



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 2 – “Back in the Day” (Our Story)

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

Objectives

- Students will discuss the origin and elements of Hip Hop
- Students will chronicle the historical events and factors underlying the evolution of Hip Hop Culture
- 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

- Audio Playback Equipment
- Web-Based Lesson Materials
- Writing Utensils (pencils/pens)
- Notebooks/Paper
- Internet Access
- Overhead Projector, Screen, & Transparency Materials
- Audio recording of the song “I Use to Love Her” by the artist Common Sense
- Copy of the lyrics for the song (transparency or student handouts) [www.lyrics.com]

Procedures

[Note: Procedure one and five two alternatives. The lyrical analysis and discussion of the recorded selection may be too mature or explicit for middle school. Therefore, 1A is for high school and 1B may be used for middle school. The essay of definition (5A) may be too challenging for middle school, thus an alternate activity is provided (5B)]

1.

- a) Distribute copies of the lyrics to the song by Common Sense titled “I Use to Love Her” or provide a transparency copy and place it on the overhead projector.
 - Ask the students to silently read and follow along with the lyrics of the song as the teacher plays the recording.
 - Prompt the students to look for the message within the music and to read between the lines because the artist has used figurative language, specifically personification, to tell his story.
 - Students should be encouraged to interpret the message and identify the account of historical events that she (Hip Hop) encountered/experienced.

- After the song, request responses from student volunteers to open or start the discussion.
- Bring closure to the discussion by connecting the oral tradition of story telling by griots to the modern version of this cultural art form through Hip Hop music. The artist Common Sense used music to lyrically tell his story of the history of Hip Hop.

b) On a transparency, write the word “historian” in the center. Initiate a class discussion by asking students to define the role of a historian, based on their prior knowledge.

- Create a cluster or web of their responses and ideas by listing them on the transparency and connecting them to the word “historian”. Bring closure to this discussion by providing a formal definition of historian (i.e. “somebody who is knowledgeable in history and who may write about or teach it; recorder of events or somebody who writes an account of historical events”. Courtesy of Encarta World English Dictionary)

2.

a) Explain to the students that there isn’t a formal Hip Hop history or text book. Therefore, various mediums are making an attempt to record Hip Hop’s story. Since many people thought this genre of music was a mere fad, society didn’t see the value or need in recording its historical events. Yet, it is thirty years later and Hip Hop hasn’t stopped. Since the youth developed the art form, it is imperative to return to the youth for their version of the story.

a) Assign the role of Hip Hop historians to the students. Use the VH1 Hip Hop Honors interactive time line to reference a chronological story of Hip Hop. Guide the students through the use of this website: http://www.vh1.com/shows/events/hip_hop_honors/2004/index_flash.jhtml?siteArea=5. Encourage students to obtain and record any accurate information and events that chronicle the historical events on Hip Hop’s history.

3.

a) (Optional) Use film as another medium to obtain information, facts, and references to historical events that reveal Hip Hop’s story. Suggested films that explore the origin of Hip Hop and reveal the elements researched include: “Wild Style”, “Beat Street”, and/or “Krush Groove”.

4.

a) Divide the classroom into four parts to form large groups to participate in dialogue / conversational exchanges. The purpose of each group is to share information, ideas, and explore multiple perspectives about Hip Hop Culture.

a) Within each group, students can the following questions to guide their discussion: How does the depiction of hip hop culture change when researched from various points of view? How does hip hop serve as a voice of the people? What impact or influence did immigrants have on the origin of hip hop? How did hip hop serve as a cultural exchange connecting people through various art forms? What role did urban plight / decay in the late 70’s play in the developing of this genre of music? How does the history of hip hop reveal its ability to be resilient and transcend all obstacles? Teacher will monitor the groups.

5.

a) Ask the students to independently function as a historian and assign an essay. Students should write an essay of definition revealing his/her story or interpretation of hip hop, chronicling the historical events that contributed to the birth and maturation of this genre of music.

a) Divide the students into smaller cooperative learning groups of 4-6 team members. Assign these groups the task of designing an original hip hop history book. They will collectively assume the role of historian to

create the context for the book. Students will write a factual narrative about the origin of hip hop prior to the commercialization and/or mainstreaming into popular culture. The team must develop a title, book cover design, write the content, provide the graphics, and include a bibliography/discography.

Extensions

- Students may volunteer to share their hip hop history books with the elementary students in their school district. A visit to a 3rd- 5th grade classroom to do a shared reading activity would be a form of community service in their academic community.



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