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Lesson 1: Hip-Hop and Chinese Culture

Grade Level: High School (9th-12th grade)

Duration: 2 class periods (approximately 45 minutes each)

Learning Objectives: Students will be able to

- explore the elements of a culture:
 - Social Organization
 - Language
 - Customs and Traditions
 - Religion
 - Arts and Literature
 - Forms of Government
 - Economic Systems
- validate how [Hip-Hop is a way of living - a culture of vision and voice](#)
- evaluate the importance of Hip-Hop in China

Materials:

- Computers or tablets with internet access
- Projector or smartboard
- Speakers or headphones
- Writing materials (paper, pencils, etc.)

Procedure:

1. Listen to some of the earliest Hip Hop songs in the 1970s United States. Students can pick 2 -3 songs. Turn and talk with their partner. Share out what they feel as compared to the current hip hop songs they know and like.

[What Is A Man™ - Watts Prophets® 1970's](#)

The Watts Prophets poets and World's longest performing "Rap" group from Watts, Los Angeles, California, were the first Rap artists to publish the common law trademark word "Rappin™" on an album, establishing the global title of the new American art form called "Rap". Anthony 'Amde' Hamilton, a true Father of Rap music was taught by prominent spiritual masters of both Ethiopia and Egypt, is the third American to be ordained as a priest of the ancient 2000-year-old Ethiopian Orthodox Church, Amde founded the first Ethiopian Orthodox Church in California, St. Takla Haymanot.

[23 Best 70s Hip Hop Songs - Music Industry How To](#)

2. Students groups (2-4) research the following guiding questions and discuss their findings with the whole class.

Guiding Questions:

- What is Hip-Hop culture?
- What are the [elements of Hip-Hop](#)? What is its history and development?

- What are its influences locally and globally?

3. Introduction of Chinese Hip-Hop singers

Yin Ts'ang - In Beijing

[Yin Ts'ang 隱藏 – 在北京\(In Beijing\) Lyrics](#)

[Yin: '90s Throwback with Yin Ts'ang, China's Original Rap Group](#)

[阴三儿 \(IN3\) - 北京晚报 \(Beijing Evening News\)](#)

[VAVA - My New Swag \(我的新衣\) featuring Ty. & Nina Wang \(王倩倩\)](#)

Jay Chou's Hip-Hop songs (He has both Hip-Hop and regular songs)

Pick the song you want to hear and find it on YouTube then get the translation in the lyricstranslate site.

[Jay Chou \(周杰伦 \(Chou Chieh-Lun\)\) lyrics with translations](#)

[周杰伦好聽的30首歌 Best Songs Of Jay Chou 周杰伦最偉大的命中](#)

[Jay Chou - In the Name of The Father](#)

[Jay Chou - 以父之名\(Yi Fu Zhi Ming\) lyrics + English translation](#)

Others: Jony J, Vinida, GAI, MC Hotdog

Driving Questions:

1. Pick 1-2 Chinese Hip-Hop artists and compare their songs.
2. How does your Hip-Hop artist, for example, Yin Ts'ang portray Beijing, the capital city of PRC in 2003? Does the song tell you anything about the elements namely Social Organization, Language, Customs and Traditions, Religion, Arts and Literature, Forms of Government, and Economic Systems of Chinese culture?
3. How do you rate Hip-Hop songs in terms of Hip-Hop elements? (DJing, MCing, Graffiti, Breakdancing, Beatboxing, Beatmaking/producing, Language, or Street fashion, Street Language, Street Knowledge.)
4. How do you like Chinese Hip-Hop artists? Who do you like the most? Why?
5. If you were to learn Chinese, would listening to Hip-Hop songs help you? How and why?

Assessments

1. Whole class share-out their findings.
2. Each group or individual writes an essay in addressing the driving questions and the guiding questions respectively.
3. Find instrumental Hip-Hop music and record your own lyrics (English or Chinese).

Lesson 2: Exploring Chinese Hip-Hop

Grade Level: High School (9th-12th grade)

Duration: 2-3 class periods (approximately 45 minutes each)

Learning Objectives: Students will be able to

- understand the history and cultural significance of Chinese hip-hop.
- analyze the elements of Chinese hip-hop music and its evolution.

- examine the impact of Chinese hip-hop on youth culture and society.
- develop critical thinking and listening skills through the analysis of Chinese hip-hop songs.
- foster creativity and self-expression through the creation of original Chinese hip-hop lyrics.
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Materials:

- Computers or tablets with internet access
- Projector or smartboard
- Speakers or headphones
- Writing materials (paper, pencils, etc.)

Procedure:

Day 1: Introduction to Chinese Hip-Hop

- Begin the lesson by asking students if they are familiar with hip-hop music and its origins. Have a brief discussion to assess prior knowledge.
- Introduce the concept of Chinese hip-hop and its unique characteristics. Discuss its history and cultural significance in China. Show examples of popular Chinese hip-hop artists such as Yin Ts'ang, Jay Chou, Jony J, Vinida, GAI, MC Hotdog, or [Glammas Wrap 老來嬌说唱 \(Gai Mou Sou Rap 雞毛掃說唱\)](#) and play snippets of their music.
- Divide students into small groups and assign each group a specific Chinese hip-hop artist or group. Instruct them to research the assigned artist and prepare a short presentation on their findings, including the artist's background, style, and impact on Chinese hip-hop.
- Allow time for group research and preparation. Encourage students to use reputable sources and listen to a variety of songs by their assigned artist.

Day 2: Analysis and Discussion

- Have each group present their findings on the assigned Chinese hip-hop artist. After each presentation, lead a class discussion to compare and contrast the artists, their styles, and their impact on Chinese hip-hop.
- Show the music video of a popular Chinese hip-hop song and facilitate a discussion about the elements present in the music video (e.g., fashion, dance, visual effects) and the lyrical content.
- Distribute a lyrics sheet of a Chinese hip-hop song (with English translations) and play the song for the class. Instruct students to read and analyze the lyrics, paying attention to themes, wordplay, and social commentary.
- Engage the class in a guided discussion about the song, focusing on its message, cultural references, and the artist's perspective on Chinese society and youth culture.

Day 3: Creative Expression

- Explain to students that they will have the opportunity to create their own Chinese hip-hop lyrics. Provide them with guidelines on topics they can explore, such as personal experiences, social issues, or cultural identity.
- Play instrumental tracks of Chinese hip-hop songs or create beats using online resources. Allow students to select a beat they connect with and feel inspired by.

- Instruct students to work individually or in small groups to brainstorm ideas and write their own Chinese hip-hop lyrics. Encourage them to incorporate themes or styles they have learned about during the lesson.
- Provide time for students to practice their lyrics and perform them to the class. Optional: Record their performances and create a class compilation video.

Assessments:

- Group presentation on assigned Chinese hip-hop artist (research, content, presentation skills)
- Participation in class discussions and analysis of Chinese hip-hop songs
- Written analysis of a Chinese hip-hop song's lyrics
- Creativity and effort demonstrated in the creation and performance of original Chinese hip-hop lyrics

Note: It is essential to select appropriate Chinese hip-hop songs and lyrics that align with the school's guidelines and policies. It is also important to create an inclusive and respectful environment during the discussions and creative expression activities.