

Name: Si Mon' Emmett

Course: Theatre IV

Unit: Culturally Relevant Theatre - Hip Hop Theatre

Essential Questions:

- What does the term “culturally relevant artistry” mean and how does it relate to theatre?
- In what ways does Hip Hop theatre relate to culturally relevant theatre?
- How does culturally relevant theatre benefit historically disenfranchised populations?
- How can we make a performance culturally relevant/responsive to our own community’s needs?

By the end of this unit, students will be able to...

- Explain what the terms *culturally relevant* and/or *culturally responsive* mean in the context of theatre
- Analyze a piece of theatre that is relevant to a certain culturally specific community
- Connect elements and core values within Hip Hop theatre to aspects of culturally relevant theatre
- Define and utilize the 4 elements of Hip Hop in a drama-based context
- Collaborate with peers in creating a presentation (either adapted/original performance or optional research presentation) that pertains to culturally relevant/responsive theatre

Week, Day	Essential	Objective(s)	Activities	Homework (if any)
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	Question(s)			
<p>Week 1 Day 1</p>	<p>What does the term “culturally relevant artistry” mean and how does it relate to theatre?</p>	<p>Explain what the terms <i>culturally relative</i> and/or <i>culturally responsive</i> mean in the context of theatre</p>	<p>- Check In</p> <p><u>-”I Am” Prompt & Partner</u> <u>Introduction:</u> students are given a template with the words “I Am” written on it 20 times. Students fill out identity markers to which they are connected. Once they’ve completed, students walk about the space introducing themselves with one of the I-Am’s. Next, students pair up with a partner closest to them, learns 3 of their partner’s I-Ams, and introduce them to the class-audience while student being introduced creates 3 tableaux to represent their 3 I-Am’s.</p> <p><u>-DAR Word Wall:</u> what did we do in this activity? how does this relate to performance? what was it like to share elements of your identity with an audience? how did it feel to have someone tell an audience who <i>you</i> are? can</p>	

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			<p>you think of examples of this in theatre?</p> <p><u>My Culture Worksheet:</u> Distribute worksheet for students to fill out individually. Students should write down one sentence or phrase about each topic, then rate each item from 1-8 (1=most important) according to what value this topic has in their particular culture. This activity is used to spark popcorn discussion on the various cultures and identities that exist in the class.</p> <p><u>Exploding Atom:</u> I feel like my identity is represented on stage I feel like my identity is represented on stage I often hear stories like mine in theatre I would like to hear stories like mine in theatre I can think of ways to create and share stories like mine through theatre</p>	
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			<p><u>-Intro to Culturally Relevant Theatre:</u> Bring up WordCloud prompt “what do you know or what would you assume about the term <i>Culturally Relevant Theatre?</i>” on projector for all class to see. Students respond to prompt as an assessment of their existing knowledge of the topic. Define term with a collection of student responses.</p> <p><i>-Close: Consider theatre that is relative to the various cultures we shared today. Return to class with a play or book title in mind (you don't have to have the actual text) that connect to the culture(s) you identify with.</i></p>	
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<p>Week 1 Day 2</p>	<p>How can we make a performance culturally relevant/responsive to our own community's needs?</p>	<p>Explain what the terms <i>culturally relevant</i> and/or <i>culturally responsive</i> mean in the context of theatre</p>	<p>- Check in</p> <p>-<u>Where have my fingers been</u>: act out an adapted 3-line scene from the play/book you chose from last class that connects to one of your identity markers</p> <p>- <u>Teacher shares slideshow presentation</u> on “<i>What is Culturally Relevant Theatre</i>” which contains a definition, as well as promotional material from <i>This Is Modern Art</i> as an example to reference. <i>This Is Modern Art explores the culture of graffiti art in Chicago. The story follows the people who are connected to it and connected to one another because of their love for it.</i></p> <p>-<u>Our Class Culture Mural</u>:students draw images, write quotes, etc. on large piece of butcher paper that encompasses their identities on various levels (ethnicity, gender, nationality, music</p>	<p>Identify other 3 elements of hip-hop and be able to share what they are by next class</p>
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			<p>preferences, favorite public figures, hobbies, etc.)</p> <p><u>Pair Share:</u> What do you see in our mural? Are there similarities in the images/words? differences? What does this say about the variety of people we have in our class? In our larger community?</p> <p>-Close: <u>Graffiti as an Element</u> - Today we essentially created a class graffiti piece. Graffiti happens to be 1 of 4 elements of hip-hop. Can you figure out the other 3?</p>	
<p>Week 1 Day 3</p>	<p>How does culturally relevant theatre benefit historically disenfranchised populations?</p>	<p>Connect elements and core values within Hip Hop theatre to aspects of culturally relevant theatre</p>	<p>- Check in: share 4 element knowledge</p> <p>- <u>Fruit basket game:</u> students start in a circle, assign one element for each student. Teacher stands in the middle calling out 1 element at a time and those students have to find a new spot in the circle.*</p>	<p>Research one hip hop theatre artist listed in the presentation and bring back facts, previous works, or quotes about hip-hop theatre by that person</p>

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			<p>Elimination optional</p> <p>-<u>Alphabet Relay</u>: students are split up in 2 teams and race to put one word to each letter A-Z pertaining to prompt: <i>what do you know about hip-hop? OR hip-hop theatre?</i></p> <p>- <u>Teacher shares video</u> on 4 elements history, evolution and relationship to one another.</p> <p>- <u>Hip Hop Theatre intro</u>: Teacher shares clip or excerpt from, <i>Hamilton</i>, Page Hernandez play, and <i>Antonia</i>.</p> <p>- <u>Close/DAR</u>: What do you notice about these three plays? How do they use some or all of the elements? How does that vary between different productions?</p>	
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<p>Week 2 Day 1</p>	<p>How does culturally relevant theatre benefit historically disenfranchised populations?</p>	<p>Define and utilize the 4 elements of Hip Hop in a drama-based context</p>	<p>- Check in</p> <p>- <u>Hip Hop Machine</u>: students create a machine physically and vocally utilizing different sounds, gestures, quotes that reflect hip hop theatre. One student will start, others will build upon initial machine “part.”</p> <p><u>Chalk Talk</u>: What were some elements of this machine? why did you choose that? What makes a piece hip hop theatre? What type of people are involved in the production process? (list these on board)</p> <p>- <u>Students share information</u> found about hip hop theatre/theatre artists in an informal presentation.</p> <p>- Close: Q&A to presenters</p>	
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<p>Week 2 Day 2</p>	<p>How does culturally relevant theatre benefit historically disenfranchised populations?</p> <p>In what ways does Hip Hop theatre relate to culturally relevant theatre?</p>	<p>Connect elements and core values within Hip Hop theatre to aspects of culturally relevant theatre</p> <p>Define and utilize the 4 elements of Hip Hop in a drama-based context</p>	<p>- Check in</p> <p>- <u>Intro to Boom Boom Bap:</u> students stand or sit in a circle and learn “Boom Boom Bap” phrase, a root rhythm of Hip Hop. Students repeat collectively 2 times, then one at a time say their name in 4 counts w/ movement (teacher demonstrates). Everyone in the circle will repeat the person’s name and gesture. Continue all the way around the circle.</p> <p>- <u>Poster Rotation Activity:</u> Students will explore the 4 Core Values of Hip Hop (Peace, Love, Unity and Having Fun) at various poster stations. Each poster will have one value written on it, students will draw images/words/quotes that they think connect to that value. Students will rotate stations until posters are full</p> <p><u>Pair Share:</u> what are ways the theatre artist or production you researched</p>	
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			<p>connected to 1 or more of these values? If you were to tell your own story, which values would you want to include out of all the others?</p> <p><u>People to People:</u> Break out of pairs, find someone else in the room who also shares the same Core Value (Peace, Love, Unity, or Having Fun) as you. Share why!</p> <p>Next, with your partner, find two more pairs (making a group of 6) who have different Core Values as you and your partner.</p> <p><u>Close:</u> Handing out Assignment/Rubric, explain that these are now your groups for the final presentation, as you can represent a variety of the Core Values of Hip Hop...just as Hip Hop theatre production should!</p>	
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<p>Week 2 Day 3</p>	<p>How can we make a performance culturally relevant/responsive to our own community's needs?</p> <p>In what ways does Hip Hop theatre relate to culturally relevant theatre?</p>	<p>Connect elements and core values within Hip Hop theatre to aspects of culturally relevant theatre</p> <p>Define and utilize the 4 elements of Hip Hop in a drama-based context</p>	<p>- Check in</p> <p>- <u>Mystery Box</u>: students sit in a circle on the floor and pass around a box (mimed) as gift to the person next to them. The person passing does not explain what it is, rather the receiver explains what it is as they are opening it. This activity activates imagination and improvisation.</p> <p>- <u>Visual Monologue</u>: Spread photographs, collages, magazines and/or newspaper headlines across the room. Have the students walk around and silently observe the "inspiration museum." Eventually have each student pick 1 visual inspiration that really speaks to them. Have them think about the subject's story, dilemma, background etc. Allow the students to individually write inspired by their piece. <i>PROMPT</i>→ <i>Consider the <u>Core Value of your group AND your</u></i></p>	<p>Connect with your group and discuss the collective story you would like to tell-- use the "My culture Worksheet" or "I Am" paper to guide you. Consider: What identity markers might you all share? Which ones are vastly different? Could there also be a story out of that? How can you celebrate your differences with this? How might you tell this story using the 4 elements?</p>
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			<p><i>individual identity markers</i> (from <i>My Culture Worksheet</i> or <i>I Am paper</i>). Sharing (optional)</p> <p>- <u>Remix Poetry</u>: Use existing poetry as an inspiration for a new poem. Use <i>Where I Am From</i> poem by George Ella Lyon</p> <p>- <u>Poster dialogue</u>: Today we practiced two different theatrical development styles. We took a piece of literature and “remixed” it by making it our own AND we created sometime completely original--- <i>adapting</i> and <i>devising</i>. What do you think the differences are between adapting stories for Hip Hop Theatre vs. plays about Hip-Hop (elements, history, famous figures, etc.). Example: adapting=<i>Hamilton</i>, plays about=<i>This is Modern Art</i>-- which explores in depth one of the 4 elements **Each option will be on one poster</p>	
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			<p><u>Close:</u> If you were to tell the story of who you are, one of your identity markers, which form of H.H. theatre would you use? Why? (write on a piece of paper with your name and turn in before you leave)</p>	
<p>Week 3 Day 1</p>	<p>How can we make a performance culturally relevant/responsive to our own community's needs?</p> <p>In what ways does Hip Hop theatre relate to culturally relevant theatre?</p>	<p>Connect elements and core values within Hip Hop theatre to aspects of culturally relevant theatre</p> <p>Define and utilize the 4 elements of Hip Hop in a drama-based context</p>	<p>- check in</p> <p>- <u>4 Element Activities</u></p> <p>1) DJ</p> <p><u>Hip Hop Soundscape or Maestro Activity:</u> Students sit back in two lines. One by one they make sounds and words to create a hip hop musical orchestra. One person can play conductor(DJ) and have the orchestra get louder and softer.</p> <p><u>Mixtape:</u> if your life could be described as a mixtape, what songs would be included? Create a list of 5-6 songs that you would include on a mixtape for</p>	<p>research the other 2elements and describe how they might tie into theatre</p>

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			<p>your life. Share with your group. Why are these special to you? As a presentation group, pick one song from each group member and share your list with the class</p> <p><u>DAR popcorn:</u> what did we do in that activity? Which element might it relate to? (MC and/or DJ) why? what made it challenging/easy for you</p> <p>2) B-Boy/B-Girl</p> <p><u>Pattern Echo:</u> Standing in a circle and using the call and response format, have each student generate a non verbal rhythmic pattern using any part of their body. All of student must respond with the same pattern.</p> <p><u>Journal:</u> what are ways we explored some of the 4 elements? How could you embody some of the elements in telling your story?</p>	
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<p>Week 3 Day 2</p>	<p>How can we make a performance culturally relevant/responsive to our own community's needs?</p> <p>In what ways does Hip Hop theatre relate to culturally relevant theatre?</p>	<p>Connect elements and core values within Hip Hop theatre to aspects of culturally relevant theatre</p> <p>Define and utilize the 4 elements of Hip Hop in a drama-based context</p>	<p>- check in</p> <p><u>Rhyme Circle Game</u>: have students sit in a circle and establish a simple 4-beat rhythm (lap, clap, lap, clap). Once a rhythm is established, have each student say a rhyming word on the fourth beat. Try to make it all the way around the circle without dropping a word/rhyme. (layers rhythm with rhyme and builds vocab!)</p> <p><u>- 4 Elements (cont.)</u></p> <p>1) MC</p> <p><u>Partner Poetry</u>: Students divide into pairs within their production groups. Students take turns with a sheet of paper writing one-sentence lines, one line at a time. The lines <i>can</i> rhyme but don't have to. This is a quiet activity</p> <p>2) Graffiti Collect the inspiration images and writing of the students from Week 2 Day 3</p>	
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			<p>and instruct the students to create a collection of all of them together as collective class mural.</p> <p><u>Close:</u> what did we do in that activity? Which element might it relate to? (MC and/or DJ) why? what made it challenging/easy for you</p>	
<p>Week 3 Day 3</p>	<p>In what ways does Hip Hop theatre relate to culturally relevant theatre?</p>	<p>Connect elements and core values within Hip Hop theatre to aspects of culturally relevant theatre</p> <p>Define and utilize the 4 elements of Hip Hop in a drama-based context</p>	<p>- Check in</p> <p>- <u>“Boom Boom Bap”</u> with sounds connected to our current energy level, instead of names</p> <p>- <u>Action Poetry activity:</u> Action words or verbs are written on pieces of paper and scatter face down on the floor. One student at a time will pick 4 cards. Non verbally, the student has to show the actions physically and the group has to guess what they are. the group then copies the movements. Ultimately each group</p>	

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			<p>should have 4 counts of a dance or movement piece that tells a story. Share with class!</p> <p><u>- Power Poetry:</u> In your production presentation groups, write about a time you discovered something about yourself, and about other people in the world. Start to put it into a dialogue format so that it isn't just a story, but rather starts to look more like a play.</p> <p><u>-Close: Discussion of 4 elements on stage</u> <i>As you begin devising or adapting your production, consider what story you want to tell. Why are you telling this story? How are the 4 elements <u>helping</u> you tell the story???</i></p>	
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<p>Week 4 Day 1</p>	<p>How can we make a performance culturally relevant/responsive to our own community's needs?</p> <p>In what ways does Hip Hop theatre relate to culturally relevant theatre?</p>	<p>Analyze a piece of theatre that is relevant to a certain culturally specific community</p> <p>Connect elements and core values within Hip Hop theatre to aspects of culturally relevant theatre</p> <p>Define and utilize the 4 elements of Hip Hop in a drama-based context</p>	<p>- Check in: where are you with your presentation?</p> <p>- <u>Rhyme Time!</u></p> <p>- <u>Review a rehearsal plan</u> with groups. Create a timeline map out of construction paper! Make sure your whole group is on the same page about vision for presentation.</p> <p>-<u>Prep a pitch:</u> Answer ?s on a group sheet... What is your story? Why is it important to tell to this community? Why is it important now? How is it Hip Hop theatre? Where are the elements being used? What about it is different everyone else's?</p>	<p>Continue to form a pitch or concept presentation for your group's play</p>
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<p>Week 4 Day 2</p>	<p>How can we make a performance culturally relevant/responsive to our own community's needs?</p> <p>In what ways does Hip Hop theatre relate to culturally relevant theatre?</p>	<p>Analyze a piece of theatre that is relevant to a certain culturally specific community</p> <p>Connect elements and core values within Hip Hop theatre to aspects of culturally relevant theatre</p> <p>Collaborate with peers in creating a presentation (either adapted/original performance or optional research presentation) that pertains to culturally relevant/responsive theatre</p>	<ul style="list-style-type: none"> - Check in - <u>Review and practice</u> pitch for presentation with group - <u>Share a mock-pitch with another group in class.</u> those group members will take notes on: <ul style="list-style-type: none"> *use of 4 elements *is the story cohesive? *is every group member participating in some way? -<u>Close:</u> Turn in notes on the group you watched and begin a group discussion on the different types of presentation pitches. Something you learned? A challenge you're facing? 	
<p>Week 4 Day 3</p>	<p>How can we make a performance culturally relevant/responsive to our own community's needs?</p> <p>In what ways does Hip Hop theatre</p>	<p>Collaborate with peers in creating a presentation (either adapted/original performance or optional research presentation) that pertains to culturally relevant/responsive theatre</p>	<ul style="list-style-type: none"> - Check in - All groups present final presentation concept pitch to the class by answering "Why here, Why now" questions from Day 1 of this week about the particular play/topic chosen. - Q&A for all groups after 	

	relate to culturally relevant theatre?		presentation	
Week 5 Day 1	In what ways does Hip Hop theatre relate to culturally relevant theatre?	Analyze a piece of theatre that is relevant to a certain culturally specific community Connect elements and core values within Hip Hop theatre to aspects of culturally relevant theatre	- Check in <u>Rehearsal Day</u> - exploring the 4 elements of hip hop on stage - what does that look like for your show? Tech? Music? -Students should consider their needs for presentation (props, costume, sound) and create a list of any needs of the teacher -discuss and plan when/how you are meeting outside of class (at least twice) <u>Assignment for Week 5 Day 3- "1-Element Share":</u>	Brainstorm ways to share your use of the 1 hip hop element with the class. For example: a 1-minute spoken word piece or rap about the story of <i>Medea</i> OR a quick dance phrase from the b-boy battle between brothers from <i>Antigone</i> rehearse final presentation with group outside of class

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			<p>preset to the class in less than 2 minutes how you will utilize one of the 4 elements.</p> <p><u>Close:</u> start planning this now, 1-Element sharings are next week</p>	
<p>Week 5 Day 2</p>	<p>How can we make a performance culturally relevant/responsive to our own community's needs?</p> <p>In what ways does Hip Hop theatre relate to culturally relevant theatre?</p>	<p>Analyze a piece of theatre that is relevant to a certain culturally specific community</p> <p>Connect elements and core values within Hip Hop theatre to aspects of culturally relevant theatre</p>	<p>- Check in</p> <p>- <u>Pattern Echo Activity</u></p> <p><u>Rehearsal Day</u></p> <p>- Is blocking done?</p> <p>- Practice a run in the space</p> <p>- Review the notes given by another group. Have you followed them?</p> <p><u>Finalize 1-Element Share for next class:</u></p> <p>- with group practice what you will do for presenting your 1 element to the class</p>	<p>rehearse final presentation with group outside of class</p>

<p>Week 5 Day 3</p>	<p>How can we make a performance culturally relevant/responsive to our own community's needs?</p> <p>In what ways does Hip Hop theatre relate to culturally relevant theatre?</p>	<p>Collaborate with peers in creating a presentation (either adapted/original performance or optional research presentation) that pertains to culturally relevant/responsive theatre</p>	<ul style="list-style-type: none"> - Check in - <u>"Boom Boom Bap"</u> include an expression that communicates how you feel about presentations next week! - <u>All groups Share:</u> "1 element in 1 minute" which shows the class how your play is exploring one of the elements of hip hop in a theatrical context 	<p>rehearse final presentation with group outside of class</p>
<p>Week 6 Day 1</p>	<p>How can we make a performance culturally relevant/responsive to our own community's needs?</p> <p>In what ways does Hip Hop theatre relate to culturally relevant theatre?</p>	<p>Explain what the terms <i>culturally relevant</i> and/or <i>culturally responsive</i> mean in the context of theatre</p> <p>Connect elements and core values within Hip Hop theatre to aspects of culturally relevant theatre</p> <p>Collaborate with peers in creating a presentation (either adapted/original performance or optional research presentation) that pertains to culturally relevant/responsive</p>	<ul style="list-style-type: none"> - Check in - Presenter's setup for their presentation - Group 1 presentation (10-15 mins) - talkback & group feedback 	

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Week 6 Day 2	<p>How can we make a performance culturally relevant/responsive to our own community's needs?</p> <p>In what ways does Hip Hop theatre relate to culturally relevant theatre?</p>	<p>Explain what the terms <i>culturally relevant</i> and/or <i>culturally responsive</i> mean in the context of theatre</p> <p>Connect elements and core values within Hip Hop theatre to aspects of culturally relevant theatre</p> <p>Collaborate with peers in creating a presentation (either adapted/original performance or optional research presentation) that pertains to culturally relevant/responsive theatre</p>	<ul style="list-style-type: none">- Check in- Presenter's setup for their presentation- Group 2 presentation (10-15 mins)-talkback & group feedback	

<p>Week 6 Day 3</p>	<p>How can we make a performance culturally relevant/responsive to our own community's needs?</p> <p>In what ways does Hip Hop theatre relate to culturally relevant theatre?</p>	<p>Explain what the terms <i>culturally relevant</i> and/or <i>culturally responsive</i> mean in the context of theatre</p> <p>Connect elements and core values within Hip Hop theatre to aspects of culturally relevant theatre</p> <p>Collaborate with peers in creating a presentation (either adapted/original performance or optional research presentation) that pertains to culturally relevant/responsive theatre</p>	<ul style="list-style-type: none"> - Check in - Presenter's setup for their presentation - Group 3 presentation (10-15 mins) -Talkback & group feedback <p><u>Final reflection on class observations and experiences in hip hop theatre:</u></p> <ul style="list-style-type: none"> - add new thoughts/ideas/realizations to the class "graffiti" mural. What stood out to you in the process of making your own hip hop theatre production? 	
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