

CCSI.ELA.SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.



ACTIVITY 1

Goal: Research and write an informative essay on the New York in the 1970s.

Instructions:

- 1) Come up with a question pertaining to the environment at the time or pick a specific topic. For instance: How did the Metropolitan Transit Authority handle graffiti artists at the time? Was there a different hip-hop scene in Brooklyn, Queens, Manhattan, or Staten Island?
- 2) Write a three-page essay with a clear thesis addressing the question or topic.
- 3) Include a bibliography that includes at least five sources.

ACTIVITY 2

Goal: Investigate and do further research into b-boying and specific crews in the Bronx and other areas of the country.

Instructions:

- 1) Create a presentation on a crew that was b-boying in the 1970s, 1980s, 1990s, or 2000s.
- 2) Use photos, videos, and audio when available. What kind of moves did they specialize in? What part of the country was the crew from? Did they influence certain moves? Can you find any crews that were b-boying in Europe or around the world?
- 3) Include sources.

Grades 11-12

Common Core Standards Addressed:

CCSSI.ELA.SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSSI.ELA.SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSSI.ELA.SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ACTIVITY 1

Goal: Students will research and present information on a style of hip-hop in a different region of the country in order to further understand how environment shaped hip-hop.

Instructions: This study guide deals primarily with East Coast hip-hop. What was going on in the 1980s and 1990s in Los Angeles and Compton? How did Atlanta's hip-hop scene react to the specific racial tension of that area? Create your own study guide in which you discuss how the hip-hop scene arose in your region, how it interacted with movements in other cities, and what specific events influenced the movement. Write in concisely, clearly, and in full sentences. Be sure to include 1) a history of the hip-hop scene in your region, including its pioneers and which elements of hip-hop took

prominence over others; 2) each element of hip-hop and how it developed in your region; 3) a playlist of artists from your region; 4) video, photo, and audio material as available; and 5) diverse sources including books, films, and audio interviews as available. Present your research to the class and reflect on why the hip-hop scene developed in your region the way it did. Make sure to cite your sources and attach an MLA-style bibliography.



Here are some areas with a rich hip-hop history:

- Los Angeles and Compton
- Oakland and San Francisco
- Chicago
- Boston
- Philadelphia
- New Orleans
- St. Louis
- Atlanta
- Detroit
- the UK and Europe

ACTIVITY 2

Goal: Students will discuss and come to a greater understanding of why young people used hip-hop, graffiti in particular, as a means of self-expression in the 1970s in the Bronx.

Instructions:

- 1) Have students watch all or some of *Style Wars* (1983). Educators, we recommend you watch the documentary before showing it to students to determine which parts are appropriate.
- 2) Students should also perform outside research on graffiti. How did graffiti change from city to city? Who were the main graffiti artists at work during this time? Were they mostly men? Were there any women? How did authorities (parents and police) respond to graffiti writers?
- 3) Each student should write down one or two questions or statements to discuss with the group.
- 4) Have students gather in groups and discuss their questions or the following questions:
 - a. Why did young people decide to write graffiti? What did they get out of it? Why did they choose subway cars in particular?
 - b. Why was it so important to tag your name in illegal places?
 - c. Was it wrong for these graffiti writers to tag because it was illegal? Were the authorities right to crack down on graffiti writers?
 - d. Why did wealthy white young people decide to start tagging as well?
 - e. Why did some people bomb while some intended to sell their work to galleries?

RESOURCES FOR FURTHER RESEARCH



The Guardian article about *The Get Down* and the birth of hip-hop in the Bronx:

<https://www.theguardian.com/music/2016/aug/07/the-get-down-baz-luhrmann-grandmaster-flash-hip-hop>

WNYC interview with Marcus Reeves, journalist and the author of *Somebody Scream! Rap Music's Rise to Prominence in the Aftermath of Black Power*:

<http://www.wnyc.org/story/89709-south-bronx-hip-hop-year-zero/>

Flashbak article about the Lockers and the Electric Boogaloos (references drug use briefly, but features good information about popping and locking):

<http://flashbak.com/the-lockers-1970s-soul-train-dancers-who-made-us-pop-lock-and-electric-boogaloo-36660/>

Rap/Hip-hop timeline, 1970-1989: http://digitaldreamdoor.com/pages/best_rap-timeline1.html

Video of the Electric Boogaloos on *Soul Train*: <https://www.youtube.com/watch?v=gkc8YduPnOM>

Video of the Lockers on *Soul Train*: <https://www.youtube.com/watch?v=HhoflLkkOX0>

NPR series on the history of hip-hop from 2005: <http://www.npr.org/series/4823817/the-history-of-hip-hop>

Explore Hip-hop on PBS (includes interviews, timelines, and clips): <http://www.pbs.org/black-culture/explore/hip-hop/#.WBDS1C0rKUK>

The Freshest Kids: A History of B-boys (more appropriate for high school):

<https://www.youtube.com/watch?v=bDjchMq4p9U>

B-boys: A History of Break Dance: <http://www.resistancefilms.com/portfolios/bboys-a-history-of-breaking/>

PBS *A Walk Through the Bronx*: <http://www.thirteen.org/bronx/index.html>

New York Times "Through a New Lens" (puts 1970s pictures next to 2013 pictures of the Bronx):

http://www.nytimes.com/interactive/2013/06/03/nyregion/the-south-bronx-through-the-looking-glass.html?ref=nyregion&_r=0

Style Wars: 1983 documentary about hip-hop with a focus on graffiti (includes some profanity):

<https://www.youtube.com/watch?v=0EW22LzSaJA>

Hip Hop in America: A Regional Guide by Mickey Hess includes detailed information about hip-hop in other places, including Philadelphia:

https://books.google.com/books/about/Hip_Hop_in_America.html?id=XkCncJ7j744C

The Get Down on Netflix could also be an interesting addition to research, but due to content would not be appropriate for all students. It does provide an interesting view of the hip-hop scene in the South Bronx in the 1970s.

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