**Host Teacher:** James Mott **Student Teacher:** Emily Heyden **Unit**: Harlem Renaissance **Lesson Number**: 7 **Topic**: Music and activism **Date**: 2/13/13 **Grade level**: 11 inclusion **Room Number**: 218 **Period**: 3

**Context**

Students have previously read a small selection of Langston Hughes poetry from the 1920’s. We will be connecting the idea of art and expression of societal issues in today’s music scene

**Objectives**

Short-term Learning Objectives:

Students will be able to work collaboratively to define meaning, tone, imagery and cultural impact in the lyrical poem Imagine by John Lennon

Students will be able to define the meaning, tone, imagery and cultural impact in the lyrical poem I Can by the artist Nas

Students will be able to connect the social commentary that is present in Hughes’s poems to the social commentary in the lyrical poems

Students will be able to define the literary term of allusion as well as how it is used in the lyrical poem I Can by Nas

Students will be able to discuss the impact of art that comments on societal issues on its audience.

Long- term Learning Objectives:

Students will be able to demonstrate their understanding of the literary terms by using them to analyze poetry in class.

Students will be able to define the structure of a poem and link it to meaning

Students will be able to create poetry of their own, commenting on an issue in today’s society of their choosing.

Students will be able to demonstrate their understanding of poetry through literary analysis.

**Rationale**

1. Administrators- students will need the skills of literary analysis for the end of the year assessment as well as in other content areas. Having them work together will also help them teach each other and reinforce the skills being used.
2. Students- By bringing the skills to songs they know, students will transfer the understanding. They will also see how social commentary through art is still happening in art forms that they know intimately. By working together students will be able to talk through their ideas in a way that they often cant through lecture style instructions.

**Background Knowledge and Skills**

Students are familiar with the analytic skills used to analyze poetry, we will now transfer them to lyrical poetry.

**Standards**

NYS ELA Common Core Reading Standard 5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

NYS ELA Common Core Reading Standard 6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text

NYS ELA Common Core Speaking and Listening Standard 1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed

**Summary**

Students will being class by responding to the do now “What was Hughes commenting on in his society?” they will then share out some of their responses. I will then ask them if they think this is something that can be seen today? We will then being looking at lyrics of songs that have become popular that comment on a problem in society.

**Procedure**

**Anticipatory set**

What was Hughes commenting on in his society through his poems?

**Instruction**

Can this be seen today? Where? Who?

**Guided Practice**

We will then listen to the song I can by Nas. What is he rapping about? What issue is he confronting? How? What images is he using?

**Independent Practice**

We will then break into groups of two and they will work on Imagine by John Lennon. Using the skills and steps we did for the Nas song they will tackle the lyrics of the other poem.

**Closure**

We will then report out what we discovered in our pairs.

**Materials and Resources needed**

Smart Board, copy of the lyrics

**Assessment of Student Learning**

The information they report out after the group work

**"I Can"**

*[Kids]*
I know I can (I know I can)
Be what I wanna be (be what I wanna be)
If I work hard at it (If I work hard at it)
I'll be where I wanna be (I'll be where I wanna be)

*[Nas]*
Be, B-Boys and girls, listen up
You can be anything in the world, in God we trust
An architect, doctor, maybe an actress
But nothing comes easy it takes much practice
Like, I met a woman who's becoming a star
She was very beautiful, leaving people in awe
Singing songs, Lina Horn, but the younger version
Hung with the wrong person
Got her strung on that
Heroin, cocaine, sniffin up drugs all in her nose...
Coulda died, so young, now looks ugly and old
No fun cause now when she reaches for hugs people hold they breath
Cause she smells of corrosion and death
Watch the company you keep and the crowd you bring
Cause they came to do drugs and you came to sing
So if you gonna be the best, I'ma tell you how,
Put your hands in the air, and take a vow

*[Chorus - 2x (Nas and Kids)]*
I know I can (I know I can)
Be what I wanna be (be what I wanna be)
If I work hard at it (If I work hard at it)
I'll be where I wanna be (I'll be where I wanna be)

*[Nas]*
Be, B-Boys and girls, listen again
This is for grown looking girls who's only ten
The ones who watch videos and do what they see
As cute as can be, up in the club with fake ID
Careful, 'fore you meet a man with HIV
You can host the TV like Oprah Winfrey
Whatever you decide, be careful, some men be
Rapists, so act your age, don't pretend to be
Older than you are, give yourself time to grow
You thinking he can give you wealth, but so
Young boys, you can use a lot of help, you know
You thinkin life's all about smokin weed and ice
You don't wanna be my age and can't read and write
Begging different women for a place to sleep at night
Smart boys turn to men and do whatever they wish
If you believe you can achieve, then say it like this

*[Chorus]*

*[Nas]*
Be, be, 'fore we came to this country
We were kings and queens, never porch monkeys
There was empires in Africa called Kush
Timbuktu, where every race came to get books
To learn from black teachers who taught Greeks and Romans
Asian Arabs and gave them gold when
Gold was converted to money it all changed
Money then became empowerment for Europeans
The Persian military invaded
They heard about the gold, the teachings, and everything sacred
Africa was almost robbed naked
Slavery was money, so they began making slave ships
Egypt was the place that Alexander the Great went
He was so shocked at the mountains with black faces
Shot up they nose to impose what basically
Still goes on today, you see?
If the truth is told, the youth can grow
Then learn to survive until they gain control
Nobody says you have to be gangstas, hoes
Read more learn more, change the globe
Ghetto children, do your thing
Hold your head up, little man, you're a king
Young Princess when you get your wedding ring
Your man is saying "She's my queen"

*[Chorus]*

Save the music y'all, save the music y'all
Save the music y'all, save the music y'all
Save the music