

## **Comparing Regional Genres of Music**

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### **About this Lesson**

Hip Hop music has transformed from an American innovation to a musical style found throughout the world. This lesson compares three songs unique to their geographic area, but take their roots from Hip Hop. Students will critically inspect the songs selected for social themes and their impression of the videos, as part of a larger unit on world cultures.

### **Grade Level**

World Studies, 9-12

### **Classroom Time**

One 85 minute block

### **Resources**

Lyrics as provided

Computer to play videos

### **Background**

The three styles selected for this lesson come from Europe, Asia, and South America. These are drill from Ireland, Chinese hip hop, and samba rap from Brazil. All three styles stem from American hip hop and became popular during the 1990s and early 2000s. Students will be introduced to one artist from each genre and provided translated lyrics from each song. It is helpful if students are familiar with the basic musical elements of tone and beat, but it is not necessary for this activity.

### **Objective**

Students will use figurative language to explain complex social ideas.

Students will analyze music videos as a social commentary.

### **Standards\***

SS.Hist4.d.h Analyze how the POV of the author can influence the content and intent of a primary or secondary source and identify whose voices may be left out.

SS.Hist4.b.h Analyze how the intended audience influences a primary or secondary source.

SS.PS2.a.h Assess the impact of individuals, groups, and movements on the development of civil rights for different groups.

### **Activity**

1. Ask students what they think the first commercially successful hip hop song was and give them time to discuss as a class. Record student answers including having them defend their reasoning.

2. Play the video for “Rappers Delight” [The Sugarhill Gang - Rapper's Delight \(Official Video\) - YouTube](#). This video was selected due to commercial success. It could be argued the earliest rap songs, the precursors to hip hop, were written in the 1930s.
3. Have students discuss what they see in the video and answer the questions on the Library of Congress video analysis guide. [Analysis Worksheet \(archives.gov\)](#). This allows you an opportunity to model using the guide and sets the expectations for how you want student answers formatted.
4. Ask students if they are familiar with other genres of music. Expected answers may include Rock n Roll, Country, Classical, Gospel, Rhythm and Blues, and K-pop.
5. Tell the students you will be introducing some additional genres of music and they will be repeating the activity for each song. Have them pay attention to the videos first.
6. Play each of the three genres selected for this lesson by playing the videos, one at a time. Students should complete the analysis worksheet for each genre, focusing on what they see. The genres and a brief explanation are listed below.
7. Irish Drill. [What is Irish drill music? \(vice.com\)](#)  
Kojaque. [Kojaque – White Noise Lyrics | Genius Lyrics](#)  
[KOJAQUE - White Noise - YouTube](#)
8. Chinese Hip Hop.  
<https://eastasia.wisc.edu/eaum/chinese-hip-hop-and-east-asian-pop-culture/>  
Yin T'sang. [Yin T'sang Hidden – In Beijing Lyrics | Genius Lyrics](#)  
[Hiding\(隱藏\)-In Beijing\(在北京\)-MV - YouTube](#)
9. Brazilian Samba Rap. [Rappin' Hood - Wikipedia](#).  
Rappin Hood. [Rappin' Hood – Disparada Rap Lyrics | Genius Lyrics](#)  
[Rappin Hood & Jair Rodrigues - Disparada - YouTube](#) This song does not have a video.
10. After playing the videos, have the students compare the lyrics for each of the songs using the [Winston-Salem FCS song lyrics](#) worksheet to take notes.

### **Informal Assessment**

Have a whole group discussion centered around what the students noticed about the different genres of music. If you wish to extend the lesson, have the students explain if the videos could be interchangeable with the lyrics and why they feel this way.

### **Notes**

Standards are from the WISCONSIN STANDARDS FOR Social Studies and can be adapted to local standards.

All lyrics are from [Songs | Genius](#). All songs can be played directly from Songs Genius if you wish to skip the portion of the lesson that uses the videos.

### **Resources**

['Rapper's Delight' Turns 25 : NPR](#)

[The Sugarhill Gang - Rapper's Delight \(Official Video\) - YouTube](#)

[Wisconsin Standards for Social Studies](#)

[Analysis Worksheet \(archives.gov\)](#)

[What is Irish drill music? \(vice.com\)](#)

[Songs | Genius](#)

[Kojaque – White Noise Lyrics | Genius Lyrics](#)

[Rappin' Hood - Wikipedia](#)

[Rappin' Hood – Disparada Rap Lyrics | Genius Lyrics](#)

[Rappin Hood & Jair Rodrigues - Disparada - YouTube](#)

[Winston-Salem FCS song lyrics](#)