**Objectives:**

**CC.9-10.R.L.1 Key Ideas and Details:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CC.9-10.R.I.7 Integration of Knowledge and Ideas:** Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

**CC.9-10.SL.2 Comprehension and Collaboration:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**Preparation:**

Create student groups of 3-4

**Materials:**

<http://www.youtube.com/watch?v=xpL_6xb_ScQ>

**Procedure:**

1. Begin class by continuing to read *Monster*. As a class, use shared reading in order to read through and comprehend pages 99-120 of the text. Tell students that as they read, they should keep track of favorite lines or quotes for tomorrow’s activity. Page numbers and lines should be written on a separate sheet of paper. (20 min)
2. After having read, explain to students that today’s class will focus on comparing and contrasting Hip Hop and the Spoken Word to *Monster*’s format of screenplay.
3. To introduce students to what the spoken word is, begin by showing the class a video entitled, “The Day Hip Hop Died,” which can be found at: <http://www.youtube.com/watch?v=xpL_6xb_ScQ> (3 min)
4. After watching the video as students to shout out the characteristics of the Spoken Word and Hip Hop music in general. Write all of these on the board. (2 min)
5. Now, ask students to shout out characteristics of the screen play they are reading. Create another list on the board and any characteristics that have already been listed for Hip Hop/Spoken Word may be circled to represent shared characteristics. (2 min)
6. Now that the similarities and differences are on the board for all to see, ask students how these elements contribute to the telling of today’s story. Things to focus on include:
   1. Discussing the “stop” and “rewind” strategy used in the video to extend the understanding of court scenes (i.e. objections, evidence, etc.)
   2. Steve’s thoughts about the past, present, and future
   3. Structure of the book and use of different perspectives (include flashbacks)

(10 min)

1. Students will now get into the premade groups and choose a character from today’s reading. The task at hand is for students to create one verse, about 4-8 lines, of a Spoken Word rap/Hip Hop song that describes the character, their actions, feelings, and their participation in the plot. Students may receive the opportunity to perform these few lines for extra credit, or use this as a starting point for their final project/performance at the end of the unit. (10 min)

**Assessment:**

**CC.9-10.R.L.1:** Use textual evidence during class discussion. Students will also incorporate specific evidence during the creation of their Spoken Word/Hip Hop verses that display understanding of, and engagement with, the text and its themes and characters

**CC.9-10.R.I.7:** Students will compare and contrast how *Monster* is told through different mediums (Screenplay and monologue), and compare it to the telling of stories through Spoken Word/Hip Hop. Students will understand how different details can be capture through different modes.

**CC.9-10.SL.2:** Engage in discussion and produce student work (poem verse) that displays understanding of how different mediums present information; understanding how to choose one medium over another to best showcase a work.