



VH1:

And You Don't Stop - 30 Years of Hip-Hop

Episode 1

VH1 Music Studio

Cable in the Classroom

Lesson for Social Studies

Grade Level: Secondary (7-12)

Lesson 1 – “Back in the Day” (The Origin of Hip Hop)

Note to Teachers: The multi-media resources used in conjunction with these lesson plans may include references to substance abuse, violent acts, illegal activities, and topics of a sexual and/or political nature. Some academic communities may consider the material inappropriate for educational use in the classroom, thus you are encouraged to review the resources before presenting them to your students. If necessary, consult with an administrator, send a letter/waiver to the parents/guardians, or choose the specific resources that will enhance your lesson and are acceptable for classroom use.

Teacher Toolbox (websites & texts related to Hip Hop):

Hip-Hop America by Nelson George
Rap & Hip Hop: The Voice of a Generation by S. Ayazi-Hashjin
www.vh1.com/shows/events/hip_hop_honors/2004
www.ohhla.com (lyrics)
www.daveyd.com
www.hiphop-directory.com
http://en.wikipedia.org/wiki/Hip_hop
(*free encyclopedia)

Vibe History of Hip Hop edited by Alan Light
www.hiphopsite.com
www.sohh.com
www.rapdict.org (rap dictionary)
<http://rap.about.com>

Objectives

- Students will identify the origin of the genre of music called Hip Hop.
- Students will analyze the elements of Hip Hop.
- Students will formulate a definition of Hip Hop Culture.
- Students will gain an understanding of the cross-cultural influences on this genre of music/art form.

National Curriculum Standards for Social Studies Thematic Strands:

- Culture
- Time Continuity & Change
- People, Places, and Environments
- Individuals, Groups, and Institutions
- Global Connections
- Civic Ideals & Practices

Materials

- VHS/VCR Player
- Television
- Audio Playback Equipment
- VH1's And You Don't Stop: 30 Years of Hip Hop – Part 1
- Web-Based Lesson Materials
- Writing Utensils (pencils/pens)
- Notebooks/Paper
- Internet Access
- Overhead Projector, Screen, & Transparency Materials

Procedures

1.
 - a) On a transparency, write the question: “What is Hip Hop?” in the center. Initiate a class discussion by asking students to answer the question, based on their prior knowledge.
 - b) Create a cluster or web of their responses and ideas by listing them on the transparency and connecting them to the original focus question.
 - c) Discuss the subjectivity of defining this genre of music (Hip Hop), thus their individual perspectives are valuable, but they will also need to do some research to formulate an authentic definition of Hip Hop.
 - d) List the elements of Hip Hop (deejaying, emceeing, break dancing, graffiti, and beat boxing) and poll their familiarity with these aspects of Hip Hop. Explain to the students that these elements evolved out of a cluster of cultures, ideas, talents, and circumstances of the urban youth in the United States (specifically New York) in the 1970's. *If you have a classroom map, you may reference the geographic location of New York and ask the students about the significance of its location and the migrating of people, which merged cultural ideas that influenced the music.

e) To bring closure to this discussion, explain to the students the importance of researching the origin and history of this genre of music because it will help them gain an understanding of the fundamental cause or source of its existence.

2.

- a) Assign the student task of independently researching the five elements of Hip Hop and its origin/roots. Generate a list that contains the following terms, yet inquire about additional terms that the students may choose to explore: West African Griots, Jamaican Toasting, Capoeira/Capoeira (Brazilian/African), lyricism, music, deejaying, emceeing, graffiti, break dancing, and beat boxing.
- b) Suggest that students use print text, Internet, and/or oral history to obtain information about each term. Then, request that students synthesize the information gathered to formulate a definition that they comprehend. *Students may visit the library/media center, use classroom resources, conduct interviews with people knowledgeable about this subject matter, or use a school/library/personal computer.

3.

- a) Show VH1 And You Don't Stop: 30 Years of Hip Hop – Part 1. While viewing the program, students will note individuals and cultural contributions to the development of this art form.
- b) Students will also add information to their researched terms.
- c) Lastly, ask students to delve deeper into this concept by identifying reasons why this art form emerged at this time period in history, by these specific groups of people, in these urban environments. Explain that this aspect of the lesson will be explored, in depth, in Lesson 3.

4.

- a) The students can demonstrate their understanding of the origin and elements of Hip Hop by creating a word and picture collage. The collage should creatively, artistically, and accurately answer the question: What is Hip Hop? The collage will serve as a visual definition of hip hop based on the information researched and obtained.
- b) The collage must consist of both words and pictures to function as an informational tool for an audience of their peers and adults to familiarize themselves with this genre of music. The elements of Hip Hop should be the focal points of the collage. Magazine pictures, photographs, clip art, original art work, and picturesque words/language may be used to decorate the poster board surface.

Extensions

- Student volunteers may choose to give an oral presentation explaining their collage and definition of Hip Hop.
- Similar to graffiti, students may choose to “tag” or decorate their school hallways with their collages. It will serve as an information / learning tool for observers to appreciate and obtain information.



This lesson plan was created by Charity Jones, Secondary Educator at Oak Park High School, Oak Park, MI