Battling for knowledge: How to use media literacy and *Epic Rap Battles of History* in a thematic lesson plan for teaching English

*Strida för kunskap: Hur man använder mediekunskap och Epic Rap Battles of History i en tematisk lektionsplanering för engelskundervisning*

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Lärarexamen 270hp
Engelska och lärande
2013-10-31

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Preface

Throughout this project, we have been working closely together. As a start, we searched for literature jointly. We read “half” each and then reviewed, summarized and discussed the readings together. In the beginning, we tried to work at separate locations, but quickly realized that we worked more effectively together as the work benefited from our ongoing discussions. Some of the passages have been written jointly, while we have divided other sections between us. In the latter case, we have then exchanged texts and revised and added to each others.

The division of the writing has been as follows: Introduction (jointly), Curriculum (Maria), Epic Rap Battles of History (Runa), Aim and research question (jointly), Method and background theory (jointly), Media literacy (Runa), Language learning and multimodal texts (Maria), Results and discussion (jointly), Using media literacy and ERBs to teach English (Runa), Analyzing and critical thinking (Maria), Group work (Runa), Scaffolding (Runa), The Epic Rap assignment (Maria), The Individual work report (Runa), Feedback and assessment (Maria), and Conclusion (jointly). However, we stress the fact that we have both revised and added parts to “eachother’s” sections and both take full responsibility for the text as a whole.

We have enjoyed the topic as well as working together!

Maria “Faniliar Fox” Bergqvist & Runa “Coppa Cat” Kronqvist
Abstract

In this paper, we looked at how media influence education and how to provide students with tools for analyzing media messages in order for them to be able to reflect on that influence and foster critical thinking. We summarized research on media literacy in English language teaching and discussed how that may increase students’ language learning and critical thinking skills. To concretize our findings we developed a lesson plan using a contemporary YouTube genre, *Epic Rap Battles of History*, and used that as a basis for our discussions. This resulted in a discussion on the advantages of using media literacy to teach English and practical examples of how to do this in an English 6 course. We show the importance of connecting language learning to practical application as well as providing students with opportunities to develop their analytical and critical skills.

*Keywords*: media literacy, English language learning, ERB, critical thinking, language awareness, task authenticity, multimodality
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Introduction

During our teacher education we have studied many teaching and learning theories, but have felt a lack of practical application. In this paper we formulate a lesson plan (appendix A) based on research and theories about media literacy and language acquisition. In our lesson plan, we bring in a contemporary YouTube genre called *Epic Rap Battles of History*, short videos featuring different historically significant and popular persons/characters arguing for their superiority against each other in rap form. We feel that it is relevant to show concrete examples of how this type of texts and media literacy can be used to teach English.

In this paper, we show how it is possible to design a lesson plan around a contemporary media text that touches upon several aspects of the curriculum criteria for English as well as promote media literacy. Using different types of media texts resonates with the wider text definition in the curriculum and can be a means to give students more varied and authentic tasks. Despite this, there is, in our experience, still a traditional view of texts, where books are valued higher than media texts. A view that is supported by Dalton and Proctor (2008; in Serafini, 2012), whose research show that there is an unwillingness among teachers to include new literacies and technology. At the same time, YouTube is one of the most popular sites for young people (Hoechsmann & Pointz, 2012) and therefore we should acknowledge it as an important part of today’s culture. By bringing popular culture into our lesson plan we connect the formal learning in school to the informal learning outside of the classroom.

Since the communicative approach to language has been emphasized in the new curriculum (Skolverket, 2011:1), the need to use authentic tasks has increased. Language learning has to be filled with content; we need something to communicate about. *Epic Rap Battles of History* offers the possibility to incorporate many aspects of language as well as link English to other subjects. Using *Epic Rap Battles of History* allows students to engage in tasks as diverse as finding and reviewing historical facts, creating their own rap battles, and discussing representation and culture. Fox (2008), as well as Guariento and Morley (2001), argues for the benefits of using non-educational, authentic material in the
classroom. The main benefits, according to Fox (2008), are that it provides opportunities for authentic communication, to explore active interactions and to exercise productive, as well as receptive, skills. Guariento and Morley (2001) further claim that linguistic knowledge and increased fluency can be achieved through meaning focused language activities.

Media literacy is a set of competencies that allow us to comprehend, evaluate, question, make, enjoy and engage in media and its social and political influences on our everyday lives. It “has been identified as one of the key 21st-century skills” (Scheibe & Rogow, 2012, p. xi) and, as such, is an important competence to teach in school. It can be a goal in itself, but it can also be incorporated in other subjects, with the focus of using media literacy to teach, rather than teaching media literacy.

Texts used for learning in school are traditionally written, whereas the ones that students meet outside of school are often multimodal, meaning they integrate a variety of forms such as visual images, sound, graphic design, and written text. Using multimodal texts for learning is a means to allow the students to use a variety of competencies.

Curriculum

According to the curriculum, one of the fundamental tasks of the school is to promote students’ development and learning and encourage a lifelong desire to learn (Skolverket, 2011:1). In other words, one learns for life and not for school. Hence, it seems natural to bring the students’ culture from outside school into the classroom in order to make this connection clear to them. When grading students, teachers are also required to take into consideration “…knowledge that a student has acquired outside actual teaching” (Skolverket, 2013, p.13). Furthermore, the curriculum requires that education should contribute to giving students knowledge about how one acquires language both in and outside teaching (Skolverket, 2011:1) – yet another argument for bringing in cultural references and genres from the students’ everyday lives. By including the contemporary popular culture in the EFL classroom, teachers can help raise students’ awareness about their language learning outside school and of what knowledge they possess.
In accordance with definitions for media literacy, the goals and guidelines state that the use of different kinds of texts, as well as forms of culture, should be a source of knowledge, insight and pleasure and that modern technology can be used as a tool “in the search for knowledge, communication, creativity and learning” (Skolverket, 2013, p. 8).

Media Literacy has become an increasingly important competence in our technological society, which is reflected in the curriculum:

Students should also be able to orient themselves in a complex reality with its enormous flows of information and a rapidly changing world. The ability of students to find, acquire and apply new knowledge thus becomes important. Students should develop their ability to think critically, examine facts and relationships, and appreciate the consequences of different alternatives. (Skolverket, 2013, p.5)

The curriculum further mentions that teaching should draw on outside resources and contribute to students’ critical competencies (Skolverket, 2011:1). Teaching critical thinking is, however, not the only advantage of taking media texts seriously, it is also, as Hoechsmann and Poyntz (2012) wrote, “a way to open windows into the lifeworlds our students are inhabiting, valuing, and thinking about in relation to their own futures” (p.16).

When it comes to lesson planning and choice of topics, innovative thinking is required in order to fulfill the school’s task to “stimulate students’ creativity, curiosity and self-confidence, as well as their desire to explore and transform new ideas into action, and find solutions to problems” (Skolverket, 2013, p. 5-6). In this paper, we show how Epic Rap Battles of History can be used for this purpose.

Epic Rap Battles of History

Epic Rap Battles of History (henceforth called ERB) was founded by Peter Shukoff and Lloyd Ahlquist in 2010 and has since become one of the most popular digital series on YouTube (Unknown author, n.d.). As previously mentioned, ERBs are short movies featuring different historically significant and popular persons/characters arguing for their superiority against each other in rap form. All the movies can be found on the ERB website.

The clip that we use as a starting point in our lesson plan features Mahatma Gandhi and Martin Luther King battling about who is more humble of the two. Some other
examples of battles are Michael Jackson vs. Elvis Presley, Barack Obama vs. Mitt Romney, Sarah Palin vs. Lady Gaga and Gandalf vs. Dumbledore. To enjoy the movies fully, one must know some background information about the characters, since they are packed with references to significant events (real or fictive) and culture.

We acknowledge the fact that incorporating the ERBs in the classroom could raise some challenges, not least technical problems, but also issues regarding stereotyping, foul language and representation. However, we feel that as long as the teacher is aware of these issues and prepares to deal with them, these topics could be incorporated into the education and students could benefit from discussing them.

**Aim and research question**

Our aim with this paper is to summarize research and theories on media literacy and English language acquisition in order to use it as a solid basis for our lesson planning. With the lesson plan, we aim to show concrete examples of how contemporary media texts like the ERBs and media literacy can be used to teach English. Our intention is that the lesson plan will be used, adapted or in its current form, for teaching English, by ourselves as well as by other teachers in the future.

Our research question is as follows:

What does media literacy research have to offer on how to bring a popular YouTube genre like Epic Rap Battles of History into English language teaching?
Method and background theory

When we decided on our research question this spring, we felt that there were two ways to find the answer; either doing a research synthesis or promptly making a thematic lesson plan around ERB and media literacy, carry it out right away and then, during the fall, evaluate how it went. Although the second option seemed like it would be very interesting, we had to rule it out because of feasibility issues. There simply was no time for us to plan a whole series of lessons at the same time as having another full-time course on our hands, as well as finding a school that would be willing to give us that much lesson time at the end of term. Therefore, we decided that the reasonable approach to answering our question would be to do a research synthesis. A research synthesis is a way to summarize and draw new conclusions about already existing research. To investigate how a contemporary YouTube genre can be utilized as a learning tool for English we reviewed, compared and contrasted research and theories regarding media literacy and language acquisition. We considered the potential difficulties that might arise when including this type of text in the classroom, as well as developed reasons for expanding the notion of literacy. To visualize the findings, we concretized them into a thematic lesson plan about the YouTube genre ERB (appendix A). We used the decisions made in the lesson plan as points for discussion and connected the choices to the previous research and theories.

Even though media literacy, as well as ERBs, can be used for many learning levels, for the purpose of this paper, there was a need to specify who we aim to create the lesson plan for. We believe that students in upper secondary school have reached a certain maturity level and have an English level that enables them to appreciate the ERBs, contribute to the genre and discuss the topics in great depth. Therefore, we have designed the lesson plan with the last mandatory English course in mind: English 6.

Most of the literature we used have been found through Malmoe University’s library catalog Summon and the JSTOR Catalog. The search tags that we used most frequently were “media literacy”, “teaching”, “ESL” and “YouTube”, all together or some at a time in different combinations. “Media literacy” was used on its’ own as well. These search tags gave us hundreds of hits. The search tags “media literacy” and “YouTube”
narrowed the search with regards to year of publication, since these concepts started appearing in research relatively recently. However, some sources were later omitted because they felt outdated. Furthermore, some sources were omitted because we found them too specific with regards to the age of the students, the type of media investigated, the methods used, etc. and others were omitted simply because we were not able to get hold of them.

We also found literature by going back and searching for the references found in the works we had read or searching for researchers that had been cited frequently. We also used literature from previous courses that we found relevant.

The background theories that we touch upon in this segment will be further developed in the results and discussion section.

Media literacy

Already in 1982, UNESCO acknowledged the impact that media has on peoples’ life, not the least on children and adolescents.

The school and the family share the responsibility of preparing the young person for living in a world of powerful images, words and sounds. Children and adults need to be literate in all three of these symbolic systems, and this will require some reassessment of educational priorities. (UNESCO, 1982, p.1)

This was before the Internet grew exponentially, and the influence is not decreasing. Rather, young people are surrounded by more and more media, having no chance to avoid it completely (if they so would desire). Media literacy has, in later years, been named one of the key abilities of the century by many different instances and organizations, including the UN (Scheibe & Rogow, 2012), confirming that it is still as important as it was 30 years ago, if not more.

Since media literacy has been defined in many different ways (however similar), there is a need to specify what we mean when we use the term. We define media literacy as a range of abilities that let us understand and produce media, as well as being aware of media’s influence on one’s life (Hoechsmann & Poyntz, 2012). Furthermore, one should also want to exercise these abilities (Scheibe and Rogow, 2012) and be able to enjoy mass media (Alvermann, Moon and Hagood, 1999).
To explain these competencies in more detail, Scheibe and Rogow (2012) offer a list of several areas in which people that are media literate show abilities:

- **Access** – Having physical access to up-to-date media technologies and high-quality content and knowing how to use the technologies effectively
- **Understanding** – Comprehending basic, explicit messages from media sources as a precursor to being able to ask analytical questions about those messages
- **Awareness** – Paying attention enough to notice the presence of media messages and their role in one’s life
- **Analysis** – Decoding media messages in order to think critically and independently about them
- **Evaluation** – Making informed, reasoned judgments about the value or utility of media messages for specific purposes
- **Creation** – Making media messages for particular purposes and using multiple media formats
- **Reflection** – Contemplating how personal experiences and values influence reactions to and production of media messages and assessing the full range of potential effects of one’s production choices on oneself and others
- **Participation** – Initiating or joining in collaborative activities that are enabled by interactive media technologies, such as wikis, social networks, and virtual worlds

Young people spend a large amount of their time on the Internet and therefore it is a significant part of their culture. As such, teachers need to recognize it as important and make students aware of the learning opportunities it presents (Marsh & Millard, 2000; and Bearne & Wolstencroft, 2007). If students meet media more or less exclusively outside of school, they will “continue to encounter the challenges of online media and mediated social communication without the benefits of the support, sharing and insights of caring, knowledgeable adults” (Hobbs, 2006). Furthermore, working with contemporary multimodal texts in the classroom gives the teacher an insight into the culture and the mindset of the students (Marsh & Millard, 2000; and Hoechsmann & Poyntz, 2012), as well as giving the students opportunities to show what they can do (Bearne & Wolstencroft, 2007).

Young people are often very positive towards engaging with media, a fact that cannot be ignored by teachers if we are to conduct meaningful lessons (Hoechsmann & Poyntz, 2012). Adolescents’ communication and social lives are moving online more and more, since the Internet offers a safe haven where they can be themselves without the
interference of adults (ibid). Therefore, it is important to engage with their online culture, so that we get the opportunity to help them think critically about their choices online (ibid).

However, it is important to remember that media literacy stretches far beyond the traditional thinking about protection against online predators and awareness of advertising’s influence on us (Scheibe & Rogow, 2012). It is not enough to provide a list of what students should and should not do online (ibid). Apart from the fact that this list would likely be ignored it also discourages critical thinking and, in extension, media literacy (ibid). We want students to think for themselves, not repeat neither the mass media messages, nor what we, as teachers, say (ibid).

Furthermore, if we want students to become independent, critical thinkers, we need to question all media, not just a few examples (Scheibe & Rogow, 2012). There is hypocrisy in being critical of undeniably questionable sources and then relying on seemingly trustworthy media to give accurate and conclusive information all the time (ibid). In addition, a critical thinker should take his or her own preconceptions into consideration when making judgments and see both value and biases in any message (ibid).

It is not uncommon for teachers to question whether to use media texts in the classroom or not, with the argument that media is changing rapidly and frequently and therefore we might bring material that is already outdated in the students’ minds (Marsh & Millard, 2000). However, this is true for many different sources, including books, where hundreds of titles are released every month (Marsh & Millard, 2000). We also need to acknowledge the fact that “this is a period of profound change in how we organize and produce knowledge, and in how we communicate. The most significant element of this change is participation, along with two-way media flow” (Hoechsmann & Poyntz, 2012, p.5). There is no room for shying away, anymore. Moreover, avoiding media texts does not exactly diminish the view of adults as “disconnected and unavailable when in comes to digital media” (Hobbs, 2006, p. 101), an image we need to erase if we want the students to feel that we have something valuable to teach them about these areas.

At last, there is a need to distinguish the difference between teaching media literacy and using media literacy to teach. Although it is, of course, possible to teach media literacy as a subject on its own, it can also be a necessary tool when teaching any subject in the
curriculum (Scheibe & Rogow, 2012; and Thoman, 2003). We focus on using media literacy as a means in the EFL classroom, as opposed to being the sole focus.

Language learning and multimodal texts

The communicative ideal in the curriculum (Skolverket, 2011:1) calls for more authentic tasks in the classroom and a focus on task based teaching. Mayer (2009) claims that learning has two major goals – remembering and understanding. Whereas remembering refers to the ability to reproduce material, understanding refers to an ability to put what you have learned into use, which is the form of learning favored in the curriculum (Skolverket, 2011:1). It is however, as Mayer (2009) point out, more difficult to assess how well someone can use what they have learned than to assess how much someone remember.

When engaging in communication and interacting with others, the goal is to express ones thoughts, opinions or feelings and to reach a mutual understanding. As a consequence, learners that are given such opportunities have to ‘negotiate for meaning’, that is, to talk, discuss and make clarifications until a mutual comprehension has been reached (Lightbown & Spada, 2006). These negotiations are particularly significant when learners are working together towards a mutual goal, for example in a task-based instructional setting (Lightbown & Spada, 2006).

In the communicative classroom, a variety of discourses can be included by incorporating texts from different categories, including authentic material and multimodal texts. According to Lightbown and Spada (2006), there are many advantages of content-based instruction. Using authentic material with significance for the students, not only increases their motivation, but also creates a “genuine, immediate need to learn the language” (Lightbown & Spada, 2006, p.193). Furthermore, research has shown that students with different skills and abilities can be successful language learners, especially if the focus is on communicative, rather than formal, skills (Lightbown & Spada, 2006).

Harmer (2007) argues that creative writing tasks can be beneficial in many ways, for example that they give students a sense of achievement and can be a means to self discovery which, in turn, promotes their learning. To move beyond the traditional view of texts and literacy and to have a creative approach to tasks is required in order to meet the
demands of the shifting multimedia society of today, to keep students interested and stimulate their creativity and curiosity. Moreover, in order to equip students with language for outside the classroom, teachers need to help them develop strategies for dealing with authentic material (Lightbown & Spada, 2006). This claim resonates with arguments for the necessity to teach media literacy brought up previously in this paper.

The multimodal texts students encounter everywhere in society calls for different cognitive strategies than interpreting traditional texts (Serafini, 2011) and the curriculum emphasizes that students should be able to use different strategies for their learning (Skolverket, 2011:1). Using multimodal texts in teaching can be one way to meet this objective. Mayer (2009) argues that since multimodal texts present the material in more than one form, using this type of texts for learning lets students take in and process information through several different channels and as a result it “takes advantage of the full capacity of humans for processing information” (p.6).

According to Mayer (2009), “multimedia learning refers to learning from words and pictures. Multimedia instruction refers to the presentation of material using both words and pictures, with the intention of promoting learning” (p.3). Multimedia teaching means dealing with multimodal texts, and thus includes strategies for how to decode and make meaning of them. This calls for educators to expand, not only the way we look at texts, but also the way we look at how to teach literacy. Many of the texts that young people encounter are multimodal, integrating a range of forms, such as visual images, sound and written text (Serafini, 2011). He further suggests that, in order to promote awareness of and competences to comprehend multimodal texts, one should incorporate strategies from other disciplines, including media literacies (ibid).

Daly and Unsworth (2011) have written about how words and images in a multimodal text can add dimensions in various ways. One element could add to another, further developing or explaining the meaning or be used to add another aspect or idea (ibid). Kress (2003) argues that, because multimodal texts are open, i.e. there is no preset order in which to decode them, readers can choose how and in what order it suits them to navigate through the text. Furthermore, Kozma (1991) states that if a media offer several possibilities for processing, it can compliment the capabilities of the learner and increase
the learners’ cognitive range. Hence, using multimodal texts for learning can provide students with alternatives, increasing their options with regards to what type of learning suits them and thus they can influence and increase their awareness of their learning, which is one of the aims in the syllabus for English (Skolverket, 2011:1).
Results and discussion

The communicative ideal in the curriculum (Skolverket, 2011:1), indicates that English should be taught not as a mere system of structures, but rather as a tool for communication. McKay (2002) argues that, since English is an international language, one of the most important purposes for learning the language is to be able to share one’s “ideas and culture” (p. 81). Therefore, the tasks we design for our students must give them opportunities to use English to express their opinions, engage in discussion, exchange knowledge, etc. The aim is to create authentic situations which the students can relate to, so that they can use their language for realistic communication. However, Guariento and Morley (2001) argue that the learning situation in the classroom, including evaluations, feedback and instructions, has potential authenticity, since it requires ongoing negotiations and interactions between learners and teachers.

An important aspect of language and communication is that it always involves making choices (consciously or unconsciously) regarding how to express oneself, why one wants to communicate, what one includes, and to whom it is targeted. Language is never used neutrally (Cambridge University Press, n.d.), which is why media literacy education is important to use in language teaching, since it prompts students to think about questions such as “who made this message”, “how might different people understand this message differently”, “why was it made”, “what is left out of this message that might be important to know” and “who is the target audience” (National Association for Media Literacy Education, 2007:2, p. 1). Multimodal messages can incorporate gestures, images, sound and/or writing to get the message across to the audience (Bearne & Wolstencroft, 2007) and this is the type of text that the students most often encounter outside the classroom (Lankshear & Knobel, 2006; in Serafini 2012). Martin (2003) argues that we have to use media texts in the classroom in order to make students aware of the fact that critical thinking is useful in situations outside the classroom as well, both social and political.

ERB is a contemporary media text that many of the students might have already encountered. When some of the ERBs were shown to American teenagers to see how they reacted, it appeared like all of the teenagers recognize them (The Fine Bros, 2013). Marsh
and Millard’s study (2006; in Bearne & Wolstencroft, 2007) shows that the texts that students prefer to use in the classroom are the texts that they enjoy at home. Even if students do not recognize the ERBs specifically, they most likely have references to this type of text, making the videos feel somewhat familiar. The fact that they probably are acquainted with the genre offers an easy entry into the world of critical questioning and unfamiliar characters. The ERBs can provide a safe platform from which the students can take leaps of learning.

In this paper, we investigate what media literacy research have to offer on how to bring a popular YouTube genre like Epic Rap Battles of History into English language teaching (our research question). In this section, we discuss the lesson plan (appendix A), that we have designed in accordance with research regarding media literacy and English acquisition as well as the curriculum and the syllabus for English 6. We also reflect on what assets multimodal texts offer English language teaching and what considerations should be taken when using a multimodal text to teach English.

**Using media literacy and ERBs to teach English**

In the curriculum, it says that “it is the responsibility of the school that all individual students […] can use books, library resources and modern technology as a tool in the search for knowledge, communication, creativity and learning” (Skolverket, 2013, p. 8-9) and it is stated in the syllabus for English 6 that students should learn strategies for thinking critically about different sources from different types of media (Skolverket, 2011:1). Focusing on using media literacy to teach English, instead of teaching media literacy on its own, ties these goals nicely to the learning of the language itself. Discussing and thinking critically about media texts demands students to speak, listen and interact authentically. They are not asked to reproduce anyone’s ideas, or at least they should not be (Scheibe & Rogow, 2012). They are asked to think for themselves and express their opinion. What is more, Bearne and Wolstencroft (2007) point out that research has shown that abilities in speaking, reading and listening increase when teaching multimodality.
Furthermore, what is learned in the EFL classroom is for the primary purpose of preparing the students for using the language outside of school (Skolverket, 2011:1). Students encounter a massive amount of different media messages and texts in their everyday lives and most of them are well acquainted with YouTube as a genre (Statens medieråd, 2013). Lightbown and Spada (2006) claim that it is beneficial for students’ motivation if the content that is dealt with in the EFL classroom is interesting and relevant for their age. For this reason, it makes all the sense to use the texts that students encounter outside of school for learning English. We need to give the students the tools to “be successful in the new millennium” (Serafini, 2012, p. 30).

As mentioned, teaching English using media literacy has many benefits. Media texts are often multimodal, involving spoken language, written language, images and sounds. The ERBs are sung in English and subtitled in English, so working with them means decoding both written and oral language. Furthermore, the fact that there are usually images and non-spoken sounds in multimodal texts can help enhance the students’ understanding of the parts of the oral and written English language that is new to them. Kozma (1991) claims that multimodal texts can often help in English acquisition, since it involves many different modes that can help decoding the spoken and written language. Videos like the ERBs feature body language and facial expressions as well as music, sound effects and background images that help give clues to understand new bits of the actual language, hopefully increasing the students’ knowledge of it. In other words, multimodal texts, like the ERBs, take “advantage of the full capacity of humans for processing information” (Mayer, 2009, p. 6).

However, multimodal texts are not only valuable because they can help enhance students’ language acquisition, they usually also strongly encourage discussion about what one have just seen or heard. According to Hinchey (2003), the primary objective for using media texts in the classroom is to promote critical thinking and discussions. This gives the opportunity for authentic communication, requiring the students to express themselves, listen to their classmates and interact with each other, all in English. When using media literacy to teach, one not only ask the students to discuss the content of the text, the teacher also brings forward questions about how it could be used to influence the reader/viewer in a
certain direction, which is part of the central content in the syllabus for English 6 (Skolverket, 2011:1).

Furthermore, the media texts that one can find on the Internet can be from places all over the planet (it is not called the World Wide Web for nothing), as well as range from really old to created and uploaded the very moment before one downloads it. Although the ERBs are written by Americans and produced in America in the last few years, they feature people and characters from many different countries and time periods. Therefore, they contain cultural references from numerous places and times. This resonates well with the syllabus for English, where it is stated that part of the central content for students’ interactions in the EFL classroom should be “living conditions, attitudes, values, traditions, social issues as well as cultural, historical, political and social conditions in different contexts and parts of the world where English is used” (our translation, Skolverket, 2011:1, p. 60).

In addition, the actors in the ERBs speak with different dialects and accents depending on the role they are playing. In the video that we use foremost in our lesson plan, the leading parts are Martin Luther King and Mahatma Gandhi. King raps in an American accent and Gandhi raps in an Indian accent. This is one of the reasons why we thought this ERB would be particularly suitable, since part of the aim for the English education is to encounter varieties of English (Skolverket, 2011:1).

Another aspect of media literacy and media texts is that the texts can be produced by anyone. This not only encourage discussions about who produced the message and for what purpose, it is also an advocate for democracy. Anyone can get their voice heard, including our students. However, since anyone can upload more or less anything, it also means that many highly questionable sources, as well as outright hateful messages, are distributed across the Internet. By using media literacy in classroom discussions about texts we see and read there, we encourage students to think critically about things they encounter outside of the classroom as well. We argue that it is when people can share knowledge and opinions freely, as well as evaluate their own and others’ statements and beliefs critically, that true democracy can occur. This is in accordance with the curriculum, where it is stated
that the “education should impart and establish respect for [...] the fundamental democratic values on which Swedish society is based” (Skolverket, 2013, p. 4).

Moreover, Freire (1998; cited in Roman-Perez, 2003) claims that working with technology can be highly motivating for students. We hope that all teachers aspire to motivate their students and make their lessons enjoyable in addition to educational. Martin (2003) states that bringing popular culture and media into the classroom often amount to interesting lessons that related to the students’ lives. By using the ERBs in connection to media literacy, we hope to link the classroom activities to what the students do at home. A study carried out by Statens medieråd (2013) about young people’s usage of media showed that about 90% of children aged 13-18 watches videos on sites like YouTube (where the ERBs are well known and watched by many users) at least once a week. About 35 % does it every day (Statens medieråd, 2013). This suggests that many of our students might very well have seen them before, or at least have some knowledge of the genre.

In addition, it is stated in the overall goals and guidelines that “teachers when awarding grades should [...] also take into account the knowledge that a student has acquired outside actual teaching” (Skolverket, 2013, p. 13). Using texts that the students might have encountered outside school and that they have some knowledge about can help give the teacher a glimpse into what they have learned at home.

Linking the texts that are used in the classroom to the students’ world is a way to show them respect for their cultures and the texts that they value. The curriculum for English states that education should contribute to raising students’ awareness about how language is acquired both within and outside teaching (Skolverket, 2011:1). Fried-Booth (1986) suggests that we can “bridge the gap between language study and language use” (p. 39) by using themes that stretch beyond the classroom and into the world. Using non-educational texts for learning connects school to students’ reality and expands the learning space. We can show students that learning is not limited to school and that it is a continuous and ongoing process. This means that “the division between formal places of learning – such as schools – and the rest of our lives no longer holds, because we are learning all the time” (Hoechsmann & Poyntz, 2012, p.18).
To use texts that students encounter outside of school have other positive effects. It clarifies one of the reasons for learning English in the first place; to be able to engage in and enjoy media from all over the world. To use media texts also shows the students that print-based texts are not the sole source of credible information and that other forms of texts can be just as educational, something that Kress (2003) believe to be very important to emphasize.

Media is a part of contemporary culture and “functions as agents of socialization” (National Association for Media Literacy Education, 2007:1, p. 5). Furthermore, Pennycoock (1998; in Harmer, 2007) point out that English language is linked to popular culture just as much as to applied linguistics. English language should not be taught merely as a linguistic system, it needs to be applicable and connected to students’ lives. This motivates why one should bring contemporary genres, like the ERBs, into teaching. Texts like this are part of our contemporary culture.

The rap battle genre is an urban culture that originated on the streets of New York in the 70’s, stemming from African-American traditions of narrating, rhyming, chanting and public speaking (Charry, 2012). Because of its accessibility (rapping does not require any equipment) the genre offers anyone an opportunity to express themselves. Matthews, Spratt and Dangerfield (1985) argue that one reason for using songs in teaching is that songs reflect the culture and life of the people who created them. As opposed to literature, which is largely a product from the educated elite, songs are the voice of the people (Matthews et al., 1985).

By using ERBs as a tool for teaching and assigning the task of creating personal ERBs, students can be encouraged to find their own voice and a way to express their opinions. Alvermann et al. (1999) claim that one advantage of using popular culture to teach media literacy is that it offers a potential to discovering “how students construct themselves” (p.86). Using songs for teaching language also has the advantages of providing authentic language, new vocabulary, stress and rhythm and can, in addition, be a motivating factor for students (Matthews et al., 1985). McKay (2002) argues that including cultural content in the EFL classroom is also a motivation for students. The ERBs combine the
cultural and historical context of the characters with the qualities of rap battling and music and we therefore argue that they contain the possibilities and qualities of both.

Moreover, being media literate involves having abilities in a range of areas, including being able to contribute with your own knowledge and beliefs. Since we want to cover as many of these competencies as possible in our lesson plan, the students are required to create their own rap battles (appendix H), in groups. This not only demand them to create a rap, but also to do the necessary background research, as well as consider how to present it to their classmates. The groups have to take responsibility for planning and dividing their work, using the teacher as a resource. Kraemer (2008) mentions that “giving students more control over the class through the use of technology and through a student-centered approach resulted in increased levels of engagement and interaction on all fronts” (p. 68). Students in her study also believe that their English skills had improved by working in this way (ibid).

It is clear that media literacy can be a great resource to use when teaching English, since it enhances reading, listening, talking and writing skills, as well as promote democracy and critical thinking.

**Analyzing and critical thinking**

One of the fundamental tasks of the school is to provide students with the tools and competencies that enable them to orient themselves in a complex and rapidly changing world and to help them develop abilities to deal with the massive flow of information, think critically, and make informed choices about the various alternatives at offer (Skolverket, 2011:1).

To be able to meet this demand, it is crucial that educators bring in texts from different media and acquaint students with the tools used to present and analyze information in different modes. Media literacy education is necessary in order to foster students’ awareness and critical thinking and to provide them with the competencies needed for modern life. Media affects us on a multi-sensory level (National Association for Media Literacy Education, 2007:1) and is a powerful tool of persuasion. Unless students acquire
the essential skills to decode, question and create these types of messages themselves, they run the risk of becoming easy targets, unable to make informed decisions, and limited in their choices.

Media literacy education equips students with the skills needed to avoid becoming passive partakers, and instead help them be active participants of society. As the National Association for Media Literacy Education (2007:1) so adequately puts it: “The purpose of media literacy education is to help individuals of all ages develop the habits of inquiry and skills of expression that they need to be critical thinkers, effective communicators and active citizens in today’s world” (p.1).

Since all communication, in one way or another, builds on certain ideals, communicates certain opinions or values and uses techniques to convince and persuade the question is not if it has power, the question is how it is expressed. As teachers, we have to keep in mind that teaching media literacy and critical thinking is about students learning to think independently, not only from media influences, but also from us (Scheibe & Rogow, 2012). Teachers have to stay neutral, avoid ‘demonizing’ certain media forms, and create an atmosphere where students are allowed to draw their own conclusions and express their opinions. For, as Scheibe and Rogow put it: “Teaching students to be critical of media is not the same as teaching them how to think critically” (p.6).

In order for students to voice their opinions and think independently, it is important not only to think about how we ask questions about media texts, but also to be aware of our own biases and reactions. There are a number of cautions to be aware of when analyzing media texts together, for example to be careful not to tell students what to look for in a media message or what the ‘right’ answer might be, but to ask questions that “help students analyze and evaluate media messages free from your judgments” (Scheibe & Rogow, 2012, p.72).

In our lesson plan, we take their advice into consideration and the sections containing facts are planned with the students and their pre-knowledge, or questions, at the center. In lesson one (appendix A, p. 41-42), the teacher asks the students to share their knowledge and find out answers to their own questions, rather than presenting them with a lecture on the facts about King and Gandhi that we found suitable or interesting. After
watching the rap-battles, the students are asked to share their thoughts, what they have picked up on and whether there was anything unclear. Our intention with this is that the discussions should be led by the students, although guided by the teacher.

Just like print literacy includes both reading and writing skills, media literacy incorporates both analytical and productive skills (Thoman, 2003). To encourage students’ critical thinking and engaging them in discussions about media texts gives them opportunities to practice their reproductive skills (when retelling what they have seen), their analytical skills, and their productive skills (when giving voice to their thoughts and opinions in discussions). It can also be a way to promote their language awareness since they practice analyzing meaning, reading discourses and becoming aware of different techniques to create meaning.

The power of the media is undoubtedly great, but rather than simply criticizing or approving of media, we need to recognize the importance of it in contemporary culture and address the impact it is having. A wider definition of texts means that teachers have to embrace texts from different genres and address questions with regards to communicating through different modes. Students need opportunities to learn how to analyze these messages, but also how to create their own.

The National Association for Media Literacy Education (2007:2) has formulated a number of key questions to ask when analyzing media messages. These questions concern issues regarding, for example, authorship, purpose, impact, techniques, interpretations, and context and are designed to make students reflect on and think critically about the media messages they encounter.

We use these questions (appendix F) as a base in a couple of the lessons (appendix A, p. 43-46) with the aim to encourage discussions amongst the students, both with regards to the rap battles, but also concerning the questions themselves. Students are asked to reflect on which of the questions they find relevant to answer, to reformulate them if necessary or to draft additional questions of their own. The intention is to further encourage critical thinking, student involvement and autonomy, which is in line with suggestions made by Scheibe and Rogow (2012) and the guidelines from the National Association of Media Education (2007:1).
In our lesson plan, the theme is introduced with little or no pre-information. In the start-up (appendix A, p. 41-42), students are given pictures of Mahatma Gandhi and Martin Luther King and are then asked to write down what they know about the people in the pictures or what they can make out or guess by looking at them. The idea is to encourage students to draw from their own knowledge, but also to push them to look for signs and meaning in the pictures, and through that, promote analysis and discussions. Furthermore, Mayer (2009) argues that “students tend to learn more when less is presented” (p. 106). By not providing students with the background information, they need to fill in the gaps themselves and would, hopefully, learn more by doing so than they would if the information had been presented to them as an introduction.

In our series of lessons, we try to gradually build up to analyzing the ERBs by first introducing students to the ‘battlers’ (Gandhi and King), then to the rap-battle between them and, lastly, to the concept of media literacy (appendix E) and the ‘key questions’ (appendix F), before continuing to analyze and discuss the ERB genre. In their guidelines for teaching media literacy, Scheibe and Rogow (2012) stress the importance of providing students with a context, something we try to accomplish through this build up, but rather than *providing* the context, we aim to create a scenario where students are involved in *discovering* the context.

To deeply understand a text, the reader has to ask questions about the wider context and the implications that has for the interpretation of the text (Martin, 2003). Since reading is an interactive process and the meaning of a certain text can vary depending on who is reading it and for what purpose, it is important that we as teachers are open to multiple interpretations and readings and that we do not limit students by suggesting there is one right answer when analyzing media texts. The National Association of Media Education (2007:1) stresses the fact that students may interpret things differently than the teacher, but that does not mean that they are wrong. Rather, one of the main components of media literacy is to invite and respect individual experiences of different media.

In the lesson plan (appendix A, p. 43-45), students are asked to discuss the key questions and analyze the ERBs in groups or as a class, rather than doing it individually. According to Scheibe and Rogow (2012), a “‘collective reading’ […] is generally more
effective” (p. 64) since it gives students a chance to discuss and listen to others’ opinions, which can widen everyone’s perspective. It is important to bear in mind that the goal of such an exercise is not that everyone agrees, but rather, to deepen everyone’s understanding and develop their critical thinking skills. To help students understand and appreciate different perspectives is an important goal of media literacy education (The National Association of Media Education, 2007:1). This is also in line with the curriculum, where it is stated “the school should promote understanding of other people and the ability to empathise” (Skolverket, 2013, p.4).

As mentioned, difficult topics may come up when discussing media texts and, even if it can be hard to deal with, our opinion is, that we have a responsibility not to shy away from them, but that we have to be prepared to deal with them. In connection to this, Scheibe and Rogow (2012) also point out that it is important that teachers are aware of their own biases and that they recognize how they may show in “body language, facial expressions, language, and framing […] even when [one is] careful not to express [them] verbally” (p. 73).

Media being an integral part of culture means that both good and bad aspects of our culture are reflected in the media. Media messages stem from, but are also about, our culture. The National Association for Media Literacy Education (2007:1) emphasizes the need to explore “representations, misrepresentations and lack of representation of cultures and countries in the global community” (p. 4).

In the discussions about the rap battles during the third lesson (appendix A, p. 45-46), the teacher prompts students to think about who is represented in the battles. The teacher also encourages them to reflect on patterns of representation they may have noticed in other media, rather than pointing out patterns for them. He/she also asks them if there are any groups that they feel are underrepresented in the media, why they think that is and what topics they think need more room. A discussion around these questions, based on the students’ thoughts, is one way to make them start to think critically about issues concerning representation. When creating their own rap-battles, they get an opportunity to decide who they want to give voice to, what ideas and ideals to include, and how to represent it.
Also, even though multimodal texts are often lexically less complex than written information, there are other difficulties involved in interpreting those (Daly & Unsworth, 2011). Daly and Unsworth (2011) claim that informal spoken and written language is more grammatically intricate, because it contains more multiple clauses and may therefore be more difficult to read. There are also several modes that coincide to communicate meaning in a media text and they may, or may not, send the same message. In addition to that, they may require different tools to decode them. We feel, however, that this is yet another reason why students need practice in analyzing multimodal texts in school.

Some of the potential pitfalls to be aware of when teaching media literacy are brought up by Scheibe and Rogow (2012). According to them, one of the risks is that when students start noticing details and sharing what they have noticed, teachers forget to ask the students what meanings those details have (ibid). They also point out that when students discuss media texts, some may give voice to one-sided opinions or express judgments in a way that they are perceived to be facts (ibid). In that case it is important that the teacher keeps asking questions that encourage them to reflect over their statements and consider alternative viewpoints (ibid). Throughout our lesson plan, the teacher is encouraged to ask questions, rather than lecturing, in order to raise students’ awareness.

Scheibe and Rogow also warn that dealing with stereotyping or prejudice must be done with caution (ibid). There is a risk of reinforcing stereotypes by showing examples of them. In addition, students may make comments in support of the stereotype, something that we must always respond to. Despite their warnings, however, Scheibe and Rogow point out that there is always the potential to “turn a negative event into a positive learning experience” (ibid, p.74). It is, of course, always important to be prepared to deal with issues like these when teaching. However, we feel that, when dealing with media literacy in general, and our lesson plan in particular, this is ever more pressing.
Implications for application

We want to bring in an aspect of practical application to the theories presented and include a discussion about the implementations of it for teaching. This leads to the inclusion of theories that go beyond media literacy and that are more general to English teaching, like language acquisition and classroom management. In this section, we discuss the considerations made during the design of the lesson plan in relation to our findings.

Group work

Throughout our lesson plan, group and pair work is used extensively. In the first four lessons (appendix A, p. 41-48), where the work is focusing on analyzing existing ERBs as well as preparing students for the oncoming project of creating their own ERBs, students are frequently asked to research, discuss and collaborate with the classmates next to them. Since the lesson plan is designed for upper secondary school, we anticipate that students sit somewhat differently from time to time, allowing them to interact with many different classmates throughout these lessons. This is possible even though the students might have assigned seats, because the teacher can split the class in different ways at different times.

Both Vygotsky’s sociocultural perspective and the interaction hypothesis place an emphasis on communication with others for language learning (Lightbown & Spada, 2006). It is easier to involve all students in interactions when working in groups. In a whole class discussion, individual students rarely have the time to share more than a few ideas of their own, if they feel comfortable enough to volunteer at all. In our experience, the discussions usually tend to flow less naturally as well. It is common that they jump from one opinion to the next, and it is hard for the teacher to determine who wants to answer or add to someone’s statement and who wants to go on to something different. In other words, what is going on then is hardly interaction, since it is hard for a student to build on what someone else has said, on account of that being forgotten by everyone else once it is time for him/her to speak.
This is not the case for discussions in smaller groups. The students speak more freely and do not have to wait for their turn. This, of course, has negative effects as well. For example, less forward students might have a hard time getting their opinion in. However, such students might not have said more if the whole class was listening. Although, it is always important for the teacher to promote a climate where students help each other participate. Teaching and reminding them to ask group members simple questions such as “What do you think?” is one step in the right direction. Moreover, it is almost difficult for students not to participate at all in smaller groups. Therefore, listening to group discussions gives teachers the chance to assess even the shyest students’ use of English.

Furthermore, the discussions can flow in more directions when working in groups than if you discuss something with the whole class. The students in the groups can easily steer their discussions towards different points, ending up far away from the discussions in other groups. This, of course, could be seen as something negative as well. The teacher wants his/her students to discuss a certain thing, but they keep going in other directions. However, when it comes to media literacy, one is not looking for a right or wrong answer, but wants students to discuss as many different interpretations as possible. Once the groups share their discussions with the class, a wide range of points can be brought to the table. In addition, as long as they use the English language, they are practicing, and likely increasing, their skills in speaking, listening and communication.

In the later part of the lesson plan (appendix A, p. 49), the students work for several lessons in the same groups of 3-4 people, creating an ERB of their own. It is stated in the curriculum that “students should develop their ability to take initiatives and responsibility, and to work […] together with others” (Skolverket, 2013, p. 6). In this group project, they are required to take both initiatives and responsibility. They have to research their rappers, write the rap, rehearse (and possibly video record), and plan, as well as hold, their presentations. Throughout the project, they must cooperate, manage their time, and decide how to divide the work. The group is responsible for moving forward and the teacher should be seen as a support and resource, not a leader. Harmer (2007) states that “writing in groups […] can be greatly motivating for students, including as it does, not only writing,
but research, discussion, peer evaluation and group pride in a group accomplishment” (p. 329). Moreover, Lightbown and Spada (2006) state that setting a climate of cooperation rather than competition “have been found to increase the self-confidence of students, including weaker ones, because every participant in a co-operative task has an important role to play” (p. 65). Raising the students’ motivation and increasing their self-confidence, a goal for all education, is one of our reasons for the students to write in groups.

Students are divided into groups by choosing which “rap couple” they would like to work with (appendix A, p. 46). The choices available are suggestions from themselves, not predetermined by the teacher. The thought behind letting them choose groups by themselves is that we want the students to be inspired and eager to start the project. We realize that some students might not pick “rap couple” on account of whom they find most interesting, but rather because they would like to be in a group with a specific classmate. To avoid this, we considered having the students choose “rap couples” without seeing what other students chose. However, we feel that students who are a bit shy could have a hard time if groups were determined this way. Sometime it is good to be forced into situations where one is not totally comfortable, of course. Nevertheless, for this project, students’ engagement is of importance, since the assignment calls for creativity as well as communication. Working with a friend of your choice might be inspiring and make a student eager to start the project. It is indeed true that some people bring out the best in you. Moreover, it is stated in the curriculum that students should have an influence over their education and be able to take responsibility (Skolverket, 2011:1).

In our opinion, it is best if the groups consist of three to four students. With only two people in a group, the workload would be very heavy and both the group members would have to do the actual rapping. With five or more students, there would not be enough work for everyone to be involved and therefore easy for a student to be left out, by choice or not. With three or four students, there are enough work to get everyone participating, yet, one or two of the students does not necessarily have to rap, which everyone might not feel comfortable doing.

As said, the groups have to start off by doing some research on their rappers. Not surprisingly, Boughey (1997) shares that many of the students in her study, who researched
and wrote together, remarked on the large quantity of resources that they had been able to
go through as a group. Researching in groups is an opportunity for the students to
investigate something deeply. In addition, Harmer (2007) says that texts written by groups
are reviewed and evaluated to a greater extent than texts written alone. In group work, peer
evaluation is continuous, which means that the final text will likely be of higher quality, as
well as that the students get an opportunity to practice their peer reviewing.

Furthermore, Boughey (1997) mentions that the teacher was able to “provide more
detailed, and possibly more constructive, feedback than would otherwise have been
possible” (p. 131). This is not surprising, since this form of working would mean five to ten
group texts instead of twenty to thirty individual texts. In addition, students who write
individually are, in our experience, usually reluctant to have the teacher read something
half-done. Students might be more open to letting the teacher read draft of a collaborative
text, since comments feel less personal. The teacher is also able to listen to their ongoing
discussions in order to give feedback.

To write collaboratively has other benefits as well. Harmer (2007) writes that “the
generation of ideas is frequently more lively with two or more people involved than it is
when writers work on their own” (p. 329). When working with a text of this genre
(rapping), brainstorming as many ideas as possible as well as coming up with snappy lines
is of great importance. In addition, Boughey (1997) claims that students were more daring
in group work than they were when writing individually. This might be especially
beneficial when working on a rap, since its, at many times, rough discourse demands the
students to make bold suggestions.

Moreover, Boughey (1997) also states that students seemed more aware of their
audience when writing in groups. Working on a text together means getting an immediate
response of how something might be interpreted by others, it may not always be understood
the way it was intended. Working with media literacy means that we want our students to
be aware of how things can be interpreted, and therefore, working in groups seems
advantageous for this project.

However, working and writing in groups obviously does not go by without
problems. For example, it can often be hard to distinguish an individual’s actual work in the
group. We address this problem in two ways. Firstly, the students are asked to fill out individual work reports (appendix D), which gives the students an opportunity to practice self evaluation, as well as gives the teacher the chance to have an extra insight into the group work. Secondly, the teacher is asked to walk around, listen in and take notes on all individual students during the lessons where the groups work independently (appendix A, p. 49).

Another problem is group conflicts. Yet, although many of the students in Boughey’s (1997) study said that there had been conflicts in their groups, most of the students still thought that the project was a positive experience. We acknowledge the fact that disputes will likely arise. However, as mentioned above, it is stated in the curriculum that students should develop an ability to work together with others (Skolverket, 2011:1), so avoiding group work to flee from the possibility of conflicts is not an option. Instead, teachers need to be ready to help the groups in settling arguments and sort out misunderstandings. Scheibe & Rogow (2012) say that “by engaging students in group work and project-based learning, by providing opportunities for students to find their own voices and express themselves clearly, and by valuing complexity, media literacy educators can create a climate of respect and teamwork that resonates throughout a school and throughout students’ lives” (p. 54). That is something we aim for with our lesson plan.

In conclusion, there are many benefits with working in groups. However, we need to make sure that the groups have a solid ground to start off from.

Scaffolding

Harmer (2007) states that “we must make sure, however, that we give them [students] enough information to do what we have asked. We will want to make sure that they have enough of the right kind of language to do the task. We need to be able to give students ideas to complete the task, too” (p. 329). Throughout the lesson plan, we aim to establish a framework for the students to work from. However, one should also be aware of the fact that the students might be more knowledgeable than the teacher when it comes to, for
example, ERBs. Their previous knowledge and experiences should be valued highly as a part of the framework we aim to create.

During the first lesson (appendix A, p. 41-42), the students are encouraged to ask about and search for background facts on Gandhi and King for themselves. Part of the aim for English education is for students to learn how to search for information and how to validate and choose from what they have found (Skolverket, 2011:1). This is also very important when it comes to media literacy. Therefore, students are asked to consider what previous knowledge they might have and what would be valuable to know. They are then asked to search for that information. In this way, they are creating the background themselves.

The following part of the first lesson is designed with Krendl and Watkins’ (1983; in Kozma 1991) study in mind. They argue that students can analyze a text more deeply if they are asked to view it for educational purposes, than if they are asked to view it as entertainment (Krendl and Watkins, 1983; in Kozma 1991). Therefore, the ERB between Gandhi and King will be watched twice. We want it to be shown once without too much introduction, hoping that it creates an element of surprise. However, since the video is shown to the students in a school setting, since they have already searched for information about the two rappers and since they are not explicitly asked to watch it for entertainment, they might very well be tuned into watching it for learning straight away. However, since the students usually watch this kind of genre for pleasure, rather than education, they may be a little surprised. Either way, to give the students an extra chance to think critically about the video, it is shown a second time. Before the second showing, the students are asked to consider and take notes on references they understood or did not understand while watching.

For the third lesson (appendix A, p. 45-46) they are shown one or two other ERBs. However, for the whole lesson plan to be within a reasonable time frame, the teacher is asked to provide the background information at this point. However, the ERBs themselves serve as part of the framework that the students need when it is time for them to make their own ERBs. The ERBs show examples of language and other features (such as body language and facial expressions) used in the genre. Salomon (1983; in Kozma 1991) claims
that videos alone could often be viewed in a mindless way. Therefore, both the background information provided by the teacher, as well as the following discussions, are important parts to make sure that the students assimilate the knowledge. The ERBs are also functioning as inspiration for the next part of the lesson.

For the next part, the students are asked to brainstorm people that they would like to see battling in an ERB. Already at this point, they are encouraged to think about the reasons for that pair to battle and what some of the points they might bring up in the rap would be. It seems likely that they would brainstorm “rappers” that they have some previous knowledge about, hence providing them with parts of the groundwork from which they would later work when creating their own ERBs. Although not all of the “rap couples” suggested will be used, it seems safe to assume that some of the students have background information about the couple they choose, providing each group with a foundation of knowledge to start off from.

The next lesson (appendix A, p. 47-48) is all about scaffolding for the upcoming creation of ERBs. Students are asked to compete finding rhyming words and words that have similar meanings, both valuable assets when creating raps. We previously mentioned that it is more beneficial for students’ self-confidence to use cooperative goals than to use competitive goals (Lightbown & Spada, 2006). However, the contest during this class is a mix of competition and cooperation. They are competing in teams, working together to find what they are looking for. Furthermore, it is a low stakes competition where everyone is in fact “winners”, since they can all benefit and learn from the other groups’ contributions as well. Students are asked to take notes throughout, so that they can use the words that come up, when writing their ERBs.

In the same lesson, there is also a brainstorming session about what raps and word duels are all about. McKay (2002) says that “in order to use English for special purposes, an individual need to acquire the culturally influenced ways of using a particular discourse” (p.85). Rap uses a specific cultural discourse that might not be familiar to all students. Therefore, it is important to talk about this before asking them to contribute to the genre.

For the following lessons (appendix A, p. 49), when the students are creating their own ERBs, they are again asked to provide the framework themselves, by searching for
background information on their “rappers”. By this time, we feel confident that they have a solid ground from which to work and that they should be able to carry out the assignment, with some support from the teacher.

The Epic Rap assignment

According to the interaction hypothesis, conversational interaction is an essential condition for second language acquisition (Lightbown & Spada, 2006). When the students interact and work together with the common goal of creating their own ERBs, not only do they use their language to negotiate and express opinions, they also get the opportunity to use language creatively when making the rap. Gaffield-Vile (1998; quoted in Harmer, 2007) argues that “creative writing is a journey of self discovery, and self discovery promotes effective learning” (p. 328). Harmer (2007) also speaks in favor for creative tasks, and claimed that the result often gives students a sense of achievement and pride, another factor that would motivate students in their work.

In order to provide the students with background and inspiration for making their own ERBs, there are several lessons of thematic work and analysis of rap-battles, before they are given the assignment (appendix H). Thoman (2003) states that if one integrates theory and application by combining creative and analytical tasks, students have the opportunity to “discover and express their learning in a natural and interconnected process” (p. 278).

By creating their own rap-battles students also get a chance to apply what they have learned from discussions and analysis in a new context and that gives them opportunity to use new language and further practice their language skills. We find support for this from Kramer (2008), who claims that her students experienced that their participation increased and felt that they were practicing their skills to a greater extent when given an interactive, creative task after reading and discussing online content. She further states that the project stimulated students’ critical thinking, communicative skills and widened perspectives (ibid).
The framing for the assignment has been kept quite loose. The goal is that students should create and perform (live or video-recorded) their own rap-battle, but the characters they choose, the topics they bring up in the rap, and how they manage their time and divide the work are their choices. Through giving them responsibility to complete the task and collaborate successfully we want to encourage students’ autonomy and influence. The curriculum calls for students to have influence over their education and take responsibility for their learning (Skolverket, 2011:1).

In the requirements for the assignment, we have not set any frame for how long the text or the presentations should be since we wanted to emphasize that quality is more important than quantity. In our experience, students are bound to ask for an estimation anyway, but in that case and since the lesson plan is written for upper secondary level students, we recommend that students are asked to refer to the requirements for the assignment and based on those and the time frame, make their own judgments for how extensive their work needs to be.

In the lesson plan, students are given the choice of whether to record their rap-battles or perform them in front of the class. This puts focus on the analytical part and on making the rap-battles as well as keeping the project within a manageable timeframe. However, as the National Association of Media Literacy Education (2007:1) points out, media literacy is also about productive media skills. The project could certainly benefit from one or more lessons on media recording, editing and production being added, which, apart from developing students’ productive skills, would also provide an opportunity to learn and apply new language connected to the field.

In the curriculum it says that the school should “stimulate students’ creativity […] as well as their desire to explore and transform new ideas into action” (Skolverket, 2013, p. 5). We argue that the assignment to create their own rap-battles within the framework of media literacy can function as a creative way to transform and apply the ideas and perspectives gained during the thematic work. Presenting their final productions, whether in front of the class or recorded, requires them to produce, prepare and rehearse their texts, something that, according to Lightbown and Spada (2006), forces the students to “pay more
attention to how meaning is expressed through language” and “pushes learners to process language more deeply” (p. 48).

Sharing their work with their peers and taking part of the other groups’ interpretations is an opportunity for students to give each other feedback and reflect on their own work. It gives insight to how classmates have approached the task and to their thoughts and ideas. Students can also exchange ideas, find inspiration and gain new perspectives.

The Individual work report

Students should develop an awareness of their language learning as well as be able to reflect on their progress (Skolverket, 2011:1). The individual work report (appendix D) is a way for the students to consider their contributions to the lessons as well as their development in the English language. It is a way for them to see how much they actually learn.

Throughout the project, the pace is quite high and the students are only given a few minutes at the end of each lesson to work on their individual work plans. For this reason, it is designed to be fairly quick to fill in. Fried-Booth (1986) suggests that teachers ask students to answer some review questions each week, focusing on vocabulary and language structures that the student had acquired, to reflect on their learning. The individual work plan is inspired by her suggestions. However, due to the time constraints, the individual work plan is formulated as a few sentences which the students should fill in. We want it to be clear that they are not meant to write an essay. The sentences are also less specific than Fried-Booth’s (1986) review questions, so that the students themselves can reflect on what could be of importance to mention.

As we have mentioned before, working in a group entail continuous feedback and peer assessment. Harmer (2007) says that “[peer review] encourages students to monitor each other and, as a result, helps them to become better at self monitoring” (p. 150). Therefore, the group work might help them when filling in their individual work reports.
At the end of the individual work report (appendix D, p. 62), the students are asked to do a self-evaluation of the whole project. This self-evaluation, as well as the individual work plan as a whole, is a valuable asset for the teacher when assessing each student at the end of the project.

**Feedback and assessment**

Whenever doing an extended project like this with students, there is a need to consider, from the very start, how to assess them in the end, both for the teacher and the students’ sakes. The students need to know what is expected of them and teachers need to have the aims clear in their minds throughout the project.

In the assessment criteria, which is handed out with the assignment (appendix H), the knowledge requirements in the syllabus for English 6 (Skolverket, 2011:1) are concretized for the students. The assessment criteria is in the form of a matrix which students should consult throughout the group work and when self-assessing their performance at the end of the project. During the group work, they should also check and re-check the assignment’s requirements, to make sure that they have understood and followed them correctly.

The same assessment criteria are also used by the teacher when giving feedback on each student’s work (appendix K) at the very end of the project. However, the teacher is now encouraged to add comments about the group’s work as well as the individual’s work in addition to filling in the matrix. The students are assessed formatively and the teacher should focus on what the student was able to do and what he/she can work on to improve (Skolverket, 2011:2). Douglas (2010) says that one of the main purposes of formative assessment is to “provide learner with information about their progress which they can use to guide their continuing learning” (p. 72). The teacher should confer the notes that he/she has written throughout the project and during the students’ presentations, as well as the students’ individual work plans.

One should have in mind that “we can not see or measure language ability at all, we can only observe and measure *performance*” (Douglas, 2010, p. 9-10). This and the fact
that we can not measure all the knowledge requirements in the syllabus in one project, as well as the focus on formative assessment, means that awarding a grade would be unsuitable. In the end of the English 6 course, however, the teacher will provide a grade. When this time comes, it will be easy for the teacher to go back to the feedback form to recall how the students performed during the project, which will be part of the base for their final grade.

Furthermore, the teacher is asked to talk with each group when he/she hands out the feedback forms during the very last lesson (appendix A, p. 51). It is important to create a dialogue with the students about their assessment. We believe that discussing the comments with the group will create a foundation for that dialogue and the students can ask for clarification immediately if anything is unclear to them.

At the end of a project, not only is it important to give the students feedback on their work, it is also important to ask the students to evaluate the project as a whole. Therefore, in the very last part of the lesson plan (appendix A, p. 51), the students are asked to fill out an evaluation form (appendix L), where they are inquired about their thoughts on the project. Their feedback can give the teacher valuable information about how to proceed with the class, improve upon the lesson plan as well as develop their teaching profession.

It is not until we have actually used the lesson plan, observed and reflected upon how it worked and drawn conclusions from students’ evaluations, that we can analyze and evaluate its qualities.
Conclusion

The growing need for multimodal literacy requires teachers to use integrated approaches to teaching language and communication and a general reassessment of educational priorities (Hoechsmann & Poyntz, 2012). Our lesson plan shows how media literacy can be incorporated into English language teaching and our discussion highlights how it both increases students’ critical thinking, and improves their language skills.

As we argue in our discussion, multimodal texts have many positive assets, one being that they can support students’ language acquisition by offering several channels through which the student can decode the message. Using contemporary media texts, like the ERBs, connects students’ language learning to their practical language application outside the educational setting and, in extension, increases their learning space.

Throughout our discussion, we point out several considerations one must bear in mind when working with multimodal texts, but, we argue that, being open for discussions, valuing students’ opinions, keeping an open mind and formulating questions to help students develop their critical thinking, offer possibilities for successful integration.

In hindsight, we can see how parts of our study could have been developed and improved on. Firstly, we could have done a more thorough search and adequate selection of the research that we included. We would have had more time to go back and check for references used by other authors, as well as reevaluated the search tags based on literature we read in order to find specific information. As it was, most of literature we used were based on American studies and our paper would have benefitted from a broader international view, as well as an inclusion of research dealing with specific Swedish and European conditions and curricula. In addition, we could have read more first-hand studies and research to better balance the theoretical literature.

Secondly, it would have given our paper an added dimension if we would have had the opportunity to interview teachers about their experiences of using contemporary media text and media literacy to teach English. We have made observations of how media is being used from our own schooling as well as from our teacher placements, but since those
observations are not validated through research we could not include them in our discussion. However, that would be an interesting topic to investigate further.

In addition, there are many aspects of our lesson plan that could be interesting to study through action research. We have argued that using media literacy to teach English, can work to increase students’ critical thinking as well as improve their language skills. Since this paper is a research synthesis, this conclusion is based on previous research on related topics. It would be interesting to formulate a research question and conduct an action research study to evaluate our lesson plan with regards to this. Other possible topics for research would be to study if students’ use of multiple channels for learning and interpretation increases, or to conduct student interviews about their strategies for learning and whether their awareness increase throughout this project.

It would also be of value to investigate what type of media texts students encounter and enjoy, as well as how they read them. We suggested that using media in the classroom can increase students’ learning space, yet another topic suitable for further research. We invite future researchers to follow up on our topic and expand on these ideas. Because media is constantly changing and growing, there is a need for researchers and teachers to be updated. Therefore, there is a continuous call for new research in this area.

Our lesson plan is made as an example of how to apply the theories investigated in this research summary and to provide a practical foundation for the discussions, but it has yet to be practically assessed. As it is, it can be used as a resource, and an inspiration for teachers to build on, for using media literacy in the EFL classroom. In addition, it is always important to make compromises between what we set out to do with the lesson plan and the students’ reactions to it as well as being open to learning opportunities that might arise along the way.

In conclusion, using media literacy to teach English can enhance students’ critical thinking, improve their language skills and connect the classroom to the outside world, thus increasing students’ learning space. Our hope is that our lesson plan shows students that learning can be enjoyable and that we inspire teachers to integrate media literacy in English language education.
References


# Appendix A: The lesson plan

## Lesson No 1: Introduction
(90 minutes, including a 10 minute break)

<table>
<thead>
<tr>
<th>Section</th>
<th>Time</th>
<th>Teacher</th>
<th>Students</th>
<th>Props</th>
</tr>
</thead>
</table>
| Start-up           | 5 min (0-5)| ✇ Welcome students.  
                      |              | Let them know that a new theme is starting (which will be continuing for about 10 lessons).                                                                                                            | Listening    |                                                                      |
| Getting to know    | 10 min (5-15) | ✇ Split the students into small groups (as they are sitting) and give each group the hand-out with pictures (appendix B).  
                      |              | Ask them if they know who the people in the pictures are and to write down anything they know about them. If they don’t know who they are, ask them what they guess from looking at the pictures and write it down. Also, ask everybody what additional information they want to find out about them. All of this is in the hand-out as well.  
                      |              | ✇ While the students do the task, walk around and listen to their discussions. Take notes of how much the different groups know.  
                      |              | ✇ If it turns out that no (or maybe just one) group knows anything about who they are, ask them if they recognize the quotes “I have a dream” and “Be the change you want to see in the world”. If that still doesn’t ring a bell, give them their names as well. | Discussing/talking  
                      |              |                                                                 |              | Suggesting  
                      |              |                                                                 |              | Listening  
                      |              |                                                                 |              | Writing  
                      |              |                                                                 |              | Hand-out with pictures of Martin Luther King & Mahatma Gandhi (appendix B) |
| Share the knowledge| 15 min (15-35) | ✇ Ask one of the groups that seemed to know the least about Gandhi and King to start sharing what they know/guessed and what they would like to find out. Ask if anyone can answer their questions and if anyone has support for their guesses. Ask the students to add new things to their hand-out (appendix B).  
                      |              | ✇ Work your way “up” to the groups that know the most, so that everyone can add a little at a time.                                                                                                         | Sharing/talking  
                      |              |                                                                 |              | Listening  
                      |              |                                                                 |              | Asking and answering questions  
<pre><code>                  |              |                                                                 |              | White-board pens Appendix C |
</code></pre>
<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
<th>Details</th>
<th>Researching/Collaborating/talking/Writing</th>
<th>Computers for students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>10 min</td>
<td>Divide the questions between the groups.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(35-45)</td>
<td>Ask them to find out the answer.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Go around and help if necessary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Break</td>
<td>10 min</td>
<td>Make sure the computer and the connection to some sort of big screen works.</td>
<td>Having a break</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(45-55)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharing the research</td>
<td>10 min</td>
<td>Ask the groups to share the answers to the questions posed earlier and if they found out anything else they would like to share. By now, all the questions in appendix C should be answered.</td>
<td>Listening/Sharing/talking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(55-65)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ERB!</td>
<td>15 min</td>
<td>Tell the students that you’re going to watch a short video about Gandhi and King. Show the Epic Rap Battle <a href="http://www.epicrapbattlesofhistory.com/video/8V4ZWVZXJ51S/category/erb/tag/season-2/section/latest/page/0">http://www.epicrapbattlesofhistory.com/video/8V4ZWVZXJ51S/category/erb/tag/season-2/section/latest/page/0</a> (hoping that there’s some element of surprise). Ask them what they thought about it. For the second showing, ask the students to take notes of references used in the rap that they understand or not based on their current knowledge. Ask the students what they thought, what references they picked up on, if there was anything they didn’t understand and if there were any new words that need explaining.</td>
<td>Listening/Watching/Taking notes/Sharing/talking/Discussing/talking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(65-80)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual work report</td>
<td>5 min</td>
<td>Hand out the Individual work report (appendix D) and briefly explain the purpose (that it is both a way for you to monitor their process and a way for them to become more aware of their learning). These should be filled out by each student (in the end of every lesson) and handed in at the end of the theme. Ask if anyone has any questions at this point.</td>
<td>Listening/Reading</td>
<td>Copies of appendix D</td>
</tr>
<tr>
<td></td>
<td>(80-85)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rap up</td>
<td>5 min</td>
<td>Give the students a moment to fill in their Individual work report (appendix D). Tell the students that you are going to work with the Epic Rap Battles as a theme for about 10 lessons. Round up with telling the students you are looking forward to working with them on this theme.</td>
<td>Writing/Listening</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(85-90)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Nº 2: The NAMLE-questions  
(90 minutes, including a 10 minute break)

<table>
<thead>
<tr>
<th>Section</th>
<th>Time</th>
<th>Teacher</th>
<th>Students</th>
<th>Props</th>
</tr>
</thead>
</table>
| Start-up                             | 5 min (0-5) | • Welcome students.  
• Ask them to recap lesson 1. (Both as a reminder and in case someone was absent.) | Listening Retelling |                               |
| Introducing media literacy & the NAMLE-questions | 20 min (5-25) | • A brief introduction of media literacy (see appendix E).  
• Talk briefly about the NAMLE-questions (appendix F). Explain that all the questions are not applicable on every media text/every time and that the purpose is to create awareness and learn how to critically evaluate texts/messages.  
• Ask the students if they have any questions or thoughts at this point. | Listening  
Taking notes  
Asking questions | Whiteboard pens.  
Appendix E and F |
| Recap                                | 5 min (25-30) | • Show the Epic Rap Battle featuring Gandhi vs. King again. | Watching.  
Listening.  
Possibly taking notes. |                               |
| NAMLE the rap                        | 10 min (30-40) | • Split the students into small groups, as they sit. Ask them to discuss the NAMLE-questions (appendix F) with the Rap Battle as a starting point:  
• What NAMLE-questions (appendix F) do you find relevant to ask about this rap? Why?  
• Which are less relevant? Why?  
• Would you add any questions? Or rephrase any? | Taking/Discussion  
Writing  
Listening | Appendix F (either screened, on whiteboard or on handouts) |
| Break                                | 10 min (40-50) | • Relax | Relaxing |                               |
| Answer some NAMLE-q’s                | 20 min (50-70) | • Each student/group should have decided on a few questions that s/he finds most relevant.  
• Ask the students to mingle in the room, finding answers to their questions from OTHER students. They may only ask each person one question. Encourage discussions. | Talking/discussing  
Taking notes  
Answering questions  
Listening | (NAMLE-questions) |
| Check up                             | 15 min (70-85) | • Ask the students to sum up their discussions. First in the small groups, then each group sums up their findings for the class.  
• What answers have they come up with? Differences? Similarities? | Talking  
Sharing  
Listening |                               |
<table>
<thead>
<tr>
<th>Rap up</th>
<th>5 min (85-90)</th>
<th></th>
<th>Writing Listening</th>
<th>Extra copies of appendix D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Give the students a moment to fill in their Individual work report (appendix D).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Brief them about the next lesson. (Inspiration).</td>
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<td></td>
<td></td>
<td>• Say bye before you leave.</td>
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</tbody>
</table>
### Lesson № 3: Inspiration

*(90 minutes, including a 10 minute break)*

<table>
<thead>
<tr>
<th>Section</th>
<th>Time</th>
<th>Teacher</th>
<th>Students</th>
<th>Props</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start-up</td>
<td>5 min</td>
<td>• Welcome students.</td>
<td>Listening</td>
<td>Screen/computer/projector (Appendix F and G)</td>
</tr>
<tr>
<td></td>
<td>(0-5)</td>
<td>• Ask them to recap the lesson 1 and 2. (Both as a reminder and in case someone was absent.)</td>
<td>Retelling</td>
<td></td>
</tr>
<tr>
<td>Let’s get some inspiration</td>
<td>35 min</td>
<td>• Show one or two more rap battles. In appendix G there is background info that the students could benefit from knowing for the following:</td>
<td>Watching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(5-40)</td>
<td>- Beiber vs. Beethoven</td>
<td>Possibly taking notes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Sarah Palin vs. Lady Gaga</td>
<td>Listening</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Obama vs. Romney</td>
<td>Talking/discussing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Steve Jobs vs. Bill Gates</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>- Gandalf vs. Dumbledore</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Elvis Presley vs. Michael Jackson</td>
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<tr>
<td></td>
<td></td>
<td>However, you may choose other ERBs that you find interesting.</td>
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<td></td>
<td></td>
<td>• Show the ERB page <a href="http://epicrapbattlesofhistory.com/browse/erb/tag/season-1/page/0">http://epicrapbattlesofhistory.com/browse/erb/tag/season-1/page/0</a> (with a list and pictures of ERBs) so that the students get a picture of the different “battlers”.</td>
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<tr>
<td></td>
<td></td>
<td>• Talk about representation. Can they see a pattern in who is represented? Is there any one group standing out? Are there groups not represented? Why do they think that is? Can they see patterns/similarities in other media? Is this how it is in other media as well? What groups do they think deserve more space/focus in media? Why? Is the focus on different things/qualities for different groups? How are different groups (for example young people) portrayed in the media?</td>
<td></td>
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<td></td>
<td></td>
<td>• The NAMLE-questions (appendix F) could be of use in this discussion as well.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Break</td>
<td>10 min</td>
<td>• Relax, have a cup of (h)erb tea.</td>
<td>Sniffing the air, wondering where the lovely scent of (h)erb tea is coming from</td>
<td>Cup</td>
</tr>
<tr>
<td></td>
<td>(0-10)</td>
<td></td>
<td>Warm water (H)erb tea Comfy chair</td>
<td></td>
</tr>
<tr>
<td>Who’s next? You decide!</td>
<td>10 min</td>
<td>• Pair up the students and ask them to brainstorm couples to put against each other in an Epic Rap Battle. Ask them to motivate their choices and consider what facts could be included and what possible punch lines that would generate. Point out that they should stick to people (or characters) famous or known, no personal relations</td>
<td>Talking/brainstorming</td>
<td>Whiteboard pens</td>
</tr>
<tr>
<td></td>
<td>(50-60)</td>
<td></td>
<td>Sharing/suggesting</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Listening</td>
<td></td>
</tr>
</tbody>
</table>
(like classmates for example)
- Ask them to share their ideas and write their suggestions on the white-board.

| Building groups | 10 min (60-70) | Telling the students they will create their own Epic Rap Battles.
- By now there should be plenty of suggestions of battle-pairs on the board. Ask the students to come up to the whiteboard and write their name next to the two rap-pairs they would most like to work with.
- Is anyone missing? Which group can that person be in? Preferably, assign a group, or give the person a few possibilities next time (or on e-mail before next lesson if that is a possibility).
- You want groups of 3-4 students. Sort out the groups from the students wishes. Possibly, two groups could have the same “rap pair” (since it would still amount to two completely different raps in the end).
- Once the groups are finalized, have the students move to sit with their group. Take notes of the groups. |

| The Rap assignment | 15 min (70-85) | Hand out the task description with the assessment criteria (appendix H) Go through the rap assignment and the assessment criteria. Also point out that there are additional questions in the Individual work report with regards to the group work (appendix D) for the following lessons.
- Make sure everything is clear and address any questions the students might have.
- If there is time, the students can start brainstorming about their rap or assigning tasks within the group. |

| Rap up | 5 min (85-90) | Give the students a moment to fill in their Individual work report (appendix D).
- Brief them about the next lesson (practicing rhyming and words).
- Say bye-bye and walk out. |

| Choosing | Whiteboard pens |

| Listening |
- Asking questions
- Discussing/
- Brainstorming
- Negotiating/
- work division |

| Appendix H |

| Writing |
- Listening |

| Extra copies of appendix D |
### Lesson Nº 4: World of words  
(90 minutes, including a 10 minute break)

<table>
<thead>
<tr>
<th>Section</th>
<th>Time</th>
<th>Teacher</th>
<th>Students</th>
<th>Props</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start-up</td>
<td>5 min</td>
<td>Welcome students. Ask them to recap the theme, especially last lesson. Someone might have been missing, make sure that person know which group s/he is in. Tell the students that you are “practicing” rhymes and synonyms today, and that taking notes might be useful for their group rap assignment.</td>
<td>Listening Recapping/talking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(0-5)</td>
<td></td>
<td></td>
<td>Whiteboard pens.</td>
</tr>
<tr>
<td>Warm up</td>
<td>10 min</td>
<td>Tell the students that you are going to rhyme around the class. Make sure they know what rhyming entails. You start by saying a word. Go around the class and have each person say one word that rhymes with the original word. One may say pass if s/he can’t come up with anything else that rhymes with it. If no one else can come up with a rhyming word, ask someone to suggest a new one. List the words on the board.</td>
<td>Rhyming/talking Listening</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(5-15)</td>
<td></td>
<td></td>
<td>Whiteboard pens.</td>
</tr>
<tr>
<td>Rhyming competition</td>
<td>15 min</td>
<td>Divide the class into groups, as they sit. They will now compete against each other in rhyming. Write a word on the board (see appendix I) and ask the groups to come up with as many words that rhyme with it as possible. After about 30-60 seconds, ask the groups which words they have. They get one point for each word that rhymes and one extra point if no one else has gotten that word. List the words on the board. Then repeat the process with another word from appendix I. In the end, check the score and declare the winner!</td>
<td>Rhyming Discussing/talking Listening</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(15-30)</td>
<td></td>
<td></td>
<td>Whiteboard pens. Appendix I.</td>
</tr>
<tr>
<td>Brainstorm words</td>
<td>15 min</td>
<td>They will now compete by finding word alternatives. Give them an example: Things you wear up top – shirt, sweater, bra, t-shirt, cardigan, etc. Write one of the suggestions on the board (see appendix I) and ask the groups to come up with as many words as possible. After about 30-60 seconds, ask the groups which words they have. They get one point for each word that qualifies and one extra point if no one else has gotten that word.</td>
<td>Finding “synonyms” Discussing/talking Listening</td>
<td>White-board pens. Appendix I.</td>
</tr>
</tbody>
</table>
- List the words on the board. Then repeat the process with another suggestion from appendix I.
- In the end, check the score and declare the winner!

<table>
<thead>
<tr>
<th>Break</th>
<th>10 min</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>45-55</td>
</tr>
<tr>
<td></td>
<td>Relax.</td>
</tr>
<tr>
<td></td>
<td>Have a coffee.</td>
</tr>
<tr>
<td></td>
<td>Relaxing. Probably not having coffee.</td>
</tr>
<tr>
<td></td>
<td>Cup of coffee.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rap Map</th>
<th>15 min</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(55-70)</td>
</tr>
<tr>
<td></td>
<td>Make a mind-map with the help of the class about what rapping entails.</td>
</tr>
<tr>
<td></td>
<td>For examples of things to bring forward, see appendix J.</td>
</tr>
<tr>
<td></td>
<td>Focus on students’ contributions, only add things yourself if the discussions run out.</td>
</tr>
<tr>
<td></td>
<td>Encourage students to draw the mind-map themselves, to use as a reference throughout their group work.</td>
</tr>
<tr>
<td></td>
<td>Suggesting/talking</td>
</tr>
<tr>
<td></td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td>Appendix J</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group work on the Rap assignment</th>
<th>15 min</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(70-85)</td>
</tr>
<tr>
<td></td>
<td>The students should now switch to the groups decided on last lesson for the rap assignment.</td>
</tr>
<tr>
<td></td>
<td>Tell them that they will have this slot and three more whole lessons to finish.</td>
</tr>
<tr>
<td></td>
<td>Encourage them to brainstorm about their rap, possibly do a little mind-map. If they have access to computers at all times, they might start searching for information on their battlers.</td>
</tr>
<tr>
<td></td>
<td>They should also talk about how to divide the work and think about the time frame.</td>
</tr>
<tr>
<td></td>
<td>If no one in the group has taken notes of today’s words, they might want to do that as well.</td>
</tr>
<tr>
<td></td>
<td>Discussing/talking</td>
</tr>
<tr>
<td></td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td>Searching for information</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rap up</th>
<th>5 min</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(85-90)</td>
</tr>
<tr>
<td></td>
<td>Give the students a moment to fill in their Individual work report (appendix D).</td>
</tr>
<tr>
<td></td>
<td>Remind them that they now have the three following lessons to work with their rap assignment (but that they are still required to come to the classroom, unless they have gotten permission from you in advance to be somewhere else for video recordings, for example).</td>
</tr>
<tr>
<td></td>
<td>Bid them farewell and stride out of the classroom.</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td>Extra copies of appendix D</td>
</tr>
<tr>
<td></td>
<td>Napkin to wave when leaving</td>
</tr>
</tbody>
</table>
Lesson № 5, 6 & 7: Group work
(90 minutes, including a 10 minute break)

<table>
<thead>
<tr>
<th>Section</th>
<th>Time</th>
<th>Teacher</th>
<th>Students</th>
<th>Props</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start-up</td>
<td>5 min (0-5)</td>
<td>✅ Welcome students. &lt;br&gt;✅ Ask them to recap the theme and make sure everybody knows which groups they are in and what they are doing. &lt;br&gt;✅ Remind them of the time frame (1-3 lessons to go).</td>
<td>Listening &lt;br&gt;Recapping/talking</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group work (+ break)</td>
<td>80 min (5-85)</td>
<td>✅ Walk around and try to get everyone on the right track. &lt;br&gt;✅ Point out that this is a great opportunity to practice talking English. &lt;br&gt;✅ Remind them to take a 10 minute break somewhere. &lt;br&gt;✅ Check on their progress and help them if they get stuck. &lt;br&gt;✅ Listen to their interactions and take notes on all students.</td>
<td>Discussing/talking &lt;br&gt;Searching for information &lt;br&gt;Writing &lt;br&gt;Composing &lt;br&gt;Collaborating &lt;br&gt;Video recording and editing</td>
<td>Computers for students</td>
</tr>
<tr>
<td>Rap up</td>
<td>5 min (85-90)</td>
<td>✅ Give the students a moment to fill in their Individual work report (appendix D). &lt;br&gt;✅ Remind them of how much time is left/that they will start presenting next time (everybody should be ready for the first presentation-session, although not everybody will have time to present). &lt;br&gt;✅ Wish them a happy day and dance out of the classroom.</td>
<td>Writing &lt;br&gt;Listening &lt;br&gt;Staring wide eyed at dancing teacher</td>
<td>Extra copies of appendix D &lt;br&gt;Dance shoes</td>
</tr>
</tbody>
</table>
Lesson Nº 8 & 9 (or more, depending on how many groups you have): Presentations
(90 minutes, including a 10 minute break)

<table>
<thead>
<tr>
<th>Section</th>
<th>Time</th>
<th>Teacher</th>
<th>Students</th>
<th>Props</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start-up</td>
<td>5 min</td>
<td>▲ Welcome students. Tell them that you are excited to see their finished presentations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(0-5)</td>
<td>▲ Ask who would like to start and decide the order of the presentations. Write down the order on the whiteboard.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>80 min</td>
<td>▲ The groups have their presentations, one after another.</td>
<td>Presenting nervous</td>
<td>Big screen</td>
</tr>
<tr>
<td>Presentations</td>
<td>(5-85)</td>
<td>▲ Take notes on the feedback form (appendix K), one for each group.</td>
<td>Listening</td>
<td>Computer to connect</td>
</tr>
<tr>
<td></td>
<td>(+ break)</td>
<td>▲ After each presentation, have the other students ask questions and give feedback on the presentation (in a nice manner, of course). Make a few comments yourself.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▲ Have a 10 minute break when it is fitting.</td>
<td>Commenting and/or asking questions</td>
<td>Copies of appendix K</td>
</tr>
<tr>
<td>Rap up</td>
<td>5 min</td>
<td>▲ Give the students a moment to fill in their Individual work report and to do a self evaluation of their work using the assessment criteria provided (appendix D). It should be handed in after the last lesson of presentations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(85-90)</td>
<td>▲ Thank them for their nice presentations and do a back-flip.</td>
<td>Writing</td>
<td>Extra copies of appendix D</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Listening</td>
<td>Acrobatic skills</td>
</tr>
</tbody>
</table>

AFTER THE PRESENTATIONS:
Fill out the feedback form (appendix K) for each student after checking your notes from the presentations and their Individual work reports. In the comments, focus on what the student has been able to do as well as what he/she could work on to get even better.
Lesson № 10: Feedback
(40 minutes)
Observe that this is just half a lesson!

<table>
<thead>
<tr>
<th>Section</th>
<th>Time</th>
<th>Teacher</th>
<th>Students</th>
<th>Props</th>
</tr>
</thead>
</table>
| Start-up  | 5 min (0-5) | ✴ Welcome students.  
✴ Tell them that it has been great fun working with them on this theme and that you hope they have thought so as well.  
✴ Tell them that today you will be giving them feedback as well as asking them to give feedback. | Listening |                           |
| Feedback  | 30 min (5-35) | ✴ Hand out the evaluation (appendix L), one per student, and ask them to fill them out.  
✴ While they fill out the evaluation, talk to one group at a time; give them some oral feedback on their presentation as well as hand them their individual feedback form (appendix K, with comments) back. | Writing  
Talking  
Listening | Appendix L  
Appendix K with comments |
| Rap up    | 5 min (35-40) | ✴ Thank them again for their wonderful job on this assignment.  
✴ Send them off for a break. | Listening |                           |
| Break     | 10 min (40-50) | ✴ Relax and plan your next theme. | Having spontaneous rap battles in the corridor |                           |
Appendix B: Gandhi and King handout

This first page for reference only!

Martin Luther King picture retrieved from: http://blogs.sacurrent.com/wp-content/uploads/2013/08/I_Have_A_Dream_Martin_Luther_King_freekomputerdesktopwallpaper_1600-600x450.jpg

Do you know who the person in the picture is?

What do you know about him?

If you don’t know who this person is, what can you tell or guess from the picture?

What more do you want to find out? How can you go about doing that?
Do you know who the person in the picture is?

What do you know about him?

If you don’t know who this person is, what can you tell or guess from the picture?

What more do you want to find out? How can you go about doing that?
Appendix C: Question Suggestions

What was Martin Luther King’s profession? (Pastor).
What was Mahatma Gandhi’s profession? (Barrister)
What did Martin Luther King fight for? How? (Civil rights, black rights/ Non violence, pacifism).
What did Mahatma Gandhi fight for? How? (Against colonialism; for India’s independence from the British empire, for women’s rights/Non violence, pacifism).
What did Martin Luther King dream about? (“I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character”).
What is the Caste system? What did Gandhi think about it? (A social structure, which Gandhi fought against, in which classes are determined by heredity).
How many times was Mahatma Gandhi nominated for the same prize? (5)
How did they die? (Murdered/Shot)
Appendix D: Individual work plan

Lesson 1 (INSERT DATE):

Reflections on your learning:

I contributed to the lesson by _____________________________________________________.
but maybe I could also __________________________________________________________.

I have learned ____________________________________________________________________.
but I’m still wondering ____________________________________________________________.

I could improve by ________________________________________________________________.

Lesson 2 (INSERT DATE):

Reflections on your learning:

I contributed to the lesson by _____________________________________________________.
but maybe I could also __________________________________________________________.

I have learned ____________________________________________________________________.
but I’m still wondering ____________________________________________________________.

I could improve by ________________________________________________________________.
Lesson 3 (INSERT DATE):

Reflections on your learning:
I contributed to the lesson by __________________________________________.,
but maybe I could also ___________________________________________.

I have learned ___________________________________________,
but I’m still wondering ___________________________________________.

I could improve by ___________________________________________.

Lesson 4 (INSERT DATE):

Reflections on your learning:
I contributed to the lesson by ___________________________________________,
but maybe I could also ___________________________________________.

I have learned ___________________________________________,
but I’m still wondering ___________________________________________.

I could improve by ___________________________________________.

Your individual contributions to the group-work
I have worked towards reaching the requirements by ____________________________,
and next time I will ____________________________________________.

I have found the information I needed by ____________________________,
and I thought it was reliable because ____________________________.

I have solved problems by ____________________________.
Lesson 5 (INSERT DATE):

Reflections on your learning:

I contributed to the lesson by _________________________________.
but maybe I could also _________________________________.

I have learned _________________________________.
but I’m still wondering _________________________________.

I could improve by _________________________________.

Your individual contributions to the group-work

I have worked towards reaching the requirements by ____________________
and next time I will _________________________________.

I have found the information I needed by ____________________
and I thought it was reliable because _____________________.

I have solved problems by _________________________________.

58
Lesson 6 (INSERT DATE):

Reflections on your learning:

I contributed to the lesson by ______________________________________________________.
but maybe I could also ____________________________________________________________.

I have learned ________________________________________________________________.
but I’m still wondering __________________________________________________________.

I could improve by ______________________________________________________________.

Your individual contributions to the group-work

I have worked towards reaching the requirements by ________________________________
and next time I will ____________________________________________________________.

I have found the information I needed by __________________________________________
and I thought it was reliable because _____________________________________________.

I have solved problems by ________________________________________________________.
Lesson 7 (INSERT DATE):

Reflections on your learning:
I contributed to the lesson by ______________________________________________.
but maybe I could also ________________________________________________.

I have learned __________________________________________________________, but I’m still wondering ____________________________________________________.

I could improve by ________________________________________________________.

Your individual contributions to the group-work
I have worked towards reaching the requirements by __________________________________
and next time I will ________________________________________________________.

I have found the information I needed by _______________________________________
and I thought it was reliable because ____________________________________________.

I have solved problems by ____________________________________________________.
Lesson 8 (INSERT DATE):

Reflections on your learning:

I contributed to the lesson by ____________________________________________.
but maybe I could also ____________________________________________.

I have learned ________________________________________________________.
but I’m still wondering ________________________________________________.

I could improve by ____________________________________________________.

Lesson 9 (INSERT DATE):

Reflections on your learning:

I contributed to the lesson by ____________________________________________.
but maybe I could also ____________________________________________.

I have learned ________________________________________________________.
but I’m still wondering ________________________________________________.

I could improve by ____________________________________________________.
<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>E</th>
<th>C</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have, in an <em>acceptable</em> manner, met the requirements.</td>
<td>I have, in an <em>satisfying</em> manner, met the requirements.</td>
<td>I have, in an <em>outstanding</em> manner, met the requirements.</td>
<td></td>
</tr>
<tr>
<td>I have with <em>some certainty</em> used strategies to search for information and assessed the reliability of my sources.</td>
<td>I have with <em>some certainty</em> used strategies to search for information and assessed the reliability of my sources.</td>
<td>I have with <em>certainty</em> used strategies to search for information and assessed the reliability of my sources.</td>
<td></td>
</tr>
<tr>
<td>I have used research in a relevant way for our production (rap).</td>
<td>I have used research in a relevant and <em>effective</em> way for our production (rap).</td>
<td>I have used research in a relevant, <em>effective</em> and <em>critical</em> way for our production (rap).</td>
<td></td>
</tr>
<tr>
<td>In the presentation, I expressed myself in a way that was <em>relatively</em> varied, clear, and <em>relatively</em> structured.</td>
<td>In the presentation, I expressed myself in a way that was varied, clear, and structured.</td>
<td>In the presentation, I expressed myself in a way that was varied, nuanced, clear, and structured.</td>
<td></td>
</tr>
<tr>
<td>In the presentation, I adjust my language <em>somewhat</em> to the type of text (rap/background).</td>
<td>In the presentation, I adjust my language <em>somewhat</em> to the type of text (rap/background).</td>
<td>In the presentation, I adjust my language to the type of text (rap/background).</td>
<td></td>
</tr>
<tr>
<td>In the group work, I have used <em>basically</em> functional strategies which <em>somewhat</em> solve problems and improve communication.</td>
<td>In the group work, I have used functional strategies which solve problems and improve communication.</td>
<td>In the group work, I have used <em>well</em> functional strategies which solve problems and improve communication, <em>and take it forward in a creative way</em>.</td>
<td></td>
</tr>
</tbody>
</table>

In the end of the theme, use the assessment criteria above to evaluate your work.
Appendix E: Summary of core principles of media literacy education

The purpose of media literacy education is to help individuals of all ages develop the habits of inquiry and skills of expression that they need to be critical thinkers, effective communicators and active citizens in today’s world.

1. Media Literacy Education requires active inquiry and critical thinking about the messages we receive and create.

2. Media Literacy Education expands the concept of literacy (i.e., reading and writing) to include all forms of media.

3. Media Literacy Education builds and reinforces skills for learners of all ages. Like print literacy, those skills necessitate integrated, interactive, and repeated practice.

4. Media Literacy Education develops informed, reflective and engaged participants essential for a democratic society.

5. Media Literacy Education recognizes that media are a part of culture and function as agents of socialization.

6. Media Literacy Education affirms that people use their individual skills, beliefs and experiences to construct their own meanings from media messages.
Appendix F: Key questions to ask when analyzing media messages

AUDIENCE & AUTHORSHIP

AUTHORSHIP
Who made this message?

PURPOSE
Why was this made?
Who is the target audience (and how do you know)?

ECONOMICS
Who paid for this?

IMPACT
Who might benefit from this message?
Who might be harmed by it?
Why might this message matter to me?

RESPONSE
What kinds of actions might I take in response to this message?

MESSAGES & MEANINGS

CONTENT
What is this about (and what makes you think that)?
What ideas, values, information, and/or points of view are overt? Implied?
What is left out of this message that might be important to know?

TECHNIQUES
What techniques are used?
Why were those techniques used?
How do they communicate the message?

INTERPRETATIONS
How might different people understand this message differently?
What is my interpretation of this and what do I learn about myself from my reaction or interpretation?

REPRESENTATIONS & REALITY

CONTEXT
When was this made?
Where or how was it shared with the public?

CREDIBILITY
Is this fact, opinion, or something else?
How credible is this (and what makes you think that)?
What are the sources of the information, ideas, or assertions?
Appendix G: Battlers background Rap-port

Bieber vs. Beethoven

http://www.epicrapbattlesofhistory.com/video/UMouLMg63SCi/category/erb/tag/season-1/section/latest/page/0

Justin Bieber (1994-)

Canadian pop musician, actor, and singer-songwriter. His debut My World, was released in November 2009, and was certified platinum in the United States. He became the first artist to have seven songs from a debut record to chart on the Billboard Hot 100. As of May 2012, Bieber has sold 15 million albums.

“Little White Usher” Usher = African American R&B artist.

Usher = an official doorkeeper; a person whose duty it is to show people to their seats in a theater, church, etc

Ludwig van Beethoven (1770-1827)

German composer and pianist. One of the most famous and influential classical composers. Towards the end of his life, he became almost deaf. He gave up conducting and performing in public but continued to compose; many of his most admired works come from this period.

Für Elise: (German for ‘To Elise’) is a famous piano piece by Beethoven. Elise may have been a woman named Therese, who Beethoven asked to marry him, but she turned him down.


Obama vs. Romney

http://www.epicrapbattlesofhistory.com/video/NC2b5tkR3hnI/category/erb/tag/season-2/section/latest/page/0

Mitt Romney (1947-)

Ran for President in 2012, lost against current president Barack Obama. Cofounder and CEO of Bain Capital a highly profitable private equity investment firm that became one of the largest of its kind in the nation. Member of the The Church of Jesus Christ of Latter-day Saints (Mormon). In the 1850s the church proclaimed they were for polygamy and critics
claim that it is still in practice, even if church leaders opposed polygamy in 1890. Mormons have also been accused of being racist and for not accepting homosexuality.

**Barack Obama** (1961-)

Current President of the United States and the first African American to hold the office. First elected in 2008 and re-elected in November 2012. The results of a poll before the 2012 election showed voters were tied; 47% leaned against voting for Romney, 47% for Obama. In September 2012, Obama’s campaign got a boost when unemployment fell below 8%, the lowest since Obama took office. In May 2012, Obama became the first sitting U.S. president to publicly support same-sex marriage.

*The windy city:* Chicago, hometown of president Obama.

*Abe Lincoln* (1809-1865) 16th president of the United States. Served during the Civil War. Abolished slavery, strengthened the national government and modernized the economy. Assassinated with a shot through the head. The phrase “of the people, by the people, for the people” is taken from a famous speech by Lincoln.

*The bald eagle:* USA’s national emblem.

**Sarah Palin vs. Lady Gaga**


**Sarah Palin** (1964-)

9th governor of Alaska and the Republican Party nominee for Vice President in the 2008 presidential election. Palin described herself in an interview as a "Bible-believing Christian." Palin opposes same-sex marriage and abortion. She supports capital punishment. Her book *Going Rogue* has sold more than two million copies. Since January 2010, she has provided political commentary for Fox News, and hosted a television show, *Sarah Palin’s Alaska*. Five million viewers tuned in for the first episode, a record for TLC.

**Lady Gaga** (1986-)

Influenced by David Bowie, Michael Jackson, Madonna, and Queen, Lady Gaga is recognized for her flamboyant, diverse and outré contributions to the music industry through her fashion, performances and music videos. Lady Gaga came to prominence with her
debut studio album, *The Fame*, which was a critical and commercial success. Her second album, *Born This Way*, topped albums charts in most major markets and generated chart-topping songs. Won the title Artists of the Year, 2010, ranked fourth in VH1’s list of 100 Greatest Women in Music, ranked as one of The World’s 100 Most Powerful Women from 2010 to 2013, and was named one of the most influential people in the world by Time magazine.

**Elvis Presley vs. Michael Jackson**


**Elvis Presley** (1935-1977)

American singer, musician and actor called “the King of Rock and Roll”. Inspired by Gospel, Blues and other African-American music styles (was accused of “stealing” their sound). Critics claimed he was being overly sexy or even pornographic because of the way he moved his hips. Very popular with teenage girls, audiences were going rampant! Met his wife when she was just fourteen, married her 7½ years later. They got one daughter together. Lived at an estate called Graceland. Towards the end of his carrier he gained a lot of weight and his health was declining. Was addicted to prescription drugs and died, only 42 years old.

**Michael Jackson** (1958-2009)

American pop singer called "the King of Pop”. Started his carrier at the age of six in *The Jackson 5*. Famous for his dancing, especially the “Moonwalk”. He was married for a period to Lisa Marie Presley (Elvis’ daughter). Lived on an estate called Neverland. Has been accused of child sexual abuse on more than one occasion. Had Vitiligo (losing skin pigment), accused of bleaching his skin to become “whiter”. Was addicted to prescription drugs and died, only 51 years old.

**Gandalf vs. Dumbledore**

[http://www.epicrapbattlesofhistory.com/video/8J5grokDH7y0/category/erb/tag/season-1/section/latest/page/0](http://www.epicrapbattlesofhistory.com/video/8J5grokDH7y0/category/erb/tag/season-1/section/latest/page/0)

**Dumbledore** (fictional character)

One of the good guys in Harry Potter. Wizard and headmaster of the wizard school Hogwarts.
A very powerful magician and the students at the school admire him greatly, at least the good ones. Burned one of his hands badly when killing one of Voldemort’s (bad guy) souls. Has a pet bird.

**Gandalf** (fictional character)

One of the good guys in the Lord of the Rings. Wizard, who together with a team of Hobbits, Elves, Dwarfs and Men tries to destroy the Ring to defeat Sauron (bad guy). Starts out as Gandalf the Grey, then fights a Balrog (very evil creature) and comes out victorious, is kind of reborn as the more powerful Gandalf the White.

**Steve Jobs vs. Bill Gates**


**Steve Jobs** (1955-2011)

The co-founder, chairman, and CEO of Apple Inc. (Mac.) Was adopted. Married to Laurene, they have three children together and he has one more from a previous relationship. Died of cancer at the age of 56.

**Bill Gates** (1955-)

The former chief executive and current chairman of Microsoft. (PC). One of the world’s wealthiest people. Spend a lot of his money on charity. Married to Melinda and have three children.

**HAL9000** the computer controlling the space ship in the futuristic novel *2001: a space odyssey* by Arthur Clarke. A famous film adaption if the novel was made by Stanley Kubrick.
Appendix H: Epic Rap Assignment

The task
You are going to create an Epic Rap Battle about the pair that you have already chosen. You are
going to work in groups and an important part of the task is to share the responsibility and work
together as a team. You will be assessed both as a group and individually.

Your work will result in a presentation including some background information about your battlers
(that the rest of the class and the teacher will need to know in order to understand your rap) as well
as your Epic Rap (video recorded or performed live).

How you divide the work between you is up to you (for example, not everybody in the group has to
perform the rap). However, the workload should be shared! Your personal input to the thematic
work leading up to the presentations will be assessed with the Individual work plan as a starting
point.

Requirements

Researching you battlers
  to find inspiration for your rap
  to provide background information for your audience

Making your Epic Rap
  Writing and possibly composing
  Rehearsing and possibly video recording
  Typing it up to hand in

Presentation
  Background info on the battlers
  The Epic Rap (video recorded or performed live)

The Individual work plan
  Your individual contributions to the group
  Reflections on your learning

Time frame
You will have three lessons to complete the task. You will have to plan your work accordingly. The
presentations will start on (INSERT DATE HERE). All groups should be ready to perform that
lesson. You will also hand in the rap in writing at this lesson. The Individual work plan will be
handed in at the end of the last lesson of presentations.

Assessment criteria on the back, please be aware of these throughout your work!
<table>
<thead>
<tr>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E</strong></td>
</tr>
<tr>
<td>I have, in an <em>acceptable</em> manner, met the requirements.</td>
</tr>
<tr>
<td>I have with <em>some certainty</em> used strategies to search for information and assessed the reliability of my sources.</td>
</tr>
<tr>
<td>I have used research in a relevant way for our production (rap).</td>
</tr>
<tr>
<td>In the presentation, I expressed myself in a way that was <em>relatively</em> varied, clear, and <em>relatively</em> structured.</td>
</tr>
<tr>
<td>In the presentation, I adjust my language <em>somewhat</em> to the type of text (rap/background).</td>
</tr>
<tr>
<td>In the group work, I have used <em>basically</em> functional strategies which <em>somewhat</em> solve problems and improve communication.</td>
</tr>
<tr>
<td><strong>C</strong></td>
</tr>
<tr>
<td>I have, in a <em>satisfying</em> manner, met the requirements.</td>
</tr>
<tr>
<td>I have with <em>some certainty</em> used strategies to search for information and assessed the reliability of my sources.</td>
</tr>
<tr>
<td>I have used research in a relevant and <em>effective</em> way for our production (rap).</td>
</tr>
<tr>
<td>In the presentation, I expressed myself in a way that was varied, clear, and structured.</td>
</tr>
<tr>
<td>In the presentation, I adjust my language <em>somewhat</em> to the type of text (rap/background).</td>
</tr>
<tr>
<td>In the group work, I have used functional strategies which solve problems and improve communication.</td>
</tr>
<tr>
<td><strong>A</strong></td>
</tr>
<tr>
<td>I have, in an <em>outstanding</em> manner, met the requirements.</td>
</tr>
<tr>
<td>I have with <em>certainty</em> used strategies to search for information and assessed the reliability of my sources.</td>
</tr>
<tr>
<td>I have used research in a relevant, <em>effective</em> and <em>critical</em> way for our production (rap).</td>
</tr>
<tr>
<td>In the presentation, I expressed myself in a way that was varied, nuanced, clear, and structured.</td>
</tr>
<tr>
<td>In the presentation, I adjust my language to the type of text (rap/background).</td>
</tr>
<tr>
<td>In the group work, I have used <em>well</em> functional strategies which solve problems and improve communication, <em>and take it forward in a creative way</em>.</td>
</tr>
</tbody>
</table>
Appendix I: World of words - games

Rhyme suggestion

Hat: bat, chat, mat, rat, cat, at, sat, pat, Pat, fat, that, vat, VAT

Happy: nappy, pappy, sappy, crappie, crappy, scrappy, snappy

Swede: bead, bleed, breed, cede, creed, deed, feed, freed, greed, heed, keyed, knead, kneed, lead, mead, need, plead, read, reed, screed, seed, skied, speed, steed, teed, treed, tweed, weed,

Money: bunny, funny, gunny, honey, runny, sonny, sunny, tunny

Late: ate, bait, bate, crate, date, eight, fate, freight, gait, gate, grate, great, hate, Kate, mate, Nate, plait, plate, prate, rate, skate, slate, state, straight, Strait, Tate, trait, wait, weight

Spider: cider, glider, guider, hider, rider, slider, snider, strider, wider

Game: aim, blame, came, claim, dame, fame, flame, frame, lame, maim, name, same, shame, tame

Dance: chance, glance, lance, Lance, prance, stance, trance, Vance

Fool: cool, drool, ghoul, joule, pool, rule, school, spool, stool, tool, yule

Brag: bag, drag, fag, flag, gag, lag, mag, nag, rag, sag, shag, snap, tag, wag

Alternate words suggestions

Words for eating: nibble, munch, slurp, lick, feed, bite, chomp, crunch, taste, chew

Words for hitting someone: punch, beat, strike, slap, biff, blow, attack, smack, blow, bump

Words for looking: see, watch, stare, glare, gaze, peep, peek, glint, scan

Words for going by foot: waddle, stride, step, walk, run, hop, tread, hop

Words for really bad: evil, terrible, horrible, awful, dire, foul, crappy, horrid, lousy

Words for really good: terrific, splendid, fantastic, grand, marvelous, glorious, divine, brilliant, magnificent, heroic, impressive, tremendous, superb, amazing, awesome, sensational

Words for being good-looking: beautiful, cute, handsome, fair, attractive, precious, enthralling

Words for being scary: dreadful, frightful, fearful, appalling, alarming, horrifying, dreadful, gruesome, uncanny, weird, horrendous, horrific

Words for talking: speak, gab, prate, gibber, chat, utter, verbalize, mouth, communicate, gossip, babble, blether, converse, jaw

Words for friend: pal, mate, buddy, BFF, chum, sidekick, crony, companion, comrade
Appendix J: Rap Map
# Appendix K: Feedback form

**Name:** ______________________________

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>Individual comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have, in an <strong>acceptable</strong> manner, met the requirements.</td>
<td>I have, in a <strong>satisfying</strong> manner, met the requirements.</td>
</tr>
<tr>
<td>I have with some <strong>certainty</strong> used strategies to search for information and assessed the reliability of my sources.</td>
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<tr>
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<td>I have used research in a relevant and <strong>effective</strong> way for our production (rap).</td>
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<tr>
<td>In the presentation, I expressed myself in a way that was <strong>relatively</strong> varied, clear, and <strong>relatively</strong> structured.</td>
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</tr>
<tr>
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</tr>
</tbody>
</table>

**Group comments:**
Appendix L: Evaluation form

What did you think was good with this project?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

What could be improved on?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

How would you evaluate your own work effort (engagement) in this project?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

How would you evaluate your group’s engagement with the task?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

How would you evaluate your teachers input and support in this project?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________