

THE MESSAGE

HIP-HOP & LITERACY ENRICHMENT PROGRAM

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SESSION 2: ME, MYSELF AND I

SESSION THEME: Embracing and exerting individuality

This session is based on *Doin Me*, Part One of THE MESSAGE.

DEVELOPED BY: Felicia Pride & Fellina Pride, BackList (www.thebacklist.net)

AGE LEVEL: 13-18

DURATION: 2 Hours

DESCRIPTION: Participants will consider their individuality and will identify ways to embrace, articulate, and exert those qualities that make them great and unique.

CORE SKILLS: reading, writing, listening, critical thinking and analysis, speaking

OBJECTIVES:

1. Participants will read Part One of THE MESSAGE (guided and/or independent) in order to gain a global understanding of the text.
2. Participants will respond to questions for Part One in order to compare and contrast their personal experiences with the author's theme for the text.
3. Participants will use excerpts from THE MESSAGE to identify "life lessons" and use the author's format to identify music that relates to their "life lessons."
4. Participants will read Nikki Giovanni's "Ego Tripping" to evaluate the poem and make connections between the work and their lives.
5. Participants will be introduced to the I Am Poem and will write their own versions.
6. Participants will use THE MESSAGE to increase their vocabulary bank.

ACADEMIC CONTENT STANDARDS (Aligned to the National IRA/NCTE Standards for the English Language Arts):

- Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.
- Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features.

Based on the text, THE MESSAGE: 100 Life Lessons From Hip-Hop's Greatest Songs, **THE MESSAGE ENRICHMENT PROGRAM**, developed by BackList, is an interdisciplinary program that combines literature, multimedia formats, and creative writing to encourage young people to think critically about their worlds and articulate those thoughts, feelings, and perspectives.

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founder: Felicia Pride, author, speaker and voice of her generation

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- Students use their use of spoken, written, and visual language (e.g. conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.
- Students use spoken, written, and visual language to accomplish their own purposes (e.g. for learning, enjoyment, persuasion, and the exchange of information).

MATERIALS:

- Copies of lyrics to "Me, Myself, and I" (Handout 2.1)
- Copies of Nikki Giovanni's "Ego Tripping" (Handout 2.2)
- Copies of I Am Poem prompt (Handout 2.3)

MATERIALS NOT INCLUDED:

- Participant journals and folders
- 8 ½ x 11 poster board pieces for each participant (poster board with a sample body drawn on it)
- Art supplies
- "Me, Myself and I" video clip (<http://www.youtube.com/watch?v=lgkiqXwK-8Y>)
- "Ego Tripping" video clip (<http://www.youtube.com/watch?v=nFgZ1eznNjY>)
- Copies of THE MESSAGE: 100 Life Lessons From Hip-Hop's Greatest Songs by Felicia Pride (if not purchased as part of program)

ASSESSMENT:

Participants can be evaluated on their worksheet responses, analysis of texts, oral responses during discussions, and the "Today I Learned" prompt.

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PREPARATION:

Prior to this session, participants should read Part One of THE MESSAGE. This can be done as silent reading, in small groups, or out loud as a large group. It is suggested that reading takes place on-site and is introduced as an expected part of the program.

READING DISCUSSION QUESTIONS (15 Minutes)

These questions can be answered verbally as a group or first in participant journals and then discussed among the group.

1. In chapter 1, what do you think Pride means by “new personal narrative”?
2. If you had a chance to express your life through hip-hop, how would you? Example: poems, rapping, books, dance, etc.
3. In chapter 2, readers are introduced to “Negra,” the fearless and outspoken part of the author. Since most people are part of many different environments on any given day, which require different characteristics and abilities, some develop alter-egos. Do you have an alter-ego? In your life who is that “Negra” whom helps you to embrace your multiple identities and overcome your weaknesses?
4. In chapter 3, Pride discusses individuality. Is it ever hard to be yourself?
5. In chapter 4, Pride discusses the problems associated with pleasing others. Why do you think people can be hard to please?
6. Have participants reflect on the remainder of Part One of THE MESSAGE and write a paragraph to share a message/words that can or will inspire them based on what they’ve read.

ACTIVITIES

A. NOT ENOUGH (10 Minutes)

1. Have participants respond to the following prompt in their journals: I’ve been told that I’m not _____ enough or too _____. They can repeat the prompt several times with different responses. Ask participants: If you had to fill in either of those sentences, how would you finish them? What have you been told you are too much or not enough of? How does it make you feel when people put those limitations on you? Have participants share with the group.

B. ME MYSELF AND I (20 Minutes)

1. Read/review chapter 3 “Me Myself and I.” Then play the video for “Me Myself and I” and distribute lyrics (Handout 2.1). Discuss with participants the theme of the song.
2. Divide participants into pairs. Have participants interview one another to find out what makes their partner unique. Have participants introduce one another to the group, stressing

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the qualities that make their partner unique.

C. ALTER EGO (20 Minutes)

1. Read/review chapter 2, "The Meaning of the Name."
2. Continue the discussion of alter egos as it's discussed in THE MESSAGE.
3. Have participants prepare a short monologue/skit where they perform as an alter ego.

D. ALL OF ME (30 Minutes)

1. Distribute poster board. Have participants draw an outline of a body on the poster board. Have participants decorate their "bodies" using words and images to describe themselves. Provide old magazines, construction paper, markers and other art supplies.
2. Have participants share their individual makeups with the group.

E. EGO TRIPPING (10 Minutes)

1. Introduce Nikki Giovanni and explain the connection between poetry and hip-hop as well as Giovanni's connection to hip-hop. Distribute Nikki Giovanni Bio and "Ego Tripping" poem (Handout 2.2). Ask for a volunteer to read Giovanni's bio.
2. Play "Ego Tripping" video and have participants follow along with the words.
3. Have participants underline parts of the poem that they like or that they can relate to. Have participants share parts of the poem that they like. Ask participants to identify what techniques and images that Giovanni uses to articulate greatness. This is also an opportunity to discuss figurative language, metaphor, and description.

F. EXPRESS YOURSELF (15 Minutes)

1. Tell participants that it's their turn to articulate what makes them great and unique just as Nikki Giovanni did in "Ego Tripping."
2. Introduce participants to the I Am poem. Distribute I Am Poem Outline & Model (Handout 2.3) and review as a group.
3. Have participants write their own poem using the model. Encourage participants to be creative.

G. CONCLUSION (5 Minutes)

1. Have participants write in their journals or verbally answer the following prompt, "Today I learned..."

EXTENSION ACTIVITIES:

1. Have participants prepare a Q&A with their alter ego, similar to Q&As featured in popular

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magazines. Bring in magazines with Q&As as models.

2. Have participants research Nikki Giovanni and the Black Arts Movement and prepare an interactive presentation.

3. Have participants write a song, similar to "Me Myself and I," which talks about individuality.

Sample Session

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