

### Focus Question:

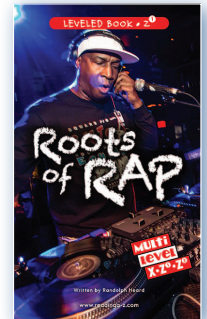
*How has rap influenced the music that came after it?*

### Book Summary

Text Type: Nonfiction/Informational

Rap music arose from the streets of New York City in the 1970s. *Roots of Rap* guides readers through the early history of rap music: from its origin at a young girl's block party, to an explanation of the four "pillars" (key elements) that define hip hop. The book can also be used to teach students how to determine an author's purpose for writing and the proper use of dashes.

The book and lesson are also available for levels X and Z2.



### Lesson Essentials

#### Instructional Focus

- ☐ Visualize to understand text
- ☐ Determine author's purpose
- ☐ Describe information provided by captions
- ☐ Recognize and use dashes
- ☐ Identify and use hyphenated compound words

#### Materials

- ☐ Book: *Roots of Rap* (copy for each student)
- ☐ Author's purpose, dashes, and hyphenated compound words worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

##### • Words to Know

**Story critical:** *commentary* (n.), *cultures* (n.), *influential* (adj.), *inspired* (v), *poverty* (n.), *rivals* (n.), *turntables* (n.)

**Enrichment:** *amplifier* (n.), *defacing* (v.), *innovation* (n.), *mainstream* (adj.), *vinyl* (adj.)

- **Academic vocabulary:** *culture* (n.), *elements* (n.), *influenced* (v.), *produced* (v.), *style* (n.), *unique* (adj.)

### Before Reading

#### Build Background

- Ask students if they have ever listened to rap music. Have students discuss the sound of rap songs and where they've heard it before.
- Discuss rap music with students. Have students brainstorm with a partner to think of different types of music that may have influenced rap. Invite volunteers to share their ideas with the rest of the class.

#### Introduce the Book

- Give students their copy of *Roots of Rap*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

#### Introduce the Reading Strategy: Visualize

Explain to students that engaged readers visualize, or create pictures in their mind, as they read. Explain that readers make visual images using information from the text and what they already know about the subject. Point out that the pictures in a book can also provide information to add to visualizations. Have students close their eyes as you read page 6 aloud. Ask students to draw a representation of what they visualized. Invite volunteers to share their visualization with the rest of the class, and discuss how their pictures compare to the picture in the book.

### Guiding the Reading (cont.)

#### Introduce the Comprehension Skill:

##### Author's purpose

- Explain to students that authors have a purpose, or reason, for what they write. Write the words *inform*, *entertain*, and *persuade* on the board. Explain to students that to *inform* means to provide information, to *entertain* means to amuse, and to *persuade* means to convince another to act or feel a certain way.
- Have students turn to page 4 and read the first paragraph with a partner. Ask students what they think the author's purpose is on the basis of the introduction (to *inform*). Invite students to share their thoughts with the class.

##### Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

##### Set the Purpose

- Have students read to find out more about how rap has influenced the music that came after it. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *How did DJ Kool Herc's Jamaican background influence his music?* (level 1) page 5
- *How would you define block parties?* (level 3) page 6
- *Can you elaborate on the reason DJ Kool Herc said that no one knew they were making history?* (level 3) pages 7
- *How did hip-hop DJs innovate the use of turntables?* (level 2) pages 8 and 9
- *How is breaking related to graffiti art?* (level 2) pages 10 and 11

- *Why would rappers address serious social and political issues?* (level 3) page 14
- *What facts would you select to support the idea of rap's global influence?* (level 3) page 14 and 15
- *What conclusion can be drawn from the book about the history of hip-hop?* (level 3) multiple pages

#### Text Features: Captions

Explain that captions clarify pictures by describing the details of the picture. Captions may provide the reader with names, dates, and locations. Have students work with a group to review the picture on page 5 and its caption. Ask students: *How does the caption help the reader understand the purpose of the picture in the book? How do captions clarify visual information? Why are captions an important tool for describing pictures?* Have students review other pictures in the book and discuss in groups what the captions describe. Invite volunteers to share their thoughts with the rest of the class.

#### Skill Review

- Model for students how you create visual images as you read, and direct them to stop at several points during the reading to draw a representation with a caption of what they visualize. Invite volunteers to share their pictures and captions with the rest of the class. Discuss with students how their pictures compare with the pictures in the book.
- Have students work in groups to periodically review the details they have read and discuss their effect on the reader. Have groups discuss their opinion on the author's purpose for writing each time they convene.
- Model evaluating details to determine the author's purpose.  
**Think-aloud:** *The book is providing me with many details about the history of hip-hop: its founders, its four pillars, its artistic expression, and so on. All of these facts give me new information on the topic, so I believe the author's purpose is to inform. Still, I will read to the end of the book, examining each detail, to see whether he has a different main purpose or more than one.*
- Model how to complete the **author's purpose worksheet**. Have students identify details from the book and circle them. Then, have students discuss the details with a partner and determine the author's purpose for the book.

### After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Guiding the Reading (cont.)

#### Skill Review

#### Graphic Organizer: **Author's purpose**

Review the author's purpose worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the details they chose, and have students point to the correct purpose on the board. Circle the word *inform*. Discuss with students the justification for choosing this purpose.

#### Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include using creative innovation. Sample: *Rap influenced the music that came after it by using creative innovations, such as breakbeats, to express social and political views.*)

#### Comprehension Checks

- **Book quiz**
- **Retelling rubric**

### Book Extension Activities

#### **Build Skills**

#### Grammar and Mechanics: **Dashes**

- Review or explain to students that a *dash* (—) is a punctuation mark used either to indicate an interruption, or to emphasize information. It can also be used to clarify information within a sentence.
- Have students turn to page 5 in the book. Write the following sentence on the board: *Like Clive, other kids from different backgrounds and cultures were inspired to take what they had—beat up turntables, vinyl records, a microphone—and use their creativity to invent an entirely new musical culture.* Ask students how the dash is used in this instance (*to set off an explanatory phrase*).
- Review or explain that hyphens are used in compound words, such as *twentieth-century* on page 4 in the book. Point out that hyphens are shorter in length and are used to connect two words. Remind students not to confuse a dash with a hyphen.
- Ask students to further explain the difference between a hyphen and a dash and how they are used.
- **Check for understanding:** Have students find and circle all examples of dashes on the book. Have them write how they are used in the margins.

- **Independent practice:** Introduce, explain, and have students complete the **dashes worksheet**. If time allows, discuss their answers.

#### Word Work: **Hyphenated compound words**

- Review or explain that *adjectives* are words that describe nouns and pronouns and usually tell which one, how many, or what kind.
- Write the following sentence on the board: *Clive was only sixteen when he was the DJ at a party.* Have a volunteer come to the board and circle the adjective in the sentence (*sixteen*). Then have the student underline the noun that the adjective describes (*Clive*).
- Write the following sentence on the board: *Sixteen-year-old Clive was the DJ at a party.* Read it aloud with students and discuss how the adjective changed. Have a volunteer come to the board and circle the adjective in the sentence (*sixteen-year-old*). Then have the student underline the noun that the adjective describes (*Clive*). Explain that the new adjective is an example of a *hyphenated compound word*. Point out that the short line between the words is a *hyphen*.
- **Check for understanding:** Have students work in pairs to locate and circle the hyphenated compound words in their books.
- **Independent practice:** Introduce, explain, and have students complete the **hyphenated-compound-words worksheet**. If time allows, discuss their answers.

#### Connections

- See the back of the book for cross-curricular extension ideas.