

Gender and Generation in East Asia Lesson Plan

Lesson Sequence

Grade	Content Areas Being Integrated
12th	Gender and Culture Consumption

	Social Justice Framework Disciplines
Key Content Standards	<p><i>Diversity 8 DI.9-12.8 I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.</i></p> <p><i>Diversity 9 DI.9-12.9 I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.</i></p> <p><i>Diversity 10 DI.9-12.10 I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.</i></p> <p><i>Justice 14 JU.9-12.14 I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.</i></p> <p><i>Justice 15 JU.9-12.15 I can identify identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</i></p>

Learning Objective	<i>Students will be able to describe the connection between aspects of their culture and values of a society as well as how these values can be challenged.</i>
Prior Knowledge	<i>Students have discussed other social justice issues within the LDIR class from environmental justice and urban planning to housing rights and immigration.</i>
Differentiation	<i>All vocabulary will be posted to the side for students to refer to throughout the learning segment. Organizers will be differentiated to reduced cognitive demand of online reading and research. Discussion structures will allow students to test and build ideas before sharing them to the whole class.</i>
Concepts	<i>Culture, Gender, Age, Justice, Intersectionality, Androgyny, Media Literacy, Power, Oppression</i>

Materials / Resources
Dis/sect Podcast Excerpts: Frank Ocean and Kendrick Lamar

Lesson (1 of 3): Frank Ocean, Kendrick Lamar, and BTS

Lesson / Activity Description		
Prior Knowledge	Teacher has set norms and culture for participation and class structure.	Students have prior knowledge of social justice issues.
Sequence	Teacher does:	Students do:
Intro	Teacher plays music to engage the class. Two songs are played in particular: Thinking About You by Frank Ocean and good kid, m.A.A.d. City by Kendrick Lamar - songs students are familiar with.	Students listen actively to songs as they come into the classroom and take out their notebooks.
Activity 1: Dissect	<p>Teacher explains that while the songs offer great beats to listen to as you ride on the bus - they serve a deeper purpose by being stories of the values in our society. Frank Ocean, inspired by Kanye's statement on how rap needs to change in its view of homophobia, left his destroyed school in New Orleans during the time of Hurricane Katrina to put together his first album. Thinking About You became a song he used to channel his dream of leaving school to pursue music. Kendrick Lamar on the other hand shares the story of coming from Compton and one night as he goes to visit his lover, Shreane, he is swept on a path that leads to his loss of innocence as he embraces a world of crime and racism. These are the ideas played in Dissect, a podcast, that analyzes music.</p> <p>Students will listen to podcast excerpts of both songs and take notes on major ideas of each song as well as the social justice issues that each song is connected to.</p> <p>Teacher facilitates discussion with class regarding the songs, prompting students to consider the consumption of culture.</p>	<p>Students copy the objective of today's lesson in their notebooks and listen to excerpts of Dissect - addressing two prompts below:</p> <p><i>What are the major ideas to each song?</i></p> <p><i>What social justice issues do the songs connect to or embed?</i></p> <p>Students engage in discussion regarding the contents of songs as well as values in the song to realize that by consuming music, we invest in the culture they create - wealth, money, success, exploitation.</p>
Exit Activity	Teacher transitions to analysis of another music genre from a different part of the world, K-pop from Korea.	As the song is played to end the period, students brainstorm what they believe the song reveals about Korean culture. Students leave responses on an Exit Ticket and leave their tickets by the door.

Lesson (2 of 3): The Birth of Rap and Kpop

Lesson / Activity Description		
Prior Knowledge	Teacher has set norms and culture for participation and class structure.	Students have prior knowledge of social justice issues as well as knowledge of the current lesson segment on the consumption of music culture.
Sequence	Teacher does:	Students do:
Intro	Teacher provides brief context for lesson goals: understanding the origins of Hip Hop and Kpop. The aim is to understand the circumstances that created these genres, the values that they were built upon, and potentially the connection between the two.	Students copy objective into their notebooks and set up cornell notes in order to record ideas from upcoming articles.
Activity #2: Origins of Rap and Kpop	Teacher uses two articles to help students participate in Socratic Seminar, " The Social Significance of Rap and Hip-Hop Culture " and " BTS versus Blackpink ." Students will need to generate questions to pose to a Socratic Seminar to understand areas of power to these genres.	<p>During first read of article, students use the annotation guide in order to dissect the major ideas of each article provided:</p> <p>! for Important Facts ? for Questions * for Connections to Social Justice Issues</p> <p>Students then break into jigsaw groups to discuss each article as well as some probing questions aligned towards the lesson's objective.</p>
Closing Activity	Teacher provides next article that students will review tonight, " Spycams, sex abuse and scandal: #MeToo reaches Korean Pop ." Teacher prompts students to understand that claims to power also bring about claims to oppression.	For homework, students are assigned to read a recent story regarding the sexual abuse cases of a Kpop star. Students are also assigned to bring in one Hip Hop and one K-pop song that they will psychoanalyze for class tomorrow.

Lesson 3: Critical Analysis of Culture Consumption and Media Literacy

Lesson / Activity Description		
Sequence	Teacher does:	Students do:
Intro	<p>Teacher provides Klondike commercial for students to analyze, "Klondike 5 Seconds to Glory: "Good Listener""</p> <p>Teacher prompts students to consider the white male values portrayed in the commercial. They are framed in a largely negative light (oppressive), but might other groups of people find them in a positive light (empowering)? Teacher facilitates discussion among the class and brings back the lesson objective.</p>	<p>Students answer the warm up, "What values of our society are revealed in this commercial?"</p> <p>Students engage in class discussion regarding the commercial - both from an empowering lens and an oppressing lens. Students are prompted to realize that just as how the commercial is deeply patriarchal, are Hip Hop and K-pop as patriarchal? And do we support the patriarchy as consumers of those culture?</p>
Opening Activity #1: Articles and Discussion	<p>Teacher brings the lesson objective back and tasks students to take out their articles from yesterday's homework. Teacher also provides a second article for students to analyze, ""Burning', K-pop, and Women under Capitalism."</p> <p>Teacher prompts students in a small discussion to see all sides of the article and that as consumers of the culture, we are guilty in reinforcing certain values. What we can do, is to acquire a critical consciousness and "dissect" our culture.</p>	<p>Students bring article from homework and are prompted to consider the cultural permeability of male Hip Hop / K-pop artists compared to the impermeability of female Hip Hop / K-pop artists.</p> <p>Salient Point: Male K-pop artist are able to exhibit androgynous appearance and do songs free of theme. Female K-pop artists are restricted to reinforced sexualization either in the form of bad-girl ferocity or fetishized exoticism.</p>
Activity #2: Dissect	<p>Teacher provides the next task, to write a "Dissect" episode for 1 K-pop song and 1 Hip Hop song (Appendix 1). Each episode must be 10 minutes long, but students who are able to bridge the genres together and discuss them collectively through elements of patriarchy, race, power, and oppression will earn extra credit.</p> <p>Teacher allows students to create groups, by first sharing song selections. Students with similar song selections will be paired. Teacher also provides a template (Appendix 2) for students to research words, themes, artists, origins, and other information behind the songs they have selected.</p>	<p>Students create groups and share their song selections for K-pop and Hip Hop. They are assigned to write and record a 10 minute analysis to each song that examines the words, themes, artists, origins, and other information to the music. Students turn in template before they leave to get started in activity.</p>

Appendix 1: Task and Rubric

Name: _____

____ / 4

LDIR, Period ____

Week: Culture Consumption Project

Instructions: For the last few days, we have examined the values behind the music we listen to as well as the other countries. Though the beats and the words might differ, each genre reveals subtle values of the culture that allow for both empowerment and oppression. As members of an increasingly media-heavy society, we need to be more vigilant about the culture that we consume - and the best way is to critically analyze what we listen to

Your task is to create two 10-minute episodes of Dissect in which you will analyze 1 K-pop song and 1 Hip-Hop song. If you are able to bridge the two songs together and discuss how the songs have similar points of analysis, you will need to do only one 15-minute episode.

During your episodes, please address:

1. The lyrics to each song as well as what they mean
2. The themes addressed in the song
3. Details about each artist and each song (their origins, the year the song was created, context to what was happening at the time)
4. And any other information that might be relevant (peak in charts, awards, accolades, etc.)

Your episodes must also include:

5. Your perspective on the music
6. The values that you think that the song conveys
7. Elements of the four readings we participated in class:
 - a. [“‘Burning’, K-pop, and Women under Capitalism.”](#)
 - b. [“The Social Significance of Rap and Hip-Hop Culture”](#)
 - c. [“BTS versus Blackpink.”](#)
 - d. [“Spycams, sex abuse and scandal: #MeToo reaches Korean Pop.”](#)

Rubric

Unassessed (Mastery Level 0)	Far below Standard (Mastery Level 1)	Nearly Meets Standard (Mastery Level 2)	Meets Standard (Mastery Level 3)	Exceeds Standards (Mastery Level 4)
Very little understanding of the project is demonstrated. Student is recommended for reassessment.	Student demonstrates few of the elements above (3 are demonstrate clearly) and demonstrates some level of insight and critical thinking.	Student demonstrates some of the 7 elements above (only 5 are demonstrated clearly) and demonstrates some level of insight and critical thinking.	Student demonstrates most of the 7 elements above and demonstrates a level of insight and critical thinking regarding culture consumption.	Student effectively demonstrates the 7 elements above and demonstrates a high level of insight and critical thinking regarding culture consumption.

Appendix 2: Template

Name: _____

LDIR, Period ____

Week : Culture Consumption Template Starter

Group Members

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Song Selections

K-Pop

Hip-Hop

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Details on the Song

What is the song about?	What is the song about?
When was the song made?	When was the song made?
What was happening at the time?	What was happening at the time?

Details on the Artist

Who is the Artist?	Who is the Artist?
What do we know about the Artist?	What do we know about the Artist?