_\_\_\_ 10 pts X 3 (or each piece)

### 5) Creativity

How creative is the project and the level of its presentation.

\_\_\_\_ 10 pts X 3 (or each piece)

### Correct Conventions

(e.g. spelling, grammar, punctuation, capitalization, length requirements)

\_\_\_\_\_ 20 pts (i.e., up to 20 pts off for convention errors)

= \_\_\_\_\_ 200pts up to 15 extra points



## The Hip-Hop Summit

Students will present one of their written pieces from the multi-genre project to class members and visiting students from other classes. Students will be organized into panels according to the topics of their multi-genre project.

The Hip Hop Summit will last a week, there will be a panel of 5 students per day who will each present one of their best pieces for 5-7 minutes. There will be a question and answer session after all students on the panel have presented. Each panel will need at least two visuals. This portion of the project will serve as your activism and efforts to inform others of the knowledge you have gained from this unit.

Each person will receive a presentation grade, and visuals can earn you up to 15 extra points. No one should make lower than a "C" but if you work hard on your presentation and have fun with it (and keep the audience engaged), you should receive an A on this portion.

Worth 50 pts

Grade will be determined by the following rubric:

### Presentation rubric:

Eye contact: 10 pts

Voice articulation: 10 pts

Audience engaged: 5 pts

Time: 5 pts

Visual: 20 pts

Total: 50 points