

East Asian Hip Hop

Lesson Title: "Blended Vibes" in Hip Hop
Exploring Cultural Diffusion through Jamel Mims'

Grade Level: 9th
Grade Subject: World History

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NC World History Standards

NC World History Standards NC EXTENDED CONTENT STANDARDS FOR WORLD HISTORY LINK	
Standard: Inquiry Apply the inquiry models to analyze and evaluate social studies topics and issues in order to communicate conclusions and take informed actions.	
I 1.2 Identify related issues and problems related to the compelling question and formulate supporting questions.	I 1.3 Summarize the central ideas and meaning of primary and secondary sources through the use of literacy strategies.
I 1.4 Analyze data, visuals, literary, and musical sources to examine change and continuity over time and determine causes, effects, and correlations.	I 1.5 Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues.
I 1.6 Generate ideas through which the inquiry facilitates change, create a plan to enact change based on the results and take individual or collaborative action in order to effect change and inform others.	
Standard: Behavioral	
B.1 Analyze how artistic, literary, philosophical, technological, and scientific ideas have developed and shaped society and institutions	
B.2 Understand the concept of identity in historic and contemporary societies in terms of its development and impacts.	
B.1.1 Explain how art, literature, philosophical thought and ideas, and religion have shaped societies and institutions, now and in the past.	B.2.3 Explain the impact of global interaction on the development of national, tribal, and ethnic identities, now and in the past.

Note: Throughout the lesson, stress the importance of respect, cultural sensitivity, and appreciation for the diverse contributions to hip hop music and cultural blending.

Objectives: SWBAT...

- ...apply inquiry models to analyze and evaluate social studies topics and issues.
- ...communicate conclusions and take informed actions based on historical analysis.
- ...explain how art, literature, philosophical thought and ideas, and religion have shaped societies and institutions.
- ...explain the impact of global interaction on the development of national, tribal, and ethnic identities.

Duration: 2-3, 90 minute class periods.

Teachers may want to choose to complete the entire lesson as presented or choose to use parts of the lesson that best fits their student's needs.

Teachers may also want to end the lesson with the Socratic Seminar activity as the assessment or may want to choose to assign either of the two suggested Assessment Options or allow student choice.

Materials Needed:

- Access to the internet and multimedia capabilities (projector, speakers, etc.)
- Whiteboard or chalkboard
- Markers or chalk
- Resource Handouts with lyrics and analysis questions for MC Tingbudong's hip hop songs (optional). *Resource links are provided within this lesson.*

Teacher Provided Resources

Use the links provided in this chart, “Teacher Provided Resources” to help students build background knowledge and learn more.

Teacher Provided Resources		
1. Story Behind China’s National Anthem <i>8 min video</i>	2. About MC Tingbudon Latest album review <i>8 min read</i>	3. MC Tingbudon aka Jam No Peanut addresses Racism & Anti-Asian Hate. <i>10-15 min read</i>
4. Jam No Peanut - Qi Lai video <i>2 min music video</i>	5. Malcolm and Yuri Rap Song Lyrics <i>2 min audio</i>	6. Popular Chinese Hip Hop Artists to Research/Explore <ul style="list-style-type: none">● Bohan Phoenix● Higher Brothers● VAVA

LESSON AND ACTIVITIES

DAY ONE ACTIVITIES

Introduction (*10 minutes*)

- Start by asking students what their favorite hip hop song is and why. Then ask them about its cultural significance.
- Next, share the following.

MAIN OBJECTIVE:

We will explore the influence of hip hop as a medium for cultural blending between African American and Asian cultures.

c. Introduce hip hop artist Jamel Mims/ aka MC Tingbudong as the case study used to showcase cultural blending. Use resource **links #2 and #3** from the Teacher Provided Resources chart.

Historical Context (*Total Time - 58 minutes*)

a. Begin with resource link #1 from the Teacher Provided Resources chart above to view the video with the whole class. (*8 minutes*)

b. Next, use the links below to provide students with a brief overview of the historical experiences of African Americans and Asians in the United States. Students may read and view these resources independently or collaboratively in a group of 3-4 people. (*30 minutes*)

Provided Resources	
Deep Roots of Afro Asia reading	Asian Influence in Hip Hop video

c. Homework Assignment. Using what they learned thus far and from **a** and **b** above, have the students complete a **5-3-1** graphic organizer. Students will bullet note **5** struggles shared by African Americans and Asians, make **3** inferences or conclusions that would support collaboration among them, write **1** thesis statement that can be supported by their notations and inferences. Students may continue to work independently or collaboratively (*may use social media or a shared google doc to continue the collaboration beyond the classroom*) but will complete and turn in their own graphic organizer. (*20 min*)

END OF DAY ONE

DAY TWO ACTIVITIES

Class Discussion. *(Total time - 30 minutes)*

Think/Write/Share/Revise. First, each student should write their own responses for the following questions below. *(5 min)* Next, students will share their responses with their assigned group members. Using shared responses from all group members, the group will write a revised group response for each question *(10 min)* that will be shared during the class discussion *(15 min)*.

- 1. Discuss the influence of African American culture on the development of hip hop music and its expression of social and cultural issues.*
- 2. Explain the impact of Asian culture and Asian American contributions to hip hop, highlighting the work of MC Tingbudong as an example.*

Analyzing MC Tingbudong's Hip Hop Song Lyrics *(30 minutes)*

a. First, share the following.

MAIN OBJECTIVE:

Analyze MC Tingbudon's rap songs that highlights the cultural blending between African Americans and Asian culture.

Use resource links **#4** and **#5** from the Teacher Provided Resources chart for this analysis. Play both hip hop songs by MC Tingbudong for the class.

b. Next, divide the class into small groups (3-4 members). Tell the groups that they will be creating/designing a multimedia presentation to help them conduct an analysis using the questions below. Preview these questions with the class prior to their collaboration.

- How do MC Tingbudon's lyrics and music reflect the blending of African American and Asian cultures?
- What cultural elements or references from both cultures can be identified in the songs?
- How do the songs address social and historical contexts related to African American and Asian experiences?
- What messages or themes about cultural blending and unity are conveyed in the songs

Group Discussion (20 minutes)

a. Now, bring the class back together for a discussion based on the group analysis.

b. Instruct each group to publish their group's multimedia presentation about their findings and perspectives on the impact of MC Tingbudong's hip hop songs on cultural blending in the class digital learning platform.

c. Encourage students to respectfully debate and challenge each other's viewpoints, promoting critical thinking and analysis.

Connection to Historical Art and Thought/Socratic Seminar Prep (20-25 minutes)

a. Discuss the expectations and purpose of tomorrow's Socratic Seminar. Be sure to check the students' understanding of the following.

Question Prompt:

Discuss how MC Tingbudon's hip hop music aligns with the historical tradition of cultural blending and the power of art (music form) to bridge cultural divides

B. Now, introduce the concept of how art, literature, philosophical thought, and music have shaped societies and institutions throughout history..

c. Then discuss examples from the past where cultural blending between different groups has resulted in the creation of new art forms or cultural expressions.

d. Homework Assignment: Dialectical Journal. In preparation for tomorrow's Socratic Seminar, have students create a [Dialectical Journal](#) cite examples of **a** and **b** from section and additionally from their notes, videos, images, assignments, etc. They should write these examples on the left side of the [2-column diagram](#) and their written understanding (their personal commentaries, connections to other examples from pop culture/history, questions, etc) for each example in the right column. Explain that this journal, along with anything learned from the lesson's assignments, can be used and referenced during the seminar. They should have at least 8 good examples (2 for each objective) in response to the 4 lesson objectives.

END OF DAY TWO

DAY THREE ACTIVITIES

Socratic Seminar (45 - 70 minutes)

Resource: Socratic Seminar Teaching Strategy [link](#)

Seminar Prompt:

Discuss how MC Tingbudon's hip hop music aligns with the historical tradition of cultural blending and the power of art (music form) to bridge cultural divides.

Encourage students to respectfully challenge each other's viewpoints, promoting critical thinking and analysis.

END OF DAY THREE

Lesson Assessment Options

Allow students to choose one of the following options below to complete as a final assessment for this lesson.

****Teachers may want to allow students one additional day for completing their choice of options.*

Option 1: Should be completed independently using google docs.

Impact of Global Interaction (15 minutes + homework writing assignment)

- a. Explain the concept of global interaction and its impact on the development of national, tribal, and ethnic identities.
- b. Discuss how hip hop music has become a global phenomenon, transcending cultural boundaries and incorporating diverse influences.

Assessment Assignment

Based on your understanding of **a** and **b**, write a **3-5** paragraph essay in response to the following below.

Writing Prompt:

Analyze and discuss how global interactions have contributed to the blending of African American and Asian cultures in hip hop and its impact on cultural identities.

Option 2: Should be completed working in collaboration and published in the course's LMS.

Conclusion and Reflection Podcast *(30 minutes)*

a. In a collaborative group of 3 - 4 members, reflect on what was learned in this lesson using the **3** bulleted questions below.

- How does MC Tingbudong's hip hop music exemplify the cultural blending between African American and Asian cultures?
- How do the songs reflect the historical experiences and social contexts of these two groups?
- How does the blending of cultures in hip hop contribute to a sense of unity and cultural appreciation?

b. The group will be responsible for creating a **5-10** minute podcast that addresses the **3** questions for this option. Evidence of each group member's participation must be clearly featured in the final product to receive credit.

Enrichment/Extension Activities *(optional extra credit)*

a. Assign students to research and present on other examples of cultural blending in hip hop music, highlighting different cultural influences.

b. Organize a creative project where students can create their own hip hop piece that showcases cultural blending, using elements from African American and Asian cultures.