

## **World Studies Semester 2**

**Kathleen Henderson**

**Time: 3 class periods + Presentations**

### **Essential Question**

How do artists affect each other across cultures?

### **Background:**

The class has been looking at how cultures are influenced by each other.

### **Goal:**

In groups of three, students will be able to create a thesis supported by cited evidence from video, still pictures and articles.

### **Objective**

Students will create an audio visual project showing how Hip Hop and Kung Fu intersect (or don't) This project may be a video, a hip hop song with pictures or dance, or a google slideshow (or PowerPoint). Other options with both a visible and audio portion can be used with teacher approval.

### **Wisconsin Standards**

#### **Social Studies**

**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.

#### **ELA**

**SL.11-12.4** Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.

#### **Art**

**A.A.R.16.h:** Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

### **The Project**

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Day 1 (90 min)

Materials: The links should be available to students on a shared google doc or as part of a google assignment. You may want to print the articles.

- [Martial Arts drama "The Ingenious One"](#)
- [Why so many black people love kung fu](#)

- [The Inspiration Of Kung Fu to Hip Hop](#)
- [Kung Fu Hip Hop 2 \(2010\) Eng Sub Part 1 Hardest Hitting Hip Hop Performances on WOD | Compilation](#)
- [Shaolin Kungfu performance at Huntington library](#)
- [TOP 10 KILL THE BEAT In Breakdance 2021 🎵 INSANE MUSICALITY 🎵](#)
- [Step Up 2 The Streets - Final Dance Rain Scene.flv](#)
- [Kung-fu Kenny.](#)
- <https://www.nytimes.com/2011/08/06/arts/dance/hip-hop-kung-fu-at-asia-society-review.html>
- [The Story Behind The Get Down's Kung Fu Connection](#)
- [An Ode to 'Kung Faux'—the Show That Married Martial Arts and Hip-Hop](#)
- Shared google doc and chrome books for all students.
- Presenter score sheets for each person, for each group.

### 1) (Opening)

- Teacher asks the students to explain “What is Hip Hop? The teacher will want to ask leading questions to get more than just the music.
  - Have students take notes on a shared google sheet about various ideas around Hip Hop. Perhaps favorite songs, perhaps what their mother listens to. Be sure to bring in fashion, graffiti and especially dance
  - Where does Hip Hop come from? The answer is likely to be from African Americans.
  - Was it only from African Americans?

### 2) (Body)

- Watch [Martial Arts drama, "The Ingenious One"](#) (somewhat violent but choreographed), and then the first five minutes of [Shaolin Kungfu performance at Huntington library](#)
- Watch [TOP 10 KILL THE BEAT In Breakdance 2021 🎵 INSANE MUSICALITY 🎵](#)
- [Step Up 2 The Streets - Final Dance Rain Scene.flv](#)
- Teacher: I think these videos belong together. In groups you will explore whether you agree, or do not.

### 3) Divide students into groups of 3.

- Explain the project.
- Show the students the google doc that will require students to show what they did in the group, and each person in the group will need to show what they contributed to the group.
- You may want to follow that information individually.

## Day 2 and 3

1. Have students work on projects. Make sure to go through the room to see where they get stuck and where they may need some clarification.
2. **The project:** Students will create an audio visual project showing how Hip Hop and Kung Fu intersect (or don't). This project may be a video, a hip hop song with pictures or

dance, or a google slideshow or Powerpoint. Other options with both a visible and audio portion can be used with teacher approval.

Google doc, each student has copy

What did you contribute to your group? This can be finding links, filming, writing a script.

Do you think you did your fair share?

You will need to have at least one visual citation and one textual citation.

1. Be sure to cite anything you use.
2. MLA Citation link  
[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)
  - [Why so many black people love kung fu](#)
  - [The Inspiration Of Kung Fu to Hip Hop](#)
  - [Kung Fu Hip Hop 2 \(2010\) Eng Sub Part 1Hardest Hitting Hip Hop Performances on WOD | Compilation](#)
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  - [Kung-fu Kenny.](#)
  - <https://www.nytimes.com/2011/08/06/arts/dance/hip-hop-kung-fu-at-asia-society-review.html>
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  - [An Ode to 'Kung Faux'—the Show That Married Martial Arts and Hip-Hop](#)

Scoring sheet for Presentations

Group # \_\_\_\_\_  
Yes or no questions

Presenters were prepared \_\_\_\_\_  
Presenters captured your interest in first minute \_\_\_\_\_  
Presenters had interesting visuals \_\_\_\_\_  
Presenters were easy to hear \_\_\_\_\_  
Presenters made their point.

Rubric

Visual essay (can be video, google slides or powerpoint)

Advanced	Proficient	Basic	Minimal
<p><b>SS.BH3.a.h</b> 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.</p>			
<p>Student uses more than 1 visual and/or 1 piece of written evidence to support the thesis with correct citation</p>	<p>Student uses at least 1 visual and 1 textual piece of evidence to support a thesis with correct citations</p>	<p>Student uses 1 visual and or 1 written citation to support a thesis. Citation is attempted but not correct.</p>	<p>Not attempted or not submitted</p>
<p><b>SL.11-12.4</b> Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed. Intentionally use development, substance, and style appropriate to purpose, audience, and situation.</p>			
<p>Presentation is clear with each group member contributing. (This will be determined through submission of google doc and teacher observation.)</p>	<p>Presentation is mostly clear and each group member contributes.</p>	<p>Not every member involved or the presentation is disorganized.</p>	<p>Not attempted or submitted.</p>
<p><b>A.A.R.16.h:</b> Describe the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p>			
<p>Students are able to explain how Kung fu did or did not contribute to Hip Hop dance through comparing and contrasting video; along with showing other elements where Chinese (or other East Asian) culture influenced Hip Hop.</p>	<p>Students are able to explain how Kung fu did or did not contribute to Hip Hop dance through comparing and contrasting video.</p>	<p>Student attempts but is largely unsuccessful explaining how Kung fu did or did not contribute to Hip Hop dance through comparing and contrasting video and or still shots.</p>	<p>Not attempted or submitted.</p>