SCHOOL HOUSE RHYME

Facilitated by:
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Timothy Jones, HipHopEd
SCHOOL HOUSE RHYME PRE SURVEY

https://forms.gle/SjTFcJXYk7nR88Yy6
**WHAT IS SCHOOL HOUSE RHyme?**

Schoolhouse Rhyme is a teacher/student learning and engagement approach that utilizes Hip-Hop lyric writing as a way for students to explore and create life connections and understandings with academic concepts and subjects.
INTRODUCING YOUR DEEP DIVE FACILITATION TEAM

Toni, Haben & Timothy
HSRA is dedicated to providing all young people a chance to realize their full potential, despite any previous setbacks. As we engage students through music and the exploration and operation of the music business, we demonstrate that core learning areas and real world, 21st century skills can be acquired at the same time. @HSRA_MN
#HipHopEd

HipHopEd is an organization that brings together a community of educators and scholars who challenge traditional educational systems to value the power of youth culture and voice.

@tdj6899 & @therealhiphoped
WHAT WE ARE ASKING OF YOU TODAY

- Enter into this deep dive as “yourself” not led by your position
- Be open to be uncomfortable
- Believe in the group’s potential and our performance will follow
- Know that you’re needed to make the cypher complete
LET'S GET TO KNOW ONE ANOTHER IN THE ROOM

Mindfulness Ice Breaker Activity
SCHOOL HOUSE RHYME IS "RAPADEMIC"

REAL ARTICULATE
POETRY RELATING
TO LIFE,
EDUCATION AND
SCHOLARSHIP
Let's Breakdown "Academic"

- Adjective: A word or phrase naming an attribute, added to or grammatically related to a noun to modify or describe it
- Relating to education and scholarship
- Not of practical relevance; of only theoretical interest
So …. Rap + Academic = Rapademic

So Hip-Hop has the capacity to bring the practical relevance that “academics” alone may lack!
PILOT INTRODUCTION (TONI'S CLASS)

DESCRIPTION OF TONI'S CLASS AND INITIAL THOUGHTS OF USING RHYME WRITING IN HER CLASS
PILOT INTRODUCTION (HABEN'S CLASS)

DESCRIPTION OF HABEN'S CLASS AND INITIAL THOUGHTS OF USING RHYME WRITING IN HER CLASS
Creative Subject Studio Project: Money Matters

Critical Thinking and Creative Graphic Process: "The Fight for 15"
Students observed different artistic mediums being used to make a poem come to life.
<table>
<thead>
<tr>
<th>Key Words for $15 Song</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minimum Wage</strong></td>
</tr>
<tr>
<td><strong>Ordinance (Or Law)</strong></td>
</tr>
<tr>
<td><strong>Worker/Employee</strong></td>
</tr>
<tr>
<td><strong>Living Wage</strong></td>
</tr>
<tr>
<td><strong>Economy</strong></td>
</tr>
<tr>
<td><strong>Government Benefits</strong></td>
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<tr>
<td>(Be Specific)</td>
</tr>
<tr>
<td><strong>Revenue</strong></td>
</tr>
<tr>
<td><strong>Employment</strong></td>
</tr>
<tr>
<td><strong>Profit/Loss</strong></td>
</tr>
<tr>
<td><strong>Wealth</strong></td>
</tr>
<tr>
<td><strong>Income</strong></td>
</tr>
<tr>
<td><strong>Federal/State/City (Or Variations)</strong></td>
</tr>
<tr>
<td><strong>Tips (Or Tip Credit)</strong></td>
</tr>
<tr>
<td><strong>Owner/Employer</strong></td>
</tr>
</tbody>
</table>
$15 WAGE SONG

"INCOME SO LOW
RENT IS SO HIGH
HOW CAN I MAKE A LIFE
WHEN ALL THE SYSTEMS
LIE"
CREATIVE SUBJECT STUDIO PROJECT: MATH

THE HIP-HOP RHYME ROAD MAP

Simple
- Inclusion of key words (theme/vocabulary)
- No focus on context

Complex
- Inclusion of key words
- Focus on context and definitions of key words

Subject Driven
- Figurative interpretation of concepts including key words
- Extended Metaphor

PROGRESSIVE
#HipHopEd
EDUCATIONAL CONTENT
**Yasiin Bey "Mathematics" Lyric Graphic Organizer**

<table>
<thead>
<tr>
<th>Lyric Exert</th>
<th>Meaning of Lyric</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>It's 5 dimensions, 6 senses</em></td>
<td>Scientists say the 5th dimension is invisible to the human eye. Scientists also say we only have 5 common senses, not 6. Mos Def is referring to going beyond what humans think they know.</td>
</tr>
<tr>
<td><em>3 strikes and you're biddin for life</em></td>
<td>In the United States, habitual offender laws (3 strikes) were first implemented on March 7, 1994 and are part of the United States Justice Department’s Anti-Violence Strategy. The offender’s 3rd offense could result in a life prison sentence even if the offense was non-violent.</td>
</tr>
</tbody>
</table>
AN EXAMPLE FROM POPULAR CULTURE CIRCA 1990’S ..

STUDENTS WATCHED A SEGMENT OF "A DIFFERENT WORLD" SEASON 3 EPISODE 13 "POWER OF THE PEN"
# Simple and Complex Rhyme Graphic Organizer

<table>
<thead>
<tr>
<th>Math Term</th>
<th>Simple Lyric</th>
<th>Complex Lyric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parentheses</strong></td>
<td>I’m cold I freeze like a disease Doctor said take one of these Trapped inside like <strong>parentheses</strong> Thermostat stuck on 30 degrees</td>
<td><strong>Parentheses</strong> represent what you do first / When solving equations for your class work/ If you forget to undo them it may lead you wrong/ Math has a flow like the words to a song</td>
</tr>
<tr>
<td><strong>Difference</strong></td>
<td>My flow has elegance and relevance An expression of my intelligence The <strong>difference</strong> is your inference Reference experience to make sense</td>
<td><strong>Difference</strong> is the result when you take away/ Like taxes when the government takes your pay/ It’s the opposite of addition in case you forgot/ Rather than what you have it’s what you have not</td>
</tr>
</tbody>
</table>
### Word Association Subject Driven Rhyme Builder

<table>
<thead>
<tr>
<th>Tier 2/ Tier 3 Word</th>
<th>Associated Words And Themes (AWAT)</th>
<th>First Thoughts (words associated with AWAT)</th>
<th>Rhyming words derived from first thoughts to AWAT</th>
<th>Subject Driven Rhyme example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division</td>
<td>Separate, break down, parts, less than a whole</td>
<td>segregate, take a part, destroy, conquer</td>
<td>manipulate, heart, convoy, monster</td>
<td>When I think about where I'm living/ I think about learning division/ Population separated/ Resources segregated/ Politics manipulate on a quest to conquer/ News cameras saying that I'm the monster</td>
</tr>
</tbody>
</table>
Simile/metaphor/personification/allusion

I'm as cold as ice, but I know how to heat up like I got the formula for Fahrenheit

I got a shot like Ray Allen, I shoot a perfect 90 degrees, ice in my veins I make my defender freeze

I'm the sum, my parents made me
I'm double trouble, I get it poppin' like a bubble
Kid got the product, I'm tryna count the amount
They don't go to school, so they don't know how to count
Big brother selling drugs; multiplying big numbers
Save them bands up, he's just tryna buy a hummer
Grew up without his dad, so the pain is getting larger
The only thing that didn't add up is why he didn't know his father.

To decrease the corruption we gotta leave the government behind
And take our differences and use that to our advantage
The heartbreak in my community is times 2
I'm gonna set an example and feed the young ones' souls like soul food.
<table>
<thead>
<tr>
<th>Tired of feeling like a number</th>
<th>What's the price of equality?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I need money to cure my hunger</td>
<td>I stay on my own, don't bother me</td>
</tr>
<tr>
<td>I'm tired of living in the gutter</td>
<td>Still slaves, will we ever be free?</td>
</tr>
<tr>
<td>We need to change the way we treat each other</td>
<td>This kind of pressure isn't good mentally</td>
</tr>
<tr>
<td>It makes me wonder why we can't see each other</td>
<td>There's two sides to an equal sign</td>
</tr>
<tr>
<td>As brothers instead of a social security number</td>
<td>Don't mess with anybody, I stay on my grind</td>
</tr>
<tr>
<td></td>
<td>Some people start at the front, others start behind</td>
</tr>
<tr>
<td></td>
<td>I'm tired of this racism but still we should all start the same</td>
</tr>
<tr>
<td></td>
<td>So we can all stay in the same lane</td>
</tr>
</tbody>
</table>
QUESTIONS & TWEET OUT

SHARE A THOUGHT ABOUT WHAT YOU HAVE LEARNED AND WHAT YOU'RE LOOKING FORWARD TO IN THE NEXT PART OF OUR DAY. TWEET USING THE HASHTAGS #DEEPERLEARNING & #HIPHOPEDHSRA
PART 2:
TIME TO CREATE OUR OWN
RAPADEMIC RHYMES
DEEP DIVE PART 2 OBJECTIVES

- **Complete L.Y.R.I.C activity**
- **Simulate Haben’s and Toni’s classroom rhyme creation approaches by breaking our group into two working groups**
- **Each working group will present to one another and receive feedback**
- **Complete post survey**
- **Exhibition !!!!!!!**
LET’S GET ENERGIZED

Rhythm Ice Breaker Activity
LYRIC LINES YOU RECALL IN CONTEXT

- A part of our exhibition will be the creation of a lyric wall.
- The lyric wall will be made up of index cards with popsicle sticks as the top and bottom border.
- On the index card you will write down a song lyric that you hold on to and recall as needed.
### IT’S SCHOOL HOUSE RHYME TIME

<table>
<thead>
<tr>
<th><strong>TONI’S GROUP</strong></th>
<th><strong>HABEN’S GROUP</strong></th>
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<tr>
<td>Your school house rhyme will begin from reviewing text about “Immigration.” You will go through some of the exercises and discussions that Toni facilitated with her students as they wrote and produced their “$15 Wage Song.” You will collectively create a persuasive rhyme about “immigration.”</td>
<td>Your school house rhyme will begin with Tier 3 words related to mathematics (Algebra). You will go through some of the exercises and discussions Haben facilitated with her students that led to the student work shared during part one. You will collectively create your own rhymes to be taken back to Haben’s students.</td>
</tr>
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</table>
**SCHOOL HOUSE RHYME PHASE ONE**

- In your groups you will begin to delve into your subject beginning with text or terms

- Select instrumental for exhibition

- Begin using template tools to develop rhymes that communicate your thoughts around the text or terms
SCHOOL HOUSE RHYME PHASE TWO

- Continue to write your rhymes
- Determine as a group what you will be exhibiting to showcase your learning (5 min)
- Think about how to engage the audience in your exhibition
- Complete exhibition run through for fixed audience (5 min) and for roving audience (15 min)
Welcome back

- Each group presents and rehearses engaging the other group as the audience
- Complete post survey [https://forms.gle/XrwyUgEk8gmediHAA](https://forms.gle/XrwyUgEk8gmediHAA)
- Q&A/Shout Outs
- Deeper Learning Survey
- Set up for Exhibition
SCHOOL HOUSE RHYME

WELCOME 2 OUR EXHIBITION