

Lessons for Week Five

Unit Two: The History of Popular Music (Writing for the Humanities and the Social Sciences)

Lesson for Monday: 4/30/07 (Computer Lab: NMC-Language Lab-Kerr Hall 2160)

- Reading: David Ritz's "The Last Days of Brother Ray." (**The piece is in our course reader**).
Optional Reading: Also, listen to this online interview with "Brother Ray":
http://www.bbc.co.uk/worldservice/arts/highlights/010412_raycharles.shtml if you're interested in hearing more about Ray Charles. Click on the link labeled, "**Listen to the programme here**." Also, bring in your **handbook** for editing and reference work.
- Class Activities: Early rock and roll listening session. Discussion: "What is Soul?" Clip from *Ray*. Does race play a role in rock and roll?

I Brother Ray Chat (20 min)

- Go into the following groups: for your chat.
 - Eusebio, Claudi, Jenn
 - Karen, Colby, Joana
 - Lorely, Julio, Theresa
 - Fabi, Christina, Rosario
 - Aiki, Ashley, Rudy
 - Daniela, Chris, Alejandra
- Chat Question: Collectively, what is the most interesting and compelling think you pulled from the "Last Days of Brother Ray" article?
- Come up with your answer, and be prepared to talk about it with the class.

II What is soul music? (20 min)

- Have them look, for ten minutes, at the hotlist on soul music:
<http://www.kn.att.com/wired/fil/pages/listsoultoacd.html>.
- Discussion Questions:
 - What is soul music, in your estimation?
 - What role did it play in rap?
 - What role did James Brown have? Brother Ray?
 - What role does race play in the development of hip-hop? What did you notice about the performers, the audience? What do you notice about the gender of the performers and audience?
 - Key Question:** What seems to be the musical and social significance of soul music? Rap?

III Hip-Hop Music Production (20 min)

- Have them go to groovemaker: http://www.shockwave.com/sw/musicphotos/music_mixers
- Have them mix for ten or so minutes, play the results.
- Questions:
 - How easy was this?
 - What was the process like?
 - Are you now a musician?
 - Key questions:** Is sampling really about the creation of music? How original is it?

IV Research on Your Paper (30 min)

- A. Go to library homepage: <http://www.library.ucsb.edu>
- B. Go over the following:
 - a. EBSCOhost.
 - b. Expanded Academic.
 - c. LexisNexis.
 - d. Music Index Online.
- C. Using Words from your writing:
 - a. Have them look at their previous writing, or their blog and create a list of five words to search with.
 - b. Sample list: For Ray Charles
 - i. "Ray Charles"
 - ii. "soul music"
 - iii. "rhythm and blues"
 - iv. Importance
 - v. Genius
 - c. Get them to talk about their words, have them search and save their work.

V Probable Passage (10 min)

- A. Read aloud the opening of "Rap's Got Roots".
- B. What do we expect this to be about.
- C. Do a KWL Sheet on Rap.

Wednesday: 5/2/07

- Reading: "Rap's Got Roots" from Richard Oliver and Time Leffel's *Hip-Hop Inc.: Success Strategies of the Rap Moguls*.
- Class Activities: Discussion of rap. Rap listening session. Looking at lyrics. Social History of rap learning stations.

Lesson for Wednesday: 5/2/07

- Reading: "Rap's Got Roots" from Richard Oliver and Time Leffel's *Hip-Hop Inc.: Success Strategies of the Rap Moguls*.
- Class Activities: Discussion of rap. Rap listening session. Looking at lyrics. Social History of rap learning stations.

I Hip Hop and Learning Stations (25 min)

- A. Go to the stations around the room in groups of three, we will be moving every five minutes.
- B. At each station fill out the notes for your group, this will be turned in.
- C. **Station One:** What is Rap? What is Hip-HOP?
 - a. Instructions: Read the large definitions of "hip hop" and "rap". Write down the definition for both that makes the most sense to you, and then make sure that you write a sentence or so about what the difference between the two terms is.
- D. **Station Two:** Old School Rap
 - a. Listen to the music that is provided for you on headphones, and then answer this question in a couple of sentences: how would you describe the early lyrical content and sound of "old school" rap?
- E. **Station Three:** B-Boying
 - a. Look at the images and read the brief description of b-boying. What, after looking at this, is your idea of what b-boying is?
- F. **Station Four:** Graffiti
 - a. Look at the graffiti images, and the definition of graffiti. After looking at them answer this: what role do you think graffiti has, and has had, in hip-hop culture?
- G. **Station Five:** Contemporary Hip Hop and Rap
 - a. Read the series of quotes by hip hop thinkers about the current state of hip hop and rap. In a couple of sentences or so, write down your take on contemporary hip hop and rap. Do you agree, or disagree, with the thoughts presented by Nelson George, Saul Williams and Chuck D?

II KWL Work and Discussion (15 min)

- A. Put up the KWL Chart, and go over "what we learned"
- B. Ask them to think a bit about what the importance of hip hop might be to the following specific groups:
 1. Young urban men.
 2. Young urban women.
 3. Older folks who remember the beginnings of hip hop.
 4. People who make money off of the sale of hip hop music and culture.

III Hip Hop Interview an Primary vs. Secondary Sources (20 min)

- A. Look at this: <http://www.raproject.tv/blog/23/raprojecttv-asks-cnn-news-or-poison/>.
- B. Then read the article from Wired, the Chuck D. part.
- C. What's the difference? What do you get from one that you don't get from the other?
- D. Which one strikes you as more reliable and less biased? Why?

IV Mini-lecture on Primary vs. Secondary Sources (5 min)

- A. Use the overhead/PowerPoint

V Citing with APA and MLA (30 min)

- A. Put up overhead.
- B. Handout the sources.
- C. Have them present, using their handbooks.

VI Hints for Reading a Scientific Article (10 min)

- A. Put up overhead.
- B. Next go over the steps.
- C. Work through the first step, with the abstract. Take questions.
- D. Set them loose.

Week Six

Unit Two: *The History of Popular Music (Writing for the Humanities and Social Sciences)*

CONFERENCE WEEK

Monday: 5/7/07 (Computer Lab)

- **Reading:** Exposure to Degrading Versus Nondegrading Music Lyrics and Sexual Behavior Among Youth by Steven C. Martino, PhD, Rebecca L. Collins, PhD, Marc N. Elliott, PhD, Amy Strachman, MA, David E. Kanouse, PhD and Sandra H. Berry, MA at: <http://pediatrics.aappublications.org/cgi/content/full/118/2/e430>. **Also, bring in your handbook for editing and reference work.**
- Assignment: **Bring in first draft of Paper 2.**
- Class Activities: Discussion of Reading. Debate: "Is rap worth the trouble?" Play with groovemaker_ (http://www.shockwave.com/sw/musicphotos/music_mixers).

(1) Wednesday: 5/9/07

- Reading: Selections from Nelson George's *Hip Hop America*. (**The piece is in our course reader**). Also, if you're interested in writing about Hip Hop, then read Roni's Sarig's "Dungeon Family Tree" (about the Atlanta hip hop scene) and **definitely read** "Hip Hop's Founding Fathers Speak the Truth" (an interview with the originators of NYC hip hop).
- Class Activities: Debate: Is hip hop worth the trouble? Student led discussion of dueling hip hop pieces. **Chosen in Previous class. Roundtable discussion of popular music.**