**Final Project Instructions:**

Choose one element of hip hop to express your opinion about a social/cultural/ historical/economic issue discussed in class. **In an 8-sentnece paragraph,** **describe the issue that concerns you involving injustice or inequality.**

**Problèmes:** (ex. le racisme, la pauvreté, la violence domestique, la violence de gang, la violence de police, l’addiction à la drogue, l’école résidentielle, l’homophobie, les préjugés contre les jeunes/ les immigrants/ etc…)

Examples :

1. Write a short rap and record it with a backbeat (1-2 minutes). Make sure to introduce your issue in the introduction sentence, describe the situation and why it’s unfair/ wrong/dangerous, etc…, and state your opinion/feeling in a conclusion sentence
2. Create an 8 X 11 graffiti and tag representing/contesting your issue. In a short paragraph, introduce your issue in the introduction sentence, describe your graffiti /tag and how it represents your issue and why it’s unfair/ wrong/dangerous, etc…, and state your opinion/feeling in a conclusion sentence.

**A-** Research the five elements of hip hop and decide which form of expression you most connect with. Develop an introduction sentence:

Dans mon \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, ça parle de \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Ex. Dans mon rap, ça parle de violence domestique et de sexisme.

**B-** Describe two-three things/events that happen: who, what, where, what happened, why. Write 2-3 sentences describing each and remember to accord your adjectives to your nouns (see bold).

Ex. Dans ma culture il y a de l’injustice contre les femmes à la maison. Tout le monde l’ignore. Ce n’est pas juste.

Ex. Des fois, l**es** femm**es** à la maison sont battu**es** par leur mari. La violence domestique est un crime horrible. La police peut aider.

Ex. De plus**, les** femm**es** à la maison ne sont pas respecté**es**.  **Elles** travaillent fort et **elles** ne sont pas pay**ées.**

**C-** State how it made you feel/ your opinion on how to change it/ how it changes our community and perception. Develop a conclusion sentence:

Le/la \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, c’est \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dans/ pour ma société et je pense que c’est \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Ex. La violence domestique, c’est une plaie dans ma société et je pense que c’est un crime terrible.

**YOU MUST INCLUDE**

**8 sentence structures/ reactions**

1 introduction, 1 conclusion and 6 descriptive sentences

Examples to pick from:

**STRUCTURES:**

Dans la culture du hip hop...      *(in the hip hop culture)*  
Dans le film de hip hop \_\_\_\_\_... *(in the film de hip hop\_\_\_\_\_\_\_\_\_)*  
Dans la chanson hip hop \_\_\_\_\_\_\_ ... *(in the hip hop song\_\_\_\_\_\_)*  
...il y a du/de la/des... *(there is/there are)*   il n'y a pas...  
...ça parle de...   *(it talks about...)*     ça ne parle pas de...  
...tout le monde est.... *(everyone is...)*tout le monde n'est pas...  
Desfois *(sometimes)...* Je pense que*…(I think that…)*

Parfois *(at times)...* De plus (*furthermore*)...

**REACTIONS:**

C’est.... (*it’s)*très*(very)…*vraiment*(really)…*tellement*(so or totally)*…super*(super)*….  intéressant, frustrant, cool, injuste, bon, profond, rythmique, triste, enrageant

J'aime ...J’adore…Je déteste…Je préfère…

**VOCABULAIRE:**

Les injustices contre un groupe de personnes *(The injustices against a group of people):*

*Le racism, le sexisme, les préjugés/biais contre (against)…*

Les femmes (*women)*de l'injustice (*injustice*), aller en prison (*to go to jail),*vendre de la drogue (*to sell drugs),*de la violence de gang/de police (*gang/police violence), ê*tre criminel (*to be a criminal)*, pour s'exprimer (*to express yourself),*une culture*( a culture),*de la musique (*musique*), un vidéoclip (*a music video),*un conflit (*a conflict),* des biais systématiques*(systematic biases),*les jeunes*(young people),*le beat (*the beat)* le message (*the message*), le vidéoclip (*the music video)*, 

**EXTRA: Opinions, reactions, comparisons, detail, 3 or more things described in each postcard, creative postcards**

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| **­­­­­** | 1-Emerging | 2-Developing | 3-Proficient | 4-Extending |
| **Visual**  **Or**  **Audio** | Incomplete; | little creativity; messy or awkward | Good presentation | Excellent presentation; shows motivation |
| **Writing** | 1-Emerging | 2-Developing | 3-Proficient | 4-Extending |
| **Length**  8+ sentences with required structures | Less than 7 sentences | 8 sentences without required structures | 8 sentences with required structures | 9+ sentences with required structures |
| **Detail and information. X2**  Description details, transition words, opinions, comparisons, expression | Very limited detail | Includes some detail | Appropriate detail uses some transition words and opinions/ comparisons, etc… | Extra detail uses several transition words and opinions/ comparisons, etc… |
| **Accuracy**  Writes accurate and complete sentences using model provided. | Model is inaccurately copied; difficult to discern meaning | Model is usually accurately copied; very repetitive | Model is usually accurately copied with some correct adaptations and risks | Model is accurately copied with correct adaptations and many risks |
| **Mechanics**  Writes using correct format, spelling, punctuation capitalization, accents | Mechanics errors hinder the meaning | Mechanics errors may interfere with meaning or flow | Mechanics errors do not interfere with meaning or flow | Almost no mechanics errors |
| **TOTAL** | **/24** | | | |