

# Facilitation Guide



## Columbian Exchange Rap

Social Studies, Grade 7, Ancient South and Mesoamerica

## EXPERIENCE OVERVIEW

This lesson serves as an extension that integrates creative writing to explore the positive or negative impacts of the Columbian Exchange through music analysis and the creation of a rap or poem. Students will analyze lyrics from both a historical parody and the original Jay-Z song, examining word patterns, meanings, and rhythmic structure. Prior to this lesson, students will have analyzed various historical documents to gather textual evidence that will be used to support their creative writing. Suggested texts for this purpose are provided in the “Teacher Background” section. The lesson culminates with students composing an original rap or poem that reflects on the positive or negative impacts of the Columbian Exchange.

### Standards

#### MSDE/BCPSS CONTENT STANDARDS AND INDICATORS

- 7.6.1.a. – Explain the effects of the Columbian Exchange on European and Indigenous populations.

#### C3 STANDARDS – SKILL DEVELOPMENT

- D2.Eco.8.6–8. – Explain how external benefits and costs influence market outcomes.

#### COMMON CORE STATE STANDARDS

- CCSS.ELA-LITERACY.RI.7.4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- CCSS.ELA-LITERACY.RI.7.5 – Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- CCSS.ELA-LITERACY.W.7.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### NATIONAL CORE ARTS STANDARDS

- **Music** E:6–8:1 – Working both independently and in collaboration with others, create musical works that clearly communicate personal, cultural, or historical experience, using appropriate technology as available.
- **Music** E:6–8:3 – Support and justify the use of artistic qualities when interpreting music for performance.
- **Music** E:6–8:2 – Interact effectively with the audience and other performers to convey the artistic purpose of the piece as well as intended interpretation. Reflect with the listeners in discussion or other activity appropriate to the context.
- **Music** E:6–8:3 – Compare and contrast musical elements from two or more selections of music.
- **Theater** E:6–8:3 – Lead others and interact with the audience in a formal or informal response activity
- **Theater** E:6–8:4 – Engage appropriately as an audience participant in formal/informal settings.

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### Getting Ready

#### ESSENTIAL QUESTION:

- What lasting impact did the Maya, Aztec, and Inca civilizations have on the societies of today?

#### SUPPORTING QUESTIONS:

- What were the factors that encouraged European exploration and colonization of Latin America?

#### OBJECTIVES:

- Content: Students will be able to analyze the impact of the exchanges between the Old World and the New World.
- AI Objective: I can effectively present a distinct perspective of either Europeans, Mesoamericans or Africans by performing an original 8 bar/measure rap or a two stanza free verse poem about the advantages or disadvantages of the Columbian Exchange on Mesoamerica.
- Language (Day/Part 1): Students will be able to write a stanza about the Columbian Exchange, incorporating factual information, with support from their peers.
- Language (Day/Part 2): Students will be able to write a poem using text evidence, supported by a graphic organizer.

#### ASSESSMENT:

- **Day/Part 1:** Stanza written with a partner
- **Day/Part 2:** Poem or rap writing from one perspective

#### MATERIALS & SUGGESTIONS FOR CLASSROOM SETUP:

- Space for movement with partner work

#### KEY SOCIAL STUDIES VOCABULARY:

- Columbian Exchange

#### KEY ARTS INTEGRATION VOCABULARY:

- Bar/Measure, Flow, Cadence, Rhyme Scheme/Pattern, Free Verse Poetry, Rhythm, Tempo

#### TEACHER BACKGROUND

- Teachers should have previously taught students about the evidence, using a variety of sources.
- The lesson includes links to [suggested sources](#) from the prior lesson, but teachers are welcome to use additional resources as needed. Students must have a solid understanding of the content in order to effectively write their poem.

#### STUDENT PREREQUISITES

- Access to [sources](#) for information
- Evidence finding skills

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### Getting Ready

#### ACCESSIBILITY/ML SUPPORTS

- Sentence starters
- Evidence highlighted from previous sources
- Captions on songs
- Word wall with pictures
- Peer support
- **GAL:** See extension

#### EXTENSION

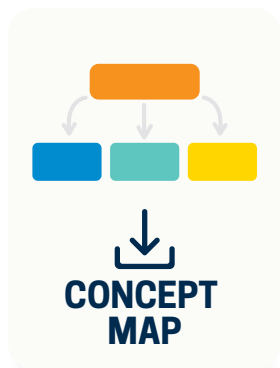
- Students will have the opportunity to write a full song or additional stanzas, expanding on the themes and concepts they have learned.

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## ARTS INTEGRATION MATERIALS



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## TEACH

### Opener

- Day/Part 1) Listen to the Jay Z song “Empire State of Mind” linked in the [slides](#). What do you notice? What do you hear in the lyrics? What do you hear with the instruments?
- Day/Part 2) Watch the slam poet linked in the [slides](#). What do you notice about their body language? What do you notice about how they say words?



SLIDES

### Day/Part 1

#### I DO

- Remind students of the Columbian Exchange and define that our goal is to determine whether we think it has a positive or negative impact in Latin America.
- Have students view the [parody with the lyrics](#) on. Start about 1 minute in.
  - Ask students, “what do you notice about the instrumentals?” (ideally that it sounds like the Jay Z song!)
  - Teacher models how to analyze the lyrics, words, and instrumental patterns from BOTH singers.
- Examples are listed on the slides. You can delete or keep to guide your own thinking.

[Original Video](#)

[Parody](#)

[Instrumental](#)

#### WE DO

- Students look and listen at the lyrics and analyze the language and music themselves with partners, sharing their ideas with the class.
- Push students to think about how the artists use words, elongate words, how they both use different words into the same rhythm.
- Students will write a stanza together that lays over the chosen beat using the [rap creation worksheet](#)
- Play the beat after the chorus for them to write.

*Teacher note: If doing this on Google Classroom, provide the links to both songs so that students can reference them as they write.*



VIDEO TUTORIAL



HANDOUT

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## TEACH

### Day/Part 2

#### I DO

- Review work from yesterday to connect to today's writing prompt.
- Writing today will be to choose between a poem or a rap where the student argues the impact of the Columbian Exchange through the perspective of the Indigenous, African, or European People on Latin America. View more in the [guidelines](#).
- They will use the [graphic organizer](#) FIRST.
- Show example of writing and the outcome.

#### WE DO

- Think-pair-share: With a partner, talk about which perspective you think and the impact you think it had. Explain why.

#### YOU DO

- Have students begin their graphic organizer to whichever song/instrumental they chose. Remind them of key parts.

*Note: This is where writing might take your students more than one day. A good practice would also be to include another day for performance.*



**VIDEO TUTORIAL**



**GUIDELINES**



**ORGANIZER**

### Assessment

- Students will write and perform a **poem or rap** about the Columbian Exchange that is from one of the three perspectives of African, Indigenous, or European people on the impact it had on Latin America.
  - Poem is a free verse that must have 5 lines per stanza, 2-3 stanzas, and 2 pieces of evidence.
  - Rap must be 8 bars with some form of instrumental and include 2 pieces of evidence.



**RUBRIC**