Hip Hop Activism

Background: Hip hop culture includes more than just rap music. It is comprised of deejaying, breakdancing, graffiti art, and emceeing (rapping). What began as a source of entertainment and a challenging pursuit for urban youths has turned into a worldwide phenomenon. Like many other genres of literature, rap music lyrics often communicate personal stories, political opinions, and ideas about the world. As we continue to seek out "what it means to be human," we will explore hip hop culture to hear the unique voices presented within.

Objectives: Students will be able to
- ♬ Identify and describe the components of hip hop culture.
- ♬ Analyze rap song lyrics to glean tone, meaning, and opinions of the artist.
- ♬ Discuss and evaluate the objectification of women in rap music.
- ♬ Apply their understanding of hip hop music to creating their own song.
- ♬ Synthesize a hip hop presentation including their song and one other element of hip hop culture.

Process:
1. Read about the history of hip hop and construct a definition of hip hop culture.
2. Create a class timeline of hip hop history and enrich our class understanding of the culture by Skyping with two hip hop experts.
3. Analyze appropriate portions of Queen Latifah's "UNITY," Eminem's "Lose Yourself," and Tupac's "Changes" for political opinions.
4. Discuss the objectification of women in hip hop and what we can do to combat that phenomenon, both in our music consumption and daily lives.
5. Work with an assigned group to create a rap song that communicates political opinions on a current social issue of your group's choosing.
6. Choose two other components of hip hop to combine with the song (deejaying, breakdancing, or graffiti art) in order to create a hip hop mini-presentation.

Evaluation: Students will be evaluated based on the content of their song lyrics, the neatness and care put into the overall product, and their work within their groups. This is a 30-point project.

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	Exceptional (10)	Proficient (8-9)	Developing (6-7)	Beginning (0-5)
Lyrics	Lyrics communicate a clear opinion on a social issue and are grammatically correct, exceptionally creative, and thoughtful.	Lyrics communicate a opinion on a social issue and are grammatically correct, creative, and thoughtful.	Lyrics communicate a opinion on a social issue, but it may be unclear. There may be grammatical errors. Lyrics may not be particularly creative.	Lyrics lack clarity, creativity, and/or thoughtfulness. They appear sloppily thrown together.
Visual Component	Visual component demonstrates exceptional understanding of hip hop culture and effectively joins the hip hop conversation. It is creative, visually stunning, and complements song well.	Visual component demonstrates understanding of hip hop culture. It is creative, visually appealing, and complements song.	Visual component demonstrates some understanding of hip hop culture. It may be unoriginal, and may not complement song appropriately.	Visual component is not appealing, does not show adequate understanding of hip hop culture, or seems sloppily thrown together.
Contribution to the Group	Student was active in all components of project design and implementation. Their contribution supported other group members, showed leadership, and demonstrated exceptional engagement with the assignment.	Student was active in all components of project design and implementation. Their contribution supported other group members, and demonstrated engagement with the assignment.	Student was active in some components of project design and implementation. They may have been more involved in creating conflict than solving conflict, or may not have demonstrated much engagement.	Student did not display engagement with the project, was not active in several components, or significantly contributed to group conflict.

Total: _____
                    30