



**VH1:**

***And You Don't Stop - 30 Years of Hip-Hop***  
*Part 2*  
VH1 Music Studio  
Cable in the Classroom

Lesson for Music Classes, Grades 7-12  
Episode Title: "Bring the Noise"

Lesson 3 – Hip Hop and Geography

NOTE TO THE 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 & Civil Rights Movement):

**Hip-Hop America** by Nelson George

**Vibe History of Hip Hop** edited by Alan Light

**Rap & Hip Hop: The Voice of a Generation** by S. Ayazi-Hashjin

**Eyes on the Prize: America's Civil Rights Years 1954-1965** by Juan Williams

"Eyes on the Prize" (video series)

"VH1's And You Don't Stop: 30 Years of Hip Hop – Part 2" (video)

<http://geography.about.com/> (geography site)

[www.nationalgeographic.com/maps/](http://www.nationalgeographic.com/maps/) (geography site w/ maps)

[www.yourchildlearns.com/geography.htm](http://www.yourchildlearns.com/geography.htm) (geography site)

[www.yourchildlearns.com/us\\_map.htm](http://www.yourchildlearns.com/us_map.htm) (interactive US map)

[www.vh1.com/shows/events/hip\\_hop\\_honors/2004](http://www.vh1.com/shows/events/hip_hop_honors/2004) (hip hop timeline)

[www.ohhla.com](http://www.ohhla.com) (lyrics)

[www.hiphopsite.com](http://www.hiphopsite.com)

[www.daveyd.com](http://www.daveyd.com)

[www.sohh.com](http://www.sohh.com)

[www.hiphop-directory.com](http://www.hiphop-directory.com)

[www.rapdict.org](http://www.rapdict.org) (rap dictionary)

[http://en.wikipedia.org/wiki/Hip\\_hop](http://en.wikipedia.org/wiki/Hip_hop)

<http://rap.about.com>

Internet Search Engines: google, dogpile, alta vista, & ask jeeves

## Objectives

- Students will create geographic perspectives of the world through the common link of hip hop music / culture
- Students will be able to explore aspects of music (style & genre) as a social process that influences identity formation
- Students will collect data and analyze human behavior in relation to its physical and cultural environment as its revealed through hip hop
- Students will be able to employ map skills to identify the various regions of the U.S. and world that encompass the hip hop community
- Students will gain an understanding of the cultural differences of people based on their geographic location

### **National Curriculum Standards for Social Studies Thematic Strands:**

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

## Materials

- VHS/VCR Player
- Television
- *VH1's And You Don't Stop: 30 Years of Hip Hop – Part 2*
- Web-Based Lesson Materials
- Writing Utensils (pencils/pens)
- Notebooks/Paper
- Internet Access
- Overhead Projector, Screen, & Transparency Materials

## Procedures

1. (a) Guide the students through the interactive U.S. map at [www.yourchildlearns.com/us\\_map.htm](http://www.yourchildlearns.com/us_map.htm) , or provide a copy of a U.S. map to segment into 4 parts: the Midwest, East Coast, West Coast, and the South. Identify states that would be placed in each of these categories. Identify qualities or characteristics about these 4 regions based on prior knowledge and experiences. List the students' responses.

Example:

<b>States in the South:</b> Louisiana, Florida, Georgia, etc.	<b>Qualities/Characteristics:</b> Hot, Cost of Living Lower, Southern Accent, friendly people/hospitality, etc.
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(b) Identify that the common link between these regions is that they are all states in the U.S., but their geographic location influenced the unique characteristics and varied their identities.

2. (a) Explain to the students that music is also influenced by cultural / regional factors because it adapts to the environment, culture, and region that it is in. Hip hop reflects the diversity of the regions throughout the U.S. and even the world. By making a geographical sketch of hip hop, as music migrates, the different styles, perspectives, sounds, language, and lyrical content will be revealed.

(b) Distribute the Hip Hop Geographical Sketch. Use the U.S. Map to fill-in the states in the 4 segmented regions. Then, watch *VH1's And You Don't Stop: 30 Years of Hip Hop (Part 2)* to complete the remaining categories of the sketch. Encourage students to also reference their prior knowledge about hip hop to complete this task.

(c) Use supplemental hip hop music videos and songs to enhance the students' repertoire of information about the various styles within this genre of music. The focus is diversity based on geographic location so allot time for students to do additional research by viewing music videos, using Internet and/or print text materials to gather data or information about each region, or listen /analyze music to depict the differences in the four regions. This can be assigned as an independent research task for the students or the teacher could guide the research process. Teacher may initiate the task by playing the music video or edited version of the song, "Welcome to Atlanta: Remix" by Jermaine DuPri, featuring P. Diddy (East Coast-New York), Murphy Lee (Mid West–St. Louis), Snoop Dogg (California-West Coast), and Ludacris/J.D. (South-Atlanta).

- Identify the different styles by each artist that is revealed in the music.
- Discuss the concept of "identity" and how each artist attempts to represent their region, neighborhood, and community.
- Poll the students for examples of other hip hop songs that represent their region.
- Discuss or explore the possible reasons why people are compelled to acknowledge their "home-town."
- Encourage the students to probe the Internet to find additional information to gain a broader perspective on the cultural influences that impact each region. The Internet search engines are excellent tools to assist the students. This specific site: <http://www.learnlink.emory.edu/~lib/mlm/rap.html> can be used as an example in class to demonstrate the process to the students.
- Students should be able to complete the Geographical Sketch handout and write a one page synopsis (a concise outline, survey, or summary of a subject) of each of the four regions.

3. (a) Divide the class into the 4 segmented regions: Mid West, East Coast, West Coast, and South. The students will form cooperative learning groups. *\*Since the students are knowledgeable about each of the four regions, you may empower them by giving them the opportunity to select their preferred region.* The students in each group must share the information/data collected by each individual, on their designated region only, and determine what information is valuable, credible, and useful for their group presentations.

*[Example: Group #1 = The East Coast, Group #2 = The West Coast, etc.]*

(b) Each group must select a method of presentation: poster project or computer project. The poster project is a verbal presentation with a visual aid. The computer project is the use of presentation software (i.e. Power Point) or create a web page to display their findings

(c) Each group will develop a presentation representing their region, revealing its identity, unique hip hop style, and geographic perspective, then present it to the class (an audience of their peers).

4. Teacher will bring closure to this lesson by linking the regions together on a common ground, hip hop music/culture.

### **Extensions**

- Students may do additional research and connect hip hop to regions throughout the globe/world. Students may do geographical sketches on global regions that are a part of the hip hop community (i.e. Japan, Hong Kong, etc.)

# Hip Hop Geographical Sketch

Student Name \_\_\_\_\_

<b>Qualities/ Characteristics</b>	<b>Mid West</b>	<b>East Coast</b>	<b>South</b>	<b>West Coast</b>
States or Major Cities represented in this region:				
Area Codes: (referenced in songs)				
Hip Hop Artists' Territory/ 'Hood:				
Music/Lyrical Style (Flow):				
Fashion/Attire (Hip hop flava'):				
Language / Dialect: (*Provide an example)				
Perspective / Thematic Focus in music				
Identify a hip hop song that is reflective of this region:				
Overall description of region (*regarding music and entertainment)				

Cooperative Learning Group Region: \_\_\_\_\_

Type of Presentation you would prefer to do: \_\_\_\_\_



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