

LESSON PLAN
~Grade 8 Language~

“Rapping Anti-Idling Beats”
-created by Lynn Perreault, Ph.D.
(for Idle-Free Windsor)

| | |
|------------------------------|-----------------|
| Date: | Time: |
| School: | Teacher: |
| Special Instructions: | |

Ontario Curriculum Connection

Overall Expectations:

Writing:

(2) Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.

Oral Communication:

(2) Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Specific Expectations:

Writing:

(2.1) Write complex texts of a variety of lengths using a wide range of forms (e.g., a free verse or narrative poem, or a limerick).

(2.7) Make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies (e.g., add or substitute words and phrases, including vocabulary from other subject areas).

Oral Communication:

(2.5) Identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to communicate their meaning (e.g., use tone and volume to clarify implied messages in a rap poem).

MATERIALS & EQUIPMENT:

One blank transparency, handouts (Appendix 1 & a photocopy of the transparency created during the Demonstration Activity), dictionary/thesaurus, and simple percussion instruments (rice or gravel in containers, pencils, etc).

Vocabulary:
Words & concepts your class may be learning

Idle or Idling: Inactive, not in use, not moving or in operation.

Emission: The process of sending out.

Exhaust: gases ejected from an engine as waste products.

Vehicle: A machine or object that helps us get from one place to another.

Smog: Fog that has become mixed and polluted with smoke; a form of air pollution.

Air pollution: Substances in the air that have harmful or unpleasant effects.

Climate change: Climate change is the change in average weather over time and over a region.

Greenhouse gases: Any of the atmospheric gases that contribute to the greenhouse effect (for more information on the greenhouse effect and climate change, visit www.idlefreewindsor.org, click on Teaching Resources, then click on Background: Anti-Idling Issues).

Vulnerable: Easily hurt or injured.

PROCEDURE

Part 1 (Introduction)

Topic Intro - Brainstorming, Connecting ideas (assess students' knowledge!) ~35 min.

What does "idle" or "idling" mean as it relates to traffic vehicles?

Ask students to discuss the various situations in which they sat in an idling vehicle (e.g., drive-thrus, waiting for someone).

What are "vehicle exhaust emissions?"

What is "smog?"

What does "climate change" mean? (Make sure to note that vehicle idling contributes to climate change.)

What are the health effects of vehicle idling? (NOTE: For more info on this topic, see "Background: Anti-Idling Issues" document under Teaching Resources at www.idlefreewindsor.org)

Part 2 (Demonstration)

Activity ~ 35 min.

Ask students to describe a rap poem. What is it?

(Answer = Rap is a musical art form written to be spoken in a rhythmic manner, usually with the accompaniment of percussion sounds and/or music called Hip Hop. Rap is generally informal and written to express a point of view. Raps can be lively, sad, simple, or angry. Raps often address socially-charged issues.)

Should a rap poem always rhyme?

(Answer = Not always. Rap may rhyme consistently, or on occasion.)

Ask students to brainstorm words and phrases to describe rap. Write the words on the board under "rap."

Raps are generally written to express a strong feeling or emotion about a topic. Have students brainstorm ideas about the anti-idling issue that they feel strongly about. Write their ideas on an overhead transparency by creating a topic web. Write “anti-idling issues” in the center of the web and have students generate words, thoughts, and feelings that the topic evokes in the outer circles of the web. (Photocopy your transparency to be distributed to students during the Writing Activity.)

Distribute the handouts (Appendix 1). Demonstrate an anti-idling rap poem by reading it to a beat (e.g., students can clap their hands to a beat as you read the first poem). Here is a rhythm that a lot of rap artists use, so it should be familiar:

da DUM da da DUM da da DUM da DUM
da DUM da da DUM da da DUM da DUM

Have students break into small groups (4 to 5 students) to work with one stanza they have selected. Allow students time to practice how they would best like to present their stanza, using creative movements, sounds (claps, stomps, and snaps), and simple percussion instruments (rice or gravel in containers, pencils, etc.). Allow students to be creative in producing sounds.

When students have had time to practice (~5 min.), allow them to perform their stanza for the class.

Part 3 (Writing)

Activity ~ 35 min.

Distribute copies of the transparency created during the Demonstration Activity (i.e., “anti-idling issues” topic web). Ask students to write their own rap poem about anti-idling issues. The rap poem should be written in 8 or 10 lines. Encourage students to refer to the topic web as they outline their poem.

Encourage students to use rhyme to create rhythm in their rap. Allow students to use additional resources, such as a dictionary, a thesaurus, or the Internet to help them develop rhyming words or phrases.

Explain that punctuation should follow the rules of conventional sentence writing. Each line should begin with a capital letter unless it is part of a longer sentence.

As students write, encourage them to brainstorm to find words and phrases that communicate and fit the basic pattern of rhythm (e.g., while tapping their foot, students can say a-one and a-two and a-three and a-four, a-one and a-two and a-three and a-four). Rhyming is optional.

Part 4 (Revision)

Activity ~ 35 min.

Ask students to revise their work in order to improve understanding and flow by adding, deleting, consolidating, and rearranging words as necessary. Students may substitute words and phrases. They may also use figurative language to achieve desired effects.

Remind students to give a suitable title to their rap poem.

Part 5 (Oral communication)

Activity ~ 35 min.

Ask students to perform their rap poems aloud with fluency, rhythm, and expression. Encourage the use of body sounds (claps, stomps, snaps) and simple percussion instruments (rice or gravel in containers, pencils, etc).

For more information about Windsor's anti-idling campaign, please visit www.idlefreewindsor.org or call 519-973-1156. (After May 1, 2007, please call the Citizens Environment Alliance at 519-973-1116.)

Appendix 1

Sample Anti-Idling Rap Poems

Sample 1

*Too much carbon monoxide, where's the air?
Too much carbon monoxide, don't you care?
Too many fumes, too too many to bear!
Too many fumes, too many, it ain't fair!*

Sample 2

*Juicy details, a pointed purpose,
one main topic or theme.
Show it's important, make connections,
a portrait shown as you dream.*

*Pay attention to all their actions,
let others sense what you feel.
Speak out to the world loud and clear,
the secret must be revealed.*

*All that traffic, so noisy and loud,
polluting us sitting ducks.
Listen up, you polluting punks,
stop idling your cars and your trucks.*

ASSESSMENT TOOL

Writing and Performing: “Rapping Anti-Idling Beats”

Teacher Name: _____

Student Name: _____

| CATEGORY | 4 | 3 | 2 | 1 |
|--------------|---|---|--|---|
| Performance | Student knows the rap poem well and has obviously practiced it several times. There is no need for notes and the student raps with confidence. | Student knows the rap poem pretty well and has practiced it once or twice. May need notes once or twice, but the student raps with relative confidence. | Student knows some of the rap poem, but did not appear to have practiced. May need notes 3-4 times, and the student appears ill-at-ease. | Student could not present his/her rap poem without using notes. |
| Voice | Always speaks loudly and clearly. Is easily understood by all audience members all the time. | Usually speaks loudly and clearly. Is easily understood by all audience members almost all the time. | Usually speaks loudly and clearly. Speaks so softly sometimes that audience members have trouble understanding. | Student speaks too softly or mumbles. The audience often has trouble understanding. |
| Written Copy | The student turns in an attractive and complete copy of the rap poem in the correct format (e.g., the rap should have a title, and rules of punctuation & capitalization should be followed). | The student turns in a complete copy of the rap poem in the correct format. | The student turns in a complete copy of the rap poem, but the format is not correct. | The student turns in an incomplete copy of the rap poem. |