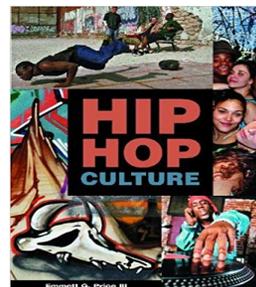


Title: Hip Hop and Politics

Grade Level: 9-12

Subject: Music/Sociology/Social Studies

Keywords: Hip Hop



Lesson Plan:	Hip Hop
Subject:	American History
Grade:	9-12
Description/ Abstract of Lesson	Compare social norms among various subcultures
MU.912. C1	Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
SS.912.S.2.5	Culture/Examine the influence on the individual and the way cultural transmission is accomplished.
SS.912.H.1.1	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
SS.912.A.1.4	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.7	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications
LAFS912.RH.1.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information
LAFS.912.WHST.3 .9	Draw evidence from informational text to support analysis, reflection and research.
Objective(s):	Students will compare lyrics during the Hip Hop era to today's lyrics.
Materials:	<ul style="list-style-type: none">Pictures of graffiti and vandalismList the 5 elements of Hip HopThe History of Hip HopComputersDrawing paperColor pencilsNotebook paperPenLyrics from Tupac Shakur "Dear Momma"Poems from any poet
Duration:	<ul style="list-style-type: none">● 1-2 class periods● Block Scheduling (90 min.) 1 class period
Lesson Lead In/ Opening:	<ol style="list-style-type: none">1. Open the class discussion from the Warmup or Do Now.2. Ask the class question: What are positive ways a person can express their

	<p>political concerns</p> <p>3. Show pictures of graffiti or Vandalism ask the class their point of view</p>
Activity 1:	Warm up or Do Now: Do you consider graffiti art or vandalism?
Activity 2:	<p>Teach: The History of Hip Hop Culture</p> <ul style="list-style-type: none"> • 5 elements of Hip Hop • In 1973, at a birthday for his sister, in the recreation room of an apartment building in the west Bronx. DJ Kool Herc created HIP HOP. The location of that birthplace was 1520 Sedgwick Avenue • He was Born Clive Campbell in Kingston, Jamaica, Herc was exposed at an early age of ten to both American and Jamaican music. Jamaican DJ Kool Herc staged parties that spawned a global youth culture, rooted in the African American experience • Kool Herc, Grandmaster Flash, and Afrika Bambaataa molded the new sound into a definable genre of music, which soon evolved into an urban sub-culture, which included rapping, beatboxing, scratching, graffiti, and breakdancing. • The West Coast (originated in California). It began with Run-DMC's album Raising Hell in 1986 and ended with the popularity of Dr. Dre's album The Chronic in late 1992. It was characterized by Afrocentric lyrics. With time hip hop transitioned into the modern era with the rise of gangsta rap and G-funk. • the East Coast-West Coast rivalry grew between the East Coast's Bad Boy Records and the West Coast's Death Row Records. The result of it unfortunately in the still unsolved deaths of Tupac Shakur and Notorious B.I.G. • Play examples of Hip Hop music. • Graffiti in hip hop began as a way of "tagging" for one's crew/gang, and developed during the 1970s on the subways of New York, and later expanded to the city walls themselves. This movement from trains to walls was encouraged by the efforts of New York's Metropolitan Transportation Authority to eradicate graffiti on their property (the M.T.A. officially declared the transit graffiti-free in 1989). • the rest of the globe imitated and adapted hip hop graffiti. Today, there are also strong scenes in Europe, South America, Australia and Japan. <p>Graffiti has long been villainized by those in authority and allegedly associated with gangs, violence, drug culture and street crime. In most jurisdictions, creating graffiti art on public property without permission is a criminal offense punishable by fines and incarceration.</p> <ul style="list-style-type: none"> •
Activity 3:	<ul style="list-style-type: none"> • Have students select their partner • Research a political situation (local, state or federal) • Write your lyrics related to the political situation of your concern and find a beat to upload and present your music • Teachers can create a website to allow students to upload their work
Activity 4:	Graffiti - Draw a picture reflecting your political views
Activity 5:	Compare the lyrics of Tupac Shakur song "Dear Momma" to another Hip-Hop Artist, James Baldwin or Maya Angelou
Higher Order Thinking Questions:	<p>Why use the term Hip Hop?</p> <p>Where did the term Hip Hop stem from?</p> <p>Compare Hip Hop generation to the Civil Rights Generation?</p> <p>What political topics the Hip Hop activist want to hear from</p>

	<p>politicians? What Values do the Hip Hop Ideas portray?</p>
Suggested Books:	<p>The Hip Hop Generation: Young Black and the Crisis in African American Culture by Bakari Kitwana https://thesource.com/</p>
Web Resources	<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=x_QYWAVySkc • Bboying: https://www.youtube.com/watch?v=7Kt_Ym-SEF8 • Digital Public Library of American https://dp.la/search?q=Hip+Hop+Culture • Library of Congress: Tupac Amaru Shakur https://www.congress.gov/bill/109th-congress/house-bill/4968 •