

CHINESE HIP HOP- “EXPRESSING IN RHYTHM & RHYME”  
LESSON PLAN for 9<sup>th</sup> -12<sup>th</sup> Grade  
(UNIT 1-lesson 2: Creating My Own Social Justice Rap)

Class/Age: 9<sup>th</sup>-12<sup>th</sup> Grade

Lesson Time: 90 minutes

Leading Questions: How can music express cultural values and perspectives?  
How are ways Chinese rap and hip hop can battle for social justice?  
How do hip hop & rap explore positive relationships between East & West ?  
How can rhythm or rhyme express culture and political ideologies?  
What can you do with rap and hip hop to promote social themes that matter?

Objective: Students will be exposed to Chinese hip hop and rap forms and explore the cultural underpinnings and history behind this culture.  
Students will create their own rap forms in response to the social justice themes this repertory developed.

Unit Critical Vocabulary: cadence, delivery, rap battle, timbre, tonal color, rhyme, alliteration, assonance, call-and-response, backronym, hyperbole, double entendre, dialect, tone, freestyle, beatbox, flow, griot

**Content Standard:**

- **New York State Standard #1.** Creating, Performing, and Participating in the Arts. Students will actively engage in the processes that constitute creation and performance in the art.
- **National Standard #2.** Performing on instruments, alone and with others, a varied repertoire of music.
- **National Standard #6:** Listening to, analyzing, and describing music.
- **National Standard #7:** Evaluating music and music performances.

**ELA Standards:**

- **Standard RL:** Craft instruction; determine meanings through figurative use of language.
- **Standard L:** Use of knowledge of language and conventions.

National Standards for Music: 2. Performing with voice, instrument, alone or with others, a varied repertoire of music.  
5. Reading and notating music.  
6. Listening to, analyzing and describing music.  
9. Students will improvise with instruments and voice.

**On Board:** Objective worded as “How can Chinese hip hop and rap express important cultural values and social justice messaging? How does this compare with the hip hop and rap forms I know?”

**Do Now:** Students watch the “Denouncing Hate through Music” interview with Chinese-American rappers

<https://www.wtae.com/article/pittsburgh-lands-chinatown-tour-during-asian-american-pacific-islander-heritage-month/39908909>

Students turn and talk about their impressions, reflections, and noticings in paired groups

**Individual/Group Work:**

1. Students brainstorm on important social justice themes relating to them personally and to the themes of cultural inclusion expressed in “Denouncing Hate through Music” Vid
2. Pairs of students turn and talk about what these themes mean and how music might showcase these ideas and offer a unique forum for such expression
3. Student pairs choose one for their theme
4. Pairs create a 2-line rhyme/lyric that could be used for social protest or commentary against hate and racism (for ex. in East-West China-US dialogue)

**\*Extra challenge: Pairs rap/sing and record the first line****Procedure:**

5. Self-selected students share their raps and hip hop phrases in works-in-progress mode highlighting the unique language and social message of each sample.
6. Students break into groups of four and choose one of their respective phrases to develop musically, lyrically, and orchestratively through improvisation and composition.
7. Self-selected students share out their creations

**Ongoing Peer-to-Peer and Self Assessment in Instruction:**

1. In pairs, students will evaluate the success of their own and their partners’ improvised work in the creation stage.
2. Small groups model their improvised phrases to small group, to teacher, and then finally in selected share-backs to class.
3. Self-selected students perform for class and based on teacher assessment of individual group work.

**Written Reflection:** For homework, write a reflection of two well-reasoned coherent and substantiated paragraphs on how the activity impacted or transformed their understanding of how to express cultural values or fight for social justice.