

Chinese Hip Hop Culture

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ABOUT THIS LESSON

By examining the sociocultural background of Chinese Hip-Hop culture and its implications, students will compare and contrast rap cultures in different cultures.

GRADE LEVEL

9-12

CLASSROOM TIME

1-2 50-minutes class periods

RESOURCES

Tang, H. (2020) Chinese Hip-Hop: The Use of Diss, and the Representing of Youth Culture. *Open Journal of Social Sciences*, 8, 139-147.
<https://doi.org/10.4236/jss.2020.81012>

Chen, X., Tong, Y., & Zhang, J. (2021). Brotherhood and Hip-Hop: The Case of Chinese Hip-Hop Club Triple H. *SAGE Open*, 11(4).
<https://doi.org/10.1177/21582440211061532>

Perkins, L., March 13, (2011). Exploring the history and culture of Chinese hip hop. <https://www.michigandaily.com/uncategorized/chinese-hip-hop/>

BACKGROUND

With the influence of economic development and the open-market policy in China, Chinese Hip-Hop has developed in recent years. Chinese rapping is also a cross-cultural phenomenon, with elements from Japanese, Korean and American cultures.

This lesson aims to examine the sociocultural background of Chinese Hip-Hop culture and its implications. Students are asked to analyze the factors that led to the development of Chinese hip hop culture. Students will also

compare and contrast Western (American) and Eastern (Japanese and Korean) elements of the Chinese rap music.

OBJECTIVES

Students will:

- Analyze the factors that led to the development of Chinese Hip Hop culture.
- Examine the effects of the Western and Eastern influences on Chinese Hip Hop Culture.
- Reflect on the examples of rap music in Western and Eastern cultures.
- Demonstrate their understanding of the features of Chinese Hip Hop culture and popular rappers (e.g., Jackson Wang, Jay Chou).
- Connect Chinese Hip Hop culture with local popular culture and the global cross-cultural phenomenon.

STANDARDS

[Wisconsin Standards for Social Studies](#)

SS.Inq1.a.h

Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.Inq1.b.h

Construct questions that support the research and identify the sources that will be used in the student-developed research proposal.

SS.Inq2.a.h

Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.

SS.Inq5.a.h

Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.

SS.BH3.a.h

Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

LESSON

1. Opening Activity

Students will listen to Chinese Hip Hop music and reflect on Hip Hop music and popular rappers in their own culture. They will share in pairs and discuss:

- Their understanding of and reflections on Chinese Hip Hop culture
- What are the similarities and differences of Chinese Hip Hop culture and rap music in their own culture?

Students will discuss the sociocultural background of Chinese Hip Hop culture, popular rappers, Western and Eastern influences, and the future of rap music in a large group. Suggested discussion questions are:

- What are the global and local influences in Chinese Hip Hop culture?
- What are examples of popular Chinese rappers?
- What are the topics/themes of Chinese rap music?
- What are the similarities and differences of Chinese rap music and American or Korean styles?

2. Background of Chinese Hip Hop culture

Students will

- Watch a video related to Chinese Hip Hop culture.
Resource:
 1. Jackson Wang, https://www.youtube.com/watch?v=Q5k2K0_wFis,
<https://www.youtube.com/watch?v=tct-9S4A56E>
 2. Jay Chou, <https://www.youtube.com/watch?v=iVASCJV6F3A>,
<https://www.youtube.com/watch?v=9q7JOQfcJQM>
- Read the lyrics in small groups.

After students have watched the video and read the lyrics, students can share their responses/reflections with the whole class.

POST LESSON ACTIVITIES

Research Projects

Students can work on a research project in small groups and present it to the class. Suggested topics include:

- The development of Chinese Hip Hop culture
- Popular Chinese rappers and their music, such as Jackson Wang, Jay Chou, chop brothers, Higher Brothers, etc.
(Resources: <https://www.kulturevulturez.com/chinese-hip-hop-artists/>)
- Local and global influences on Chinese Hip Hop Culture
- Hip Hop culture and youth culture of China
- Hip Hop culture, individualism and identity construction
- The future of the Chinese Hip Hop culture

ASSESSMENT OPTIONS

Speech/Presentation

Students can create a speech or multi-media presentation on Chinese Hip Hop culture.

Essay Writing

Students can be challenged to write a three-paragraph essay that evaluates the similarities and differences of the Chinese and Western Hip hop culture.

Short Answer Assessment

Students could answer these questions as part of a unit assessment.

- Provide some background on Chinese Hip Hop culture?
- Provide an example of a famous Chinese rapper.
- Discuss Chinese rap culture and its Western and Eastern influences.