



Young
Audiences
New York

STUDY GUIDE

Illstyle and Peace Productions

Additional Resources

Johan Kugelberg, *Born in the Bronx; a visual record of the early days of hip hop* [NYPL link](#)

Jeff Chang, *Can't Stop, Won't Stop* [NYPL link](#)

Eric Felisbret, *Graffiti New York* [NYPL link](#)

Bronx Rhymes interactive map
http://turbulence.org/Works/bronx_rhymes/what.html

Smithsonian article on birth of hip-hop:
http://invention.smithsonian.org/resources/online_articles_detail.aspx?id=646

5 Pointz, New York Graffiti Mecca: <http://5ptz.com/>

NY Times Articles on 5 Pointz:
<http://goo.gl/i1F2I0>

<http://goo.gl/kOCFv>

5Pointz BuzzFeed article with photos:
<http://goo.gl/1ltqX9>

NY Times Article on Taki183, one of the first taggers in New York, "Taki 183' spawns pen pals"
<http://graphics8.nytimes.com/packages/pdf/arts/taki183.pdf>

KEXP *Masters of Turntablism* documentary series:
<http://kexp.org/learn/documentaries?docid=6#1>

Edutopia article on using Hip Hop in the curriculum:
<http://www.edutopia.org/hip-hop-high>

WNYC "The South Bronx: where hip hop was born"
<http://www.wnyc.org/story/89709-south-bronx-hip-hop-year-zero/>

Useful Vocabulary and Terms to Share

Break beat: The beat of the most danceable section of a song.

Popping: A street dance style based upon the technique of quickly contracting and relaxing muscles to cause a jerk in the dancer's body

Locking: A dance style relying on perfect timing and frequent "locking" of limbs in time with music.

6 step: A basic hip-hop move in which the dancer's arms support the body which spins in a circle above the floor.

Downrock: All breakdance moves performed with a part of the body (other than the feet) is in contact with the floor.

Background Information for Students

There are four essential elements of hip-hop:

DJing: The art of spinning records and using two turntables to create your own instrument.

Also the art of touching and moving records with your hands.

Breakdancing: A style of dancing that includes gymnastic moves, head spins, and backspins. Young people who were into dancing to the "breaks" at Bronx parties started calling themselves B-boys and B-girls, and their style of dancing came to be known as breakdancing.

Graffiti: Visual street art, most often made with aerosol paint cans. The art began in the late 60's in Philadelphia and in the Washington Heights neighborhood of New York City. The first forms of subway graffiti were tags, or signatures of someone's nickname or crew (group of artists that work together). It has evolved into elaborate scripts, color effects, and shading.

MCing: MC are initials for —master of ceremonies. MCs originally hosted parties and introduced tracks to the dancing audience. Eventually the term was used to describe rappers. In the early 1970s, this developed into street jive, a type of half-spoken, half-sung urban street talk. Rapping also has roots in Jamaican toasting, a type of lyrical chanting.

Lesson 1 – Hip Hop Culture

Common Core Standards Addressed:

ELA.CCRA.SL.2: *Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.*

ELA.CCRA.L.3: *Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.*

Lesson Objective: Students will explore the history of hip-hop and the four elements which make up hip hop culture. Students will examine the ideas, context, and people involved in the creation of hip-hop

Students will **KNOW:**

- The four elements of hip-hop; 1) the DJ, 2) Graffiti, 3) the MC, 4) Break Dance.
- Three of the pioneers of the hip-hop culture, DJ Kool Herc, Grandmaster Flash, and Afrika Bambaataa.

Students will **DO:**

- Listen to the radio documentary piece, “Afrika Bambaataa Creates Culture”
- Create a triangle of hip-hop influences.

Students will **UNDERSTAND:**

- The concepts and ideals which form the foundation of the hip hop culture.

Intro/Warm-up

Journal Free-write. Prompt: *What is Hip-Hop?*

Share some responses with the class; write ideas up on the board.

Discussion Questions:

1. Is hip-hop just a genre of music?
2. Can hip-hop be considered a culture? Why or why not?

History/Background

Discuss with students the four areas that make up hip-hop culture

Activity- radio documentary clip

Play the documentary clip [“Afrika Bambaataa Creates Culture”](#) for the class, or have students listen to the clip on computers with headphones.

Ask students to listen for these key elements: *Where was Hip-Hop born? What was the Zulu Nation? What was the Zulu Nation motto? Who did Afrika Bambaataa invite to join the hip-hop culture?*

Activity- Hip-Hop Triangle

Have students draw a triangle (or use the template provided). Listen to the clip again listening for: *People, Context, Ideas*. In groups have students fill in content ideas next to each point of the triangle.

Small group discussion questions: *Why do you think that Afrika Bambaataa decided to invite the punk rockers from Manhattan to the Bronx clubs? What did Afrika Bambaataa encourage through Hip-Hop and the Hip-Hop culture?*

Reflection

Lead a full group sharing of ideas from each group’s triangle. Have students keep triangles to add on to during future lessons.

Homework: Journal Free-Write: Prompt: What surprised you about listening to the radio clip? What is something new that you learned? What did you already know?

Alternate: Explore “Bronx Rhymes” map http://turbulence.org/Works/bronx_rhymes/map.html

Lesson 2 – DJing and “The Break”

Common Core Standards Addressed:

ELA.CCRA.SL.2: *Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.*

ELA.CCRA.L.3: *Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.*

Lesson Objective: Students will explore the history of DJing and breakdancing. Students will examine the ideas, context, and people involved in the creation of Hip-Hop.

Students will **KNOW:**

- The Hip-Hop terms *the break*, *merry-go-round*, *b-girl/b-boy*
- The pioneer of break-dance music DJ Kool Herc

Students will **DO:**

- Listen to the radio documentary piece, “Kool Herc Invents Hip Hop”.
- Create a triangle of hip-hop influences.

Students will **UNDERSTAND:**

- The history and economics that surround the creation of hip-hop.
- The concepts and history which led to the beginning of a new style of dancing—the break dance.

History/Background

Give background on the two elements of Hip-Hop we will be exploring today:

Activity- radio documentary clip

Play the documentary clip [“Kool Herc Invents Hip-Hop”](#) for the class, or have students listen to the clip on computers with headphones.

Ask students to listen for these key elements:

- Who was DJ Kool Herc?
- Where was Hip Hop born?
- What is “the break”?
- What is a “merry-go-round”?
- Why did DJ Kool Herc create “the break”?
- What is a b-boy/girl? What does it stand for?
- What was the economic status in the Bronx when Hip Hop was created? Why?
- What events led up to this?

Hip Hop Triangle:

Have students add additional ideas to the three points of the triangle:

- People
- Context
- Ideas

Homework/ Follow-up Assignment:

Read the Smithsonian article on the Birth of Hip-Hop.

http://invention.smithsonian.org/resources/online_articles_detail.aspx?id=646