



VISUAL & PERFORMING ARTS LESSON PLAN

Generation Y Steps Up to Vote!

Harriet Washington-Williams, 8th Grade Music Teacher

Lesson Summary-Description of project activities, how the project is innovative, and how the project promotes high student achievement:

After the students performed Mr. President by LL Cool J and Wyclef John ([click here](#) to hear a segment of the song), the students analyzed how current social and political issues influenced the artist and their lyrics.

The project was innovative because the lesson:

- Integrated music across the curriculum (Music, Language Arts, Social Studies).
- Addressed different learning styles.
- The students created T-shirts, sneakers, and or poems to graphically illustrate social issues.
- The students used a Rubrics to critique their peers.

CCCS: VA:1.1B.1 1.5A.2

LA: 3.2A.8 3.2B.6

SS: 6.1A.1 6.1A.4 6.1D.1

Objective (s):

TSWBAT hear a Rap performance and summarize lyrics.

TSWBAT examine how the social and political environment influences artists in various social/historical/political context.

TSWBAT state a position clearly by stating the issue, giving facts, examples and details to support their position.

Materials/Resources:

CD player Mr. President CD by LL Cool J Song sheet for Mr. President (**Note:** There are two versions of these lyrics on iTunes. Select carefully.)

Procedure:

Have students listen to Mr. President by LL Col J. Discuss the main idea of the Rap. Have students answer the following questions:

What points of view are being expressed in the Rap?

What is LL Cool J’s purpose for writing this Rap? Support your position.

Can music serve as a vehicle for social change? Support your answer.

Vocabulary: residence IED terrorists discharged immigrants Republican Democrat Independent CNN Middle East deceive

Homework/Independent Study:

To what extent does voting or the lack of voting affect individuals?

Evaluation:

Use Assessment: Non-Performance Skills Listening Rubrics from Pearson Education, Inc. to evaluate students.

Comments:

Students that have problems understanding the main idea of the Rap can work in pairs.

Follow-Up Lesson:

TSWBAT write a poem or graphically illustrate social issues in the Rap, *Mr. President*.

(See T-shirt/Sneaker Rubric. The students participated in a T-Shirt/sneaker design competition and submitted the application below with their entry.

Generation Y Steps Up to Vote!

I. Contest Purpose
The purpose of the T-shirt/sneaker competition is to provide students with an opportunity to graphically illustrate important ideas, issues, and events in our society. The topic is *Generation Y Steps Up to Vote!*

II. Eligibility for Entry

- ▶ Entry forms and T-shirt/sneaker designs must be given to the main teacher by October 24, 2008. No late entry forms will be accepted.
- ▶ Entries are limited to one design per student.
- ▶ Entries must be the work of one student.

III. Guidelines

- ▶ Use the template of the shirt/sneaker.
- ▶ Design must fit within an area of 9.5" x 11".
- ▶ The design may be hand-drawn or done on a computer.
- ▶ Write your name and homeroom number on the back of your design.

IV. Judging and Awards

- ▶ Judges will use the T-shirt/sneaker Design Scoring Rubric for all entries.
- ▶ Winner will receive a \$10 gift card for iTunes or Barnes and Noble.

Entry Form
Please type or print legibly

Artist name: _____ Grade level: _____
School name: _____ School phone: _____
School address: _____ City: _____ Zip: _____

Return to:
Michel Montessori
Visual and Performing Arts Department
47 Michel Street
Newark, New Jersey 07102
Attn: Ms. Washington-Williams

Competition guidelines were adapted from the CTEA 908 T-Shirt Design Competition

06.21

T-Shirt/Sneaker Rubrics

Name Date

Grade Homeroom

Criteria

- 1 -Needs Improvement
- 2 -Satisfactory
- 3 - Accomplished
- 4 -Exemplary

Score _____

Elements of Design

The student did the minimum or the art work was incomplete.

The student did the assignment in a satisfactory manner, but lack of planning was evident.

The artwork shows that the student applied the principles discussed in class adequately.

The artwork shows that the student applied the principles discussed in class in a unique manner.

Creativity

The piece shows little or no evidence of original thought.

The student's work lacked sincere originality.

The student's work demonstrates originality.

The student's work demonstrates a unique level of originality.

Effort

The student did not finish the work in a satisfactory manner.

The student finished the project, but lacks finishing touches or can be improved upon with little effort.

The student completed the project in an above average manner, yet more could have been done.

The students gave an effort far beyond the requirements of the project.

Theme

The student's work demonstrates a poor presentation of the contest theme.

The student's work is an average presentation of the contest theme.

The student's work is an above average presentation of the contest theme.

The student's work is an exceptional presentation of the contest theme.

Responsiveness

The student displayed a negative response throughout the development of this piece.

The student displayed a negative response at times during the development of this piece.

The student displayed a positive response most of the time during the development of this piece.

The student displayed a positive response all of the time during the development of this piece.