

Social Awareness & Change Through Music
Workshop



Purpose

The first part of this workshop is designed to illustrate that music serves a greater purpose than strictly entertainment. A song can become an anthem for change, inspire hope, and give people a voice. We've seen this many times throughout history; for example, John Lennon's "Imagine" became an anthem for peace and Bob Dylan's "The Times They Are A Changing" described the tumultuous changes occurring in his generation. Socially conscious music has the ability to galvanize people to action.

The second part is designed to draw a link between the poetic devices learned in English class and the various rhyme schemes and poetic devices employed in many modern day hip-hop songs. This helps the students explore unfamiliar or forgotten literary devices through familiar songs that they can relate to and enjoy.

The third and final part of this workshop is designed to combine the lessons learned from the first two parts by having the students write their own hip-hop "bars," or lines of poetry. The students will incorporate both socially conscious themes important to them and poetic devices/rhyme schemes into their poems or songs, which they will then share aloud to the class.

Tools

1. Socially conscious music videos (Available for streaming on Youtube or for purchase on iTunes)

Examples:

Macklemore – *Same Love*

Black Eyed Peas – *Where is the Love?*

The Roots – *Dear God 2.0*

Tupac – *Keep Ya Head Up*

Lupe Fiasco - *Words I Never Said*

2. List of poetic devices & guide to rhymes (see Appendix A)
3. List of annotated hip-hop lyrics (see Appendix B)



Workshop

Part 1:

1. Introduce the workshop – Social Awareness & Change Through Music (3-4 mins)
 - o Prompt students with questions such as:
 1. What does music mean to you? What role does it play in your life?
 2. Who are some of your favorite artists/musicians? Why?
 3. Do any of you write/play your own music or poetry?
2. Break the class into four groups and watch the same music video in each of the groups. Discuss the lyrical themes of the videos after watching it (guide students by pointing out example themes but prompt them with questions too) (~5 mins)



- Ex: themes found in Macklemore's "Same Love" include civil rights, equality, same-sex relationships, homosexuality as a taboo in hip-hop, etc.
 - Have a quick class discussion on the different themes addressed in the video (1-2 mins)
3. Remain in the four groups and have each group watch a different video from the others this time (allow the students to willfully share themes and try to keep the discussion between students; however, prompt them with questions if they are struggling) (~5 mins)
- Have a quick class discussion sharing the different themes from each song (1-2 mins)



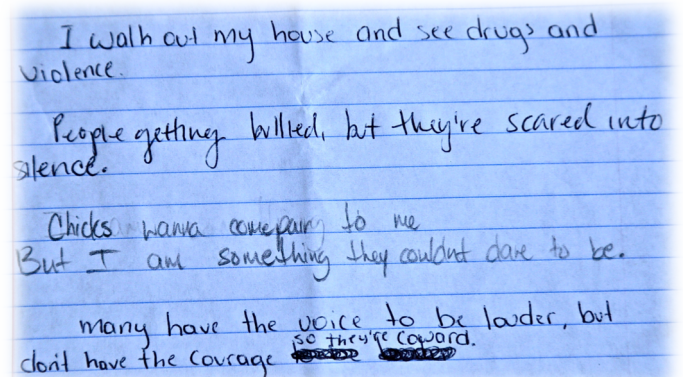
Part 2:

1. Introduce the poetic devices and various types of rhymes (remain in the four groups) (~7-8 mins)
 - o Draw connections between the literary devices/rhyme schemes learned in the student's English classes and those found in hip-hop/music
 - o Hand out the worksheets from Appendix A and review/discuss the examples (ask students if they can come up with their own examples to illustrate these poetic devices)
2. Discuss the existence of poetic devices and types of rhymes in songs
 - o Hand out the worksheets from Appendix B
 1. First review Common's "I Used to Love Her," which is already labeled for them to illustrate the use of the poetic devices and rhyme schemes they just learned in an actual hip-hop song
 2. Next, hand out the bolded version of Lupe Fiasco's "I Gotcha" and give them students time to figure out what poetic device or rhyme scheme each of the bolded words represents (~5-7 mins)
 - a) Use the color-coded version as an answer key. Go over the answers once the students have finished.



Part 3:

1. Stream of consciousness writing (~3 mins)
 - o Give them some prompts if they are struggling (ex: what was the best part of their weekend, what is their favorite place to eat, etc.)
 - o The idea is to get them to do uninhibited writing without editing or thinking too hard (i.e. free flow)
2. Introduce the idea of writing a hip-hop "bar" (~10-15 mins)
 - o Write a short one together (4 lines or so) quickly as a class
 - o Have the students break up into pairs or work alone if they



prefer and allow them to write for the allotted time

1. Encourage them to use at least four poetic devices or rhyme schemes from the worksheets handed out earlier
- Have the students share their “bars” aloud to the class



3. Wrap up and reflect (~5 mins)
 - How did the workshop go?
 - What was easy about it, what was difficult?
 - Has the way they view music, poetry, or hip hop changed as a result?

Appendix A

<u>Poetic Device</u>	<u>Meaning</u>	<u>Example</u>
Alliteration	Repetition of the initial consonant sounds	terrible truths and lullaby lies
Assonance	Repetition of vowel sound	mystery disguised within
Simile	A comparison using like or as	notes dance across the page like stars twinkle in the night sky

A Helpful Guide to Rhymes

Internal Rhyme	rhyming that occurs within the line (rather than at the end)	Once upon a midnight dreary , while I pondered, weak and weary .
End Rhyme	Rhyming of the final words of lines in a poem.	Under my window, a clean rasping sound . When the spade sinks into gravelly ground .
Slant Rhyme	Rhyme in which two words share just a vowel sound (assonance – e.g. “heart” and “star”) or in which they share just a consonant sound (consonance – e.g. “milk” and “walk”)	"Since the last time you heard from me I lost some friends . Well, me and Snoop, we dipping again . Kept my ear to the streets, signed Eminem ."
Multisyllabic Rhyme	phrases in which more than one syllable rhymes	“Envy in my rearview . Keep em’ in a clear view .”

Appendix B

I Used to Love H.E.R. – Common Sense (1994)

I met this girl, when I was 10 years **old**
And what I loved most, she had so much **soul**
She was old school, when I was just a **shorty**
Never knew throughout my life she would be there **for me**
On the **regular**, not a church girl, she was **secular**
Not about the money, no studs was mic **checkin her**
But I **respected her**, she hit me in the **heart**
A few New York dudes, had did her in the **park**
But she was there for me, and I was **there for her**
Pull out a chair for her, turn on the **air for her**
And just cool out, cool out and listen to her
Sittin on bone, **wishin** that I could do her
Eventually if it was meant to be, then it would be
Cuz' we related, physically and **mentally**
And she was fun then, I'd be geeked when she'd come **around**
Slim was fresh jo, when she was under**ground**
Original, pure untampered and down **sister**
Boy I tell ya, I **miss her**

slant rhyme

multisyllabic rhyme

internal rhyme

end rhyme

I Gotcha – Lupe Fiasco (2006)

They call me **Lupe**, I'll be your **new day**
They wanna smell like me, they want my **bouquet**
But they can't, they accented **like the U.K.**
Turn that Ude **Lupe** to Pepe Le **Peu spray**

Flagrantly **f**ragrant and they can't escape it
My **p**erfume **p**ursued them everywhere that they went
You **d**on't want a **l**oan, leave my cologne **a**lone
It's a little too strong for you to be puttin' on

Trust me, I say this **j**ustly
I went from **m**usty to **m**usky and y'all can't **m**ush **m**e
I warned y'all cornballs, I hush puppies
The swans in the pond called my duck ugly

But now they **h**ug **m**e because it's **l**ovely
They love the aroma of a roamer of the world
Got the **s**hakers and the **s**katers and the player and the girls
Keep the **f**akers and the **f**lakers and the haters in a twirl

internal rhyme

multisyllabic rhyme

simile

alliteration

assonance

I Gotcha – Lupe Fiasco (2006)

They call me **Lupe**, I'll be your **new day**
They wanna smell like me, they want my **bouquet**
But they can't, they accented **like the U.K.**
Turn that Ude **Lupe** to Pepe Le **Peu spray**

Flagrantly **fragrant** and they can't escape it
My **perfume** pursued them everywhere that they went
You **don't** want a **loan**, leave my **cologne** alone
It's a little too strong for you to be puttin' on

Trust me, I say this **justly**
I went from **musty** to **musky** and y'all can't **mush me**
I warned y'all **cornballs**, I hush **puppies**
The swans in the pond called my duck **ugly**

But now they **hug me** because it's **lovely**
They love the aroma of a roamer of the world
Got the **shakers** and the **skaters** and the **player** and the **girls**
Keep the **fakers** and the **flakers** and the **haters** in a **twirl**