

## Unsung: Day 2

Lesson objectives:		
<ul style="list-style-type: none"> <li>Describe the purpose and context of various Hip-Hop/Rap songs over the past 50 years</li> <li>Explain and compare the big issues that were discussed in the music of Hip-Hop/Rap</li> </ul>		
Assessment:		
<ul style="list-style-type: none"> <li>Exit Ticket</li> </ul>		
Key Points:		
<ul style="list-style-type: none"> <li>Songwriters have personal histories and live within a world that impacts the music they create. In this lesson, students will consider several Hip-Hop artists and their songs and analyze their context and purpose.</li> </ul>		
Component:	Teacher & Student Actions	Materials
Do Now	<ul style="list-style-type: none"> <li>Which one of these lyrics do you think has the best rhyme?</li> </ul>	Slides, Piece of paper or student journal
Musical Journey	<ul style="list-style-type: none"> <li>Listen to several Hip-Hop songs and learn about the performing artist. Discuss the meaning and purpose behind the songs as a class.</li> </ul>	Slides  <a href="#">Day 2 Handout - Lyrics</a>
Closing	<ul style="list-style-type: none"> <li>Exit ticket: think about the songs you heard today: Which song was most impactful to you and why?</li> </ul>	Slides  Piece of paper or student journal  <a href="#">Daily Learning Log</a>
Differentiation Considerations:		
<ul style="list-style-type: none"> <li>Partner discussion before whole group</li> <li>Small groups where each group focuses on one song and shares out to the whole group</li> </ul>		
Standard(s):		
Common Core Standards		

- **CCSS.ELA-LITERACY.SL.6-12.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **CCSS.ELA-LITERACY.SL.9-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-LITERACY.SL.6.2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- **CCSS.ELA-LITERACY.SL.7.2** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- **CCSS.ELA-LITERACY.SL.8.2** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- **CCSS.ELA-LITERACY.SL.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **CCSS.ELA-LITERACY.SL.11-12.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

### **C3 Social Studies Standards**

- **D2.Civ.2.9-12.** Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
- **D2.Civ.14.6-8.** Compare historical and contemporary means of changing societies, and promoting the common good.
- **D2.His.2.6-8.** Classify series of historical events and developments as examples of change and/or continuity