

# word *generation*

## Week 5:

### Focus Words

considerable  
contribute  
demonstrate  
sufficient  
valid

### Topic

Does rap  
music have  
a negative  
impact on  
kids?

# Overview of the Week

		<i>Mon.</i>	<i>Tues.</i>	<i>Wed.</i>	<i>Thurs.</i>	<i>Fri.</i>
Defining the issue: (pg. 3) Introduction to weekly topic.		X				
Choose any 3 options	<b>ELA Options:</b> (pg. 4) A. Focus words in literature B. Taking words apart					
	<b>Social Studies Options:</b> (pg. 5) A. Focus words in social studies B. Debating the issue					
	<b>Science Options:</b> (pg. 6) A. Focus words in science B. Science sentences					
	<b>Math Options:</b> (pg. 7) A. Focus words in math B. Problem of the week					
Taking a stand: (pg. 8) Students write issue paragraphs						X

Note: The Monday and Friday Activities are required. On Tuesday, Wednesday, and Thursday, teachers may choose from the Content Area Option Activities or create their own 10-minute activities that reinforce the weekly focus words.

## *Focus Word Definitions*

- » considerable (adj.) - large; important
- » contribute (v.) - add (to); offer
- » demonstrate (v.) - show; display
- » sufficient (adj.) - enough; adequate
- » valid (adj.) - convincing; defensible

# Monday Activity:

## *Defining the Issue*

### Activity Overview:

1. Distribute student paragraphs. Using a transparency, teacher reads the paragraph while students follow along. Ask them to highlight words they don't know on their copies of the paragraph, and to identify the different positions presented in the text.
2. Engage students in discussing the focus words and key positions.
3. Distribute the Focus Word Chart for Week 5. Preview the information to be filled in, and encourage students to use the "Examples of Use" column to note sentences they hear or read during the week that contain these words.  
See Teacher Notes, pg. 11-14 for teacher notes and a more detailed procedure.

### *Does rap music have a negative impact on kids?*

Some people believe that rap music has had considerable influence on children and teenagers, most of which has been negative. They claim that the lyrics are often violent and especially insulting to women. Thus, they say, rap has contributed to aggression among young people and to behavior that disrespects women. But is that a valid claim? Supporters of rap music say the songs demonstrate a different face of American culture than the one we usually see on television or in newspapers. They think it's important for rappers' voices to be heard. It has been argued that some individuals who listen to rap were probably violent before ever hearing this type of music. Still others say that rap is a form of creative expression - this generation's poetry. They point to rap artists who create positive images for today's youth. However, some parents worried about the messages conveyed by rap music and asked the music industry to label CDs with a warning. Many rap music fans consider this a form of artistic censorship because certain people get to decide what others are allowed to hear. Do you think that listening to rap leads to aggression? Should rap artists be prevented from talking about violence, especially against women? Is there sufficient evidence, in your experience, to support the claim that rap has a negative impact on kids?

# English/Language Arts Activities:

*Choose Option A or B*

## Option A: *Focus Words in Literature*

### Activity Overview:

Share definitions or uses of focus words that are relevant to ELA. Invite students to discuss how these meanings relate to those used in the weekly paragraph. Ask them to write additional definitions on their "focus word meanings" page and/or generate examples (either orally or in writing) of different uses of the same focus words.

Discuss with students the uses of valid and sufficient in terms of supporting claims, highlighting the differences in their meanings. What is considered valid evidence from a text to support an *interpretation*? What is considered sufficient justification for a claim in an argument? How might students demonstrate their understanding of a text or idea? How might they effectively demonstrate their reading and writing skills? How can students contribute to a class discussion in ways that respect other opinions while moving the discussion forward? What do they consider to be a valid contribution to a discussion?

### Activity Overview:

## Option B: *Taking Words Apart*

Ask students to think about the various forms related to the word *considerable* and their variations in meaning.

For example:

Consider (v.)

» To think about, reflect upon (e.g., I will seriously consider your request.)

» To respect or take into account (e.g., She considered my feelings carefully before deciding.)

Consideration (n.)

» Thoughtful attention (e.g., He gave the proposal serious consideration.)

» Respect for another's feelings (e.g. My aunt shows consideration for her lonely mother by visiting frequently.)

Considerate (adj.)

» Thoughtful about others (e.g., When getting off a bus, it is important to be considerate of other passengers.)

Ask students to discuss how the meaning of *considerable* relates to the idea of 'thinking about' that is central to the meanings of *consider*, *consideration*, and *considerate*. If they are having trouble, give examples contrasting *considerable* to *negligible*, meaning too small or unimportant to be worth considering. For example: "Electricians charge *considerable* fees" vs. "McDonald's pays *negligible* wages" or "Shaquille O'Neal is *considerably* bigger than Paul Pierce" vs. "Tom Brady is *negligibly* smaller than Peyton Manning." Use the relationships among *considerable*, *consider*, *consideration*, and *considerate* to discuss how word meanings can expand and shift (technically, this is called polysemy <pa LI sa mee>).

Ask students to list different forms of the weekly words on their focus word charts.

# Social Studies Activities:

*Choose Option A or B*

## Option A: *Focus Words in Social Sciences*

### Activity Overview:

Share definitions or uses of focus words that are relevant to social studies. Invite students to discuss how these meanings relate to those used in the weekly paragraph. Ask them to write additional definitions on their "focus word meanings" page and/or generate examples (either orally or in writing) of different uses of the same focus words.

Discuss with students what historians consider valid and sufficient evidence to support an *interpretation* of what happened in history. How are primary sources validated? How many sources are sufficient to verify that something happened (e.g., a fight started with an insult)?

How might students demonstrate their understanding of the importance of an historical event or the significance of geography in shaping people's lives? How might they effectively demonstrate their knowledge and skills?

Discuss important historical figures and their contributions to history.  
Discuss how geography contributes to settlement patterns.

## Option B: *Debating the Issue*

### Activity Overview:

Ask students to debate the topic of the week using one of the following activities or any other type of debate format:

- » Four corners
- » Partner positions
- » Fishbowl
- » Team debate

Whatever the format, ask students to use accountable talk in arguing their positions. In particular, students should provide reasons and evidence to back up their assertions. It may be helpful to read the sample positions in the Teacher Notes section of this guide to illustrate some possibilities, but students should be encouraged to take their own positions on the issue at hand.

# Science Activities:

*Choose Option A or B*

## Option A: *Focus Words in Science*

### Activity Overview:

Share uses of focus words that are relevant to science. For example, discuss what sort of evidence is needed to validate a scientific theory. How many trials are sufficient in a scientific experiment? (e.g., Is measuring the height of two students sufficient to scientifically demonstrate that boys tend to be taller than girls?)

Discuss various *factors* that contribute to particular outcomes. For example, which *factors* contribute to violent behavior? Is there a considerable amount of evidence to support the claim that music influences behavior? How could one *design* an experiment that tests this theory?

## Option B: *Science Sentences*

### Activity Overview:

Ask students to complete the sentences below using one of the weekly focus words (or a related word).

Word choices: considerable, considerably, contribute, contributions, demonstrates, demonstration, sufficient, valid

1. Light is necessary but not \_\_\_\_\_ to keep a plant alive; water is also essential.
2. Mae Jemison, the first African-American female astronaut, has also been an important \_\_\_\_\_ to the fields of medicine, public health, and science education.
3. There have been \_\_\_\_\_ changes in weather patterns this year. For example, some places that usually get a lot of snow are getting very little, while other places that rarely get snow are getting a lot.
4. She performed a \_\_\_\_\_ of what happens to water at its boiling point by heating a pot of water on the stove.
5. There are many \_\_\_\_\_ ways to predict the weather, although none is foolproof.
6. Both nutritious foods and regular exercise \_\_\_\_\_ to good health.
7. There is \_\_\_\_\_ evidence to support the theory that human activities are increasing global warming.
8. The north pole is \_\_\_\_\_ colder than the equator.
9. One of the most important \_\_\_\_\_ to health sciences in the last century was the discovery and widespread use of Penicillin and other antibiotics.
10. The doctor \_\_\_\_\_ working reflexes by tapping a rubber hammer under the knee.

# Math Activities:

*Choose Option A or B*

## Option A: *Focus Words in Math*

### Activity Overview:

Students should discuss how the focus words are used in math contexts. While none of this week's focus words has a specific math meaning different from the regular meaning, *considerable* and *sufficient* can be related to quantities, *sufficient* and *valid* are related to logic, and *demonstrate* and *contribute* are used to talk about relationships between claims. Invite students to discuss how the meanings given below relate to those used in the weekly paragraph. Ask them to write additional definitions on their "focus word meanings" page and/or generate examples (either orally or in writing) of different uses of the same focus words.

>> sufficient (n.) - Explain the difference between necessary and sufficient; e.g. we can state that it is necessary that every multiple of 4 is even. However it is not sufficient that a number is even for it to be a multiple of 4. Use a number like 18 as a counterexample.

>> valid (adj.) - Mathematical arguments need to be valid. Statements must flow logically from previous statements, or premises. Discuss valid operations on numbers. It is valid to multiply a number by zero, but it is not valid to divide a number by zero. A valid argument: All multiples of 6 have 3 as a factor. Given, 54 is a multiple of 6. Therefore, 54 has 3 as a factor. An invalid argument with a true conclusion: Multiples of 6 have 3 as a factor. Given, 7 is a prime number. Therefore, 55 has 5 as a factor.

## Option B: *Math Problem of the Week*

### Activity Overview:

Refer students to the handout for the math problem of the week.

Read the directions aloud:

Table 5.1 from the August 2006 issue of *Pediatrics* shows an analysis of lyrics of 16 billboard artists, both male and female, representing various musical genres (e.g., teen pop, rap, alternative rock). Analyze the table to answer the questions that follow.

Ask students in pairs to answer the questions, and then discuss their answers as a whole class.

# Friday Activity:

## *Taking a Stand (Persuasive Writing)*

### Activity Overview:

Ask students to write a paragraph in which they argue a position on the weekly topic.

1. Put the writing prompt below on the overhead projector (or the board) so that everyone can see it. Remind students to refer to the word lists in their Word Generation notebooks as needed.
2. Ask students to write an original paragraph in response to the weekly writing prompt on a piece of loose-leaf paper labeled with their name, their teacher, and the date.
3. Collect student writing in a folder to be picked up by the lead teacher.

### *Writing Prompt:*

**Does rap music have a negative impact on kids?**

*Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.*



# Week 5: Additional Activities

## Additional Activities

### Activity: Putting Words Together - Cloze Exercise

Learning Goal: To practice using focus words in different contexts

Read the paragraph below to students. Then read the cloze sentences aloud and ask students to fill in the blanks with focus words.

Rap and hip-hop, music and culture rooted in African American urban life, bloomed in the late 1970s on the streets and in the playgrounds of New York City. But rap and hip-hop also have historical roots in West Africa and in Jamaica. In other words, rap and hip-hop, like Thanksgiving, jazz, and jeans, represent an element of American culture to which traditions from elsewhere have made considerable contributions. Though rap and hip-hop are primarily identified with African-American artists, an analysis of data on music purchases demonstrates that almost 80% of the audience for rap and hip-hop is white.

### Cloze Sentences

1. African and Caribbean music have \_\_\_\_\_ to rap and hip-hop. [contributed]
2. If there were no white fans of rap and hip-hop, music purchases would not be \_\_\_\_\_ to support the artists. [sufficient]
3. The popularity of rap and hip-hop \_\_\_\_\_ the influence of African-Americans on popular culture. [demonstrates]
4. Many would argue that rap is an entirely \_\_\_\_\_ form of poetry. [valid]
5. A \_\_\_\_\_ percentage of adults find rap and hip hop offensive. [considerable]
6. What are the defining features of rap and hip-hop? Is rhyming \_\_\_\_\_? Is vulgarity necessary? [sufficient]
7. Some rappers question the \_\_\_\_\_ of rap produced by Eminem and The Beastie Boys because they are white. [validity]
8. Other rappers think that the work of Eminem and The Beastie Boys \_\_\_\_\_ the universality of rap. [demonstrates]
9. There is \_\_\_\_\_ worry about the contribution of rap to violence and crime. [considerable]

# Week 5: Additional Activities

## Additional Activities

### Activity: Discussion of Rap vs. Poetry

Learning Goal: To practice using focus words in different contexts

Many people think that rap is simply an unimportant part of youth culture, something that will disappear quickly. Others think that rap is actually poetry, an art form in which today's youth are expressing themselves. Rap does have some of the features of poetry: rhyme, and, of course, rhythm. There is also considerable use of figurative language, especially similes, in rap. For example:

"Throwing out the wicked like God did the devil,  
funky like your grandpa's drawers, don't test me,  
we're in like that, you're dead like Presley."

- Q-Tip on Steve Biko, Midnight Marauders

"My rhymes are like shot clocks,  
interstate cops  
and blood clots,  
my point is your flow gets stopped."

- Talib Kweli on Hater Players, Mos Def and Talib Kweli Are Blackstar

And rappers often have fun with language, using 'big words':

"Dreams of euphoria, aurora, to another galaxy, fallacy, be this microphone,  
but get lifted, lyrically I'm gifted."

- Lauryn Hill on The Score, The Score

"Wes Jackson had the vision, and brought it to fruition with a little hard work,  
perseverance and intuition."

- Aheru on Soon Come, Soon Come...

(See <http://www.flocabulary.com/hiphopmetaphors.html> for more examples.)

Ask students to supply additional examples of similes, metaphors, and language play from rap songs they know.

# Week 5: Teacher Notes

## Information about Word Meanings - For use on Day 1 and beyond

The following student-friendly definitions apply to the words as they are used in the context of the weekly paragraph. Note that some words have other definitions in addition to the ones that apply in this context. When clarifying the meaning of the paragraph, consider that in addition to the AWL focus words, some of the AWL background words and additional non-AWL words may be confusing to English language learners (ELLs) and other students. These words also provide good candidates for extra word study activities as time allows.

### Focus words (AWL list 3):

considerable (adj.) - large; important  
contribute (v.) - add (to); offer  
demonstrate (v.) - show; display  
sufficient (adj.) - enough; adequate  
valid (adj.) - convincing; defensible

### Background words (with AWL list number):

evidence (1) (n.) - proof  
generation (5) (n.) - people in a certain age group  
negative (3) (adj.) - harmful  
image (5) (n.) - picture; impression  
individual (1) (n.) - person

### Additional words:

label (4) (v.) - mark  
aggression (n.) - hostile or threatening behavior  
convey (v.) - communicate  
censorship (n.) - restricting people's access to ideas that are considered offensive  
influence (n.) - effect  
lyrics (n.) - words to a song  
prevent (v.) - not allow  
expression (n.) - communication of one's ideas  
violence (n.) - forceful, harmful behavior

# Week 5: Teacher Notes

## Information about Weekly Topic - For use on Day 1 and beyond

### Background Information:

Rap and hip-hop music and culture are rooted in African-American urban life, though enjoyed by a wider audience, including white suburban youth. This style of music bloomed in the late 1970's on the streets and in the playgrounds of New York City. But rap and hip-hop also have historical roots in West Africa, which can be traced to the singers/storytellers known as Griots. Jamaican music has also influenced American rap. A subgenre known as "gangster rap" has been criticized for lyrics that embody misogyny, promiscuity, homophobia, racism, materialism, aggression, and violence, especially toward women. Some people worry about the negative effects of these music lyrics and videos, such as girls becoming more accepting of male violent behavior toward them. Others are concerned that such lyrics propagate negative stereotypes about blacks among non-black children. Many musicians and other concerned people are trying to change the tone and message of rap music, including Radio LOG, Take Back the Music (<http://www.essence.com/essence/takebackthemusic/>), Positive Hip-Hop Podcast (<http://www.theskybeneath.com/podcast/>), and Totally Positive Rap (<http://www.p-rap.com/message/index.htm>).

### Reference Weblinks

"Aiming for an alternative hip-hop" from the Boston Globe

[http://www.boston.com/ae/music/articles/2006/01/30/aiming\\_for\\_an\\_alternative\\_hip\\_hop/](http://www.boston.com/ae/music/articles/2006/01/30/aiming_for_an_alternative_hip_hop/)

"Signaling empowerment for women" from the Boston Globe  
[http://www.boston.com/news/local/massachusetts/articles/2004/07/25/signaling\\_empowerment\\_for\\_women/](http://www.boston.com/news/local/massachusetts/articles/2004/07/25/signaling_empowerment_for_women/)

"MISOGYNY IN MUSIC: Hip Hop's Bad Rap?" from Tolerance.org  
[http://www.tolerance.org/news/article\\_hate.jsp?id=719](http://www.tolerance.org/news/article_hate.jsp?id=719)

"Angry black women take aim at rappers" from MSNBC  
<http://www.msnbc.msn.com/id/4816719/>

"Violent music lyrics increase aggressive thoughts" from APA  
<http://www.apa.org/releases/violentsongs.html>

"Differential gender effects of exposure to rap music on African American adolescents' acceptance of teen dating violence"  
[http://www.findarticles.com/p/articles/mi\\_m2294/is\\_n7-8\\_v33/ai\\_17895695](http://www.findarticles.com/p/articles/mi_m2294/is_n7-8_v33/ai_17895695)

# Week 5: Teacher Notes

## Information about Weekly Topic - For use on Day 1 and beyond

### Teacher Tips:

» Rap music is likely to be an engaging topic for many students. The question of whether rap lyrics influence people's behavior raises many larger social issues, including respect, violence, censorship, the power of language, rights and responsibilities, and the relationship between art and society.

» Some students may need help defining positions on the weekly issue conveyed in the paragraph. Here are some examples:

Position 1 - Rap songs that promote violence, especially against women, should not be sold to minors because they set a bad example.

Position 2 - Freedom of speech is an important American right, so rap lyrics should never be censored, no matter what they say.

Position 3 - Rap artists should take some responsibility for setting a good example for young people, and promoting violence does not set a good example, but it is ultimately their choice to write about whatever they want.

Position 4 - Rap music is an important form of creative expression, and kids are smart enough to be critical of bad messages and make responsible decisions about how to behave toward each other.

### Reading Comprehension/Discussion Questions:

The following questions can help to guide discussion about the paragraph and check for student comprehension. In addition to asking students to consult the paragraph for answers to the questions, teachers can invite students to go beyond the paragraph and tap into their own personal knowledge about the topic.

- » Are people's concerns about the dangers of rap music valid?
- » Do you think that rap music contributes to violent or aggressive behavior?
- » What does rap music demonstrate about American culture?
- » Do you think labeling CD's with a warning is sufficient to keep kids from hearing music that is disrespectful?
- » Do you think rap music has had considerable influence on today's kids, either positive or negative?

# Week 5: Teacher Notes

## Teacher's Extended Word Form Chart: Week 5 Focus Words

<i>Word</i>	<i>Meaning</i>	<i>Forms</i>			<i>Related Words</i>
		Inflectional	Basic Word Classes	Prefixes/Suffixes	
considerable	(adj.) - large; important		consider	considerably	considerate consideration
contribute	(v.) - add (to); offer	contributes contributed contributing	contribution	contributor	
demonstrate	(v.) - show; display	demonstrates demonstrated demonstrating	demonstration	demonstrator demonstrative	demonstrable
sufficient	(adj.) - enough; adequate		sufficiency	sufficiently	suffice
valid	(adj.) - convincing; defensible		validate validation validity	validly	

## Word *Generation*: Week 5 Materials

Name: \_\_\_\_\_

Date: \_\_\_\_\_

*Does rap music have a negative impact on kids?*

Some people believe that rap music has had considerable influence on children and teenagers, most of which has been negative. They claim that the lyrics are often violent and especially insulting to women. Thus, they say, rap has contributed to aggression among young people and to behavior that disrespects women. But is that a valid claim? Supporters of rap music say the songs demonstrate a different face of American culture than the one we usually see on television or in newspapers. They think it's important for rappers' voices to be heard. It has been argued that some individuals who listen to rap were probably violent before ever hearing this type of music. Still others say that rap is a form of creative expression - this generation's poetry. They point to rap artists who create positive images for today's youth. However, some parents worried about the messages conveyed by rap music and asked the music industry to label CDs with a warning. Many rap music fans consider this a form of artistic censorship because certain people get to decide what others are allowed to hear. Do you think that listening to rap leads to aggression? Should rap artists be prevented from talking about violence, especially against women? Is there sufficient evidence, in your experience, to support the claim that rap has a negative impact on kids?

# Word Generation: Week 5 Materials

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Focus Word Chart - Week 5

<i>Word</i>	<i>Meaning</i>	<i>Forms</i>	<i>Examples of Use</i>	<i>Notes</i>
considerable	(adj.) large; important			
contribute	(v.) - add (to); offer			
demonstrate	(v.) - show; display			
sufficient	(adj.) - enough; adequate			
valid	(adj.) - convinc- ing; defensible			



# Word Generation: Week 5 Materials

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Math Problem of the Week

Table 5.1 from the August 2006 issue of Pediatrics, shows an analysis of lyrics of 16 billboard artists, both male and female, representing various musical genres (e.g., teen pop, rap, alternative rock). Analyze the table to answer the questions that follow.

Table 5.1: Musical Genre, Number of Songs, and Content of Songs by Each Artist in Study.

Artist No.	Musical Genre	# of songs per album	% Songs With Explicit Romantic Content	% of Songs with Content Degrading to Women
1	Hard Rock	12	50	0
2	Alternative Rock	15	33	0
3	Alternative Rock	11	0	0
4	Rap-Rock	14	64	43
5	Rap-Rock	11	63	45
6	Rap	13	70	70
7	Rap	17	71	59
8	Rap	13	0	0
9	Rap-Metal	14	21	14
10	R&B	12	42	17
11	Country	12	0	0
12	Country	13	8	0
13	Teen Pop	12	33	0
14	Teen Pop	13	23	0
15	Teen Pop	12	42	0
16	Teen Pop	13	23	0

Source: Pediatrics Journal <http://pediatrics.aappublications.org/cgi/content/full/118/2/e430#SEC3>

» Artist #7 had an album on the charts with 71% explicit romantic content, and 59% content degrading to women. Demonstrate how is it possible that the sum of the percentages exceeds 100%.

» 70% of the songs of artist #6 have explicit romantic content. Approximately how many songs per album is this? Demonstrate your understanding by showing your work or explaining your reasoning.

» Do the data in table 5.1 support a claim that rap music has considerably more content degrading to women than other genres of music? Give figures (percentages) that support or refute that claim.

» Based on the data above, is it valid to claim that some of the rap lyrics might contribute to the degradation of women more so than teen pop music? Support your argument with aggregated estimated percentages.

» Finally, is there sufficient evidence to conclude that rap music causes teen violence? Explain your position.

## Word Generation: Week 5 Materials

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### *Science Sentences*

Directions: Complete the sentences below using one of the weekly focus words (or a related word).

Word choices: considerable, considerably, contribute, contributions, demonstrates, demonstration, sufficient, valid

1. Light is necessary but not \_\_\_\_\_ to keep a plant alive; water is also essential.
2. Mae Jemison, the first African-American female astronaut, has also been an important \_\_\_\_\_ to the fields of medicine, public health, and science education.
3. There have been \_\_\_\_\_ changes in weather patterns this year. For example, some places that usually get a lot of snow are getting very little, while other places that rarely get snow are getting a lot.
4. She performed a \_\_\_\_\_ of what happens to water at its boiling point by heating a pot of water on the stove.
5. There are many \_\_\_\_\_ ways to predict the weather, although none is foolproof.
6. Both nutritious foods and regular exercise \_\_\_\_\_ to good health.
7. There is \_\_\_\_\_ evidence to support the theory that human activities are increasing global warming.
8. The north pole is \_\_\_\_\_ colder than the equator.
9. One of the most important \_\_\_\_\_ to health sciences in the last century was the discovery and widespread use of Penicillin and other antibiotics.
10. The doctor \_\_\_\_\_ working reflexes by tapping a rubber hammer under the knee.

*Writing Prompt:*

Does rap music have a negative impact on kids?

*Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.*