

**Lesson Title: Beats and Bars: History Rap in the Style of *Hamilton***

**Teacher: Melanie Alexander    Subject/Arts: Social Studies/Music    Date: June 2019**

**Main Theme:**  
Connections

**Essential Questions:**  
What are connections?

**Focus Questions:**  
What connections can we make between our history rap composition and “Cabinet Battle #2” from *Hamilton*?

**Arts and Curriculum**

**Academic Objectives/Content:**

7.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks:

- Conducting historical research
- Evaluating a broad variety of primary and secondary sources
- Comparing and contrasting varied points of view
- Determining the meaning of words and phrases from historical texts
- Using technology to research, produce, or publish a written product

7.2.1 Identify and describe the impact of key events, ideas, and people that led to the American Revolution

**Art Objectives/Content:**

MU:Cr2.1.7

a.Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.

b.Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.

MU:Cr3.1.7

a.Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.

b.Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).

MU:Cr3.2.7

Present the final version of their personal documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.

<p><b>Enriched Assessment</b></p>	<p><b>Academic Content Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Writing accurately represents selected topic and contains key historical facts.</li> </ol>	<p><b>Art Content Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Writing contains the correct number of beats and fits with accompaniment track.</li> </ol>
<p><b>Experiential Learning &amp; MLPs</b></p>	<p style="text-align: center;"><b>Instructional Activities:</b></p> <p><b>Opening Listening: “Cabinet Battle #2” from <i>Hamilton</i></b></p> <ul style="list-style-type: none"> <li>• Students listen and follow along with (edited) copy of lyrics</li> <li>• Have students identify characters, time period, subject, etc. (Or present students with background info on song ahead of time)</li> <li>• Discuss musical elements: instruments, lyrics (do they always rhyme?), style/genre, etc.</li> </ul> <p><b>Activity: Create a Plan</b></p> <ul style="list-style-type: none"> <li>• Divide students into groups, pass out planning sheet</li> <li>• Students write down details of their topic, then make those details fit into four bars (16 beats). The teacher has the option to add bars if they feel students are capable of creating a longer rap.</li> <li>• Students practice performing their rap with group members</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>• Each group performs their rap for the class using the instrumental version of “Cabinet Battle #2”</li> <li>• Teacher evaluates each group’s performance based on rubric. Students could also evaluate each group with an appropriate rubric.</li> </ul>	
	<p style="text-align: center;"><b>MLPs:</b></p> <p>X Auditory      ___ Kinesthetic      ___ Tactile      _ Visual</p>	
<p><b>Collaboration</b></p>	<p><b>Student Collaboration:</b></p> <ol style="list-style-type: none"> <li>1. Students will work in small groups to create their rap.</li> <li>2. Students will evaluate each other’s rap based on criteria given by the teacher (optional).</li> </ol>	<p><b>Teacher Collaboration:</b></p> <p>Teacher collaborates with music specialist to design lesson, choose music excerpts, and discuss vocabulary presented in lesson.</p>
<p><b>Infrastructure &amp; Climate</b></p>	<p><b>Materials/Resources/Special Considerations:</b></p> <p>Lyrics (either on a handout or in a PowerPoint)</p> <p>Music excerpts</p> <p>Stereo (or some way to play music for students)</p> <p>Planning sheet</p> <p>Pencils</p> <p>Space for students to work in groups</p>	