



## 7<sup>th</sup> Grade Language Arts / Reading "The History of Hip-Hop"\*

### Step 1: CLEAR Objective

#### Objective:

ELA.R.7.02.a.	01 Describe characteristics of ...poetry (ballads)
ELA.R.7.03.a.	02 Draw on experiences and prior knowledge to bring appropriate, contextual meanings to words

### Step 3: Core Values

Discern differences and commonalities among cultures by comparing cultural characteristics such as ...**values**, mores, etc.

#### Introduction:

Explain to students that for the next five days they will be studying a genre of literature called historical fiction. Ask students to predict what they think this genre is like.

#### Previous Learning

Review the following terms and explain that these are concepts that have been taught in the previous two units and will be incorporated into this unit.

- narrative
- memoir
- chronology
- setting
- **point of view**
- character
- sentence structure

#### Concept Development:

##### 1. Genre

### Step 2: Real-world Experiences

### Step 4: Questions?

Ask students these questions:

- Have you ever listened to hip-hop music from a different time period ('old school')?
- What other eras (time periods) of music have you listened to?
- What are some details that were included in the music from that era?
- Imagine you were writing the lyrics to a rap song for this era, what would be some of the details?
- Now imagine you were writing a rap song about something that happened during the American Revolution (or Texas Revolution, or Ancient Greece, or another era).
- What are some setting, character, or plot details you might include from that era?
  - Explain the genre *historical fiction*.(A1)
  - Have students complete Student Practice, "Thinking About Historical Fiction." (B2)
  - Discuss responses to "Thinking About Historical Fiction."

## 2. Prereading/Text Features

- Define and discuss *novel* (a long work of fiction). (*LOL*, p. R15)
- Introduce chapter one of the novel *I, Juan de Pareja*, the reading for this unit. (A2)
- Show the map of Spain and its relationship to North Africa when discussing slavery and the Moors. (B3)

## 3. Reading Strategies *I, Juan de Pareja*

- Review reading strategies. Remind students to use these strategies while reading. (See Unit One, Resource A8, and *LOL* p. 19)
  - connect
  - question
  - predict
  - visualize
  - evaluate
  - clarify
- Begin reading aloud chapter one.
- Perform a think aloud to demonstrate using one of the reading strategies. For example, read the first page which contains details about setting and historical references. While reading, connect this information to what you already know about slavery, the early 1600's, or Spain.
- Have students write a response using 2-3 of the reading strategies listed above.

## 4. Vocabulary Development: Word Play

- Distribute and explain "Vocabulary Word Play: Magic Square." (B4) (A3)
- Instruct students to use a dictionary to help them complete the word play. Partner students that may have difficulty with this task with students who can assist them.
- Have students begin vocabulary activity and complete for homework.

*Notes:*

Vocabulary exercise adapted from Allen, Janet. *Words, Words, Words*.

## Step 5: Strategy(ies)

### Student Practice:

1. Model and assist students in taking notes on historical fiction. Then instruct them to complete the chart on the handout “Thinking About Historical Fiction.” (B2)
2. Encourage all students to contribute to prereading discussion.
3. Have students listen to and read chapter one of *I, Juan de Pareja*. Then ask them to write a response using 2-3 of the reading strategies that have been reviewed.
4. Direct students to complete “Magic Square” handout. (B4)

## Step 6: Assessment

### Assessment:

1. Encourage each student to contribute at least one detail from “Thinking About Historical Fiction.” Observe contributions students make to class discussion.
2. Informally assess understanding through oral Q&A and discussion.
3. Informally assess recall of reading strategies through class discussion. Collection of reading responses in notebook may be periodically evaluated.
4. Instruct students to keep word lists in the Vocabulary section of their notebooks. This concept will be formally assessed in the Unit Test.

### Closure:

Ask students to reflect on the reading to this point and make predictions about what will occur in the remainder of the chapter. Tell students they will be reading the rest of the chapter in class.

- Remind students to complete the vocabulary/word play activity for homework.

### Materials:

Links

[A01 Genre Historical Fiction](#)

[A02 Introduction to Reading](#)

[A03 Vocabulary Word Play / Magic Square](#)

[B01 Unit Overview](#)

[B02 Thinking About Historical Fiction](#)

[B03 Map of Spain](#)

[B04 Vocabulary Word Play](#)

Books

I, Juan de Pareja. Borton de Trevino, Elizabeth. Farrar, Straus and Giroux, 1965.  
(chapter one)  
Words, Words, Words: Teaching Vocabulary in Grades 4-12. Allen, Janet.  
Stenhouse Publishers, 1999.

\* This lesson plan is a modified version of the HISD Project CLEAR ELA Curriculum.