

# TQR 14TH ANNUAL CONFERENCE

Living in a ~~Post~~-Covid World

Presentation on

## **The Underground Railroad: Exploring the Connection between K-12 Recreational Engagement with Hip-Hop and Academic Language**

By:

Charity D. Rowe-Marshall, M.Div., BSBA

**Barry University**

**Adrian Dominican School of Education, Leadership,  
and Human Development**

ABD Doctoral Candidate



# THIS IS HIP-HOP

## **The Underground Railroad:**

**Exploring the Connection  
between K-12  
Recreational Engagement  
with Hip-Hop and  
Academic Language**

Charity Rowe-Marshall







## Background/Literature

### **Culturally Relevant**

Pedagogical practices is necessary to help engage and motivate these students to take ownership of their instruction (Ladson-Billings, 1995).

**Hip-Hop pedagogy** aims to address deep-rooted ideologies as well as social inequalities by using hip-hop as a tool for social justice in teacher education and student engagement (Morrell & Duncan-Andrade, 2002).

## Purpose of the Study

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This study sought to explore the connection between K-12 recreational engagement with Hip-Hop, reading literacy, and academic language.







## METHODOLOGY

**Participants** include K-12 students ages 5-18 participating in recreational camps including but not limited to Summer Camps, Dance Camps, Baseball Camps, Football Camps, Cheerleading Camps, etc. Camp curriculum must involve some form of engagement with Hip-Hop Music..





# METHODOLOGY

## **Implementation**

Students/campers 6 and under drew a picture to show understanding/interpretation.

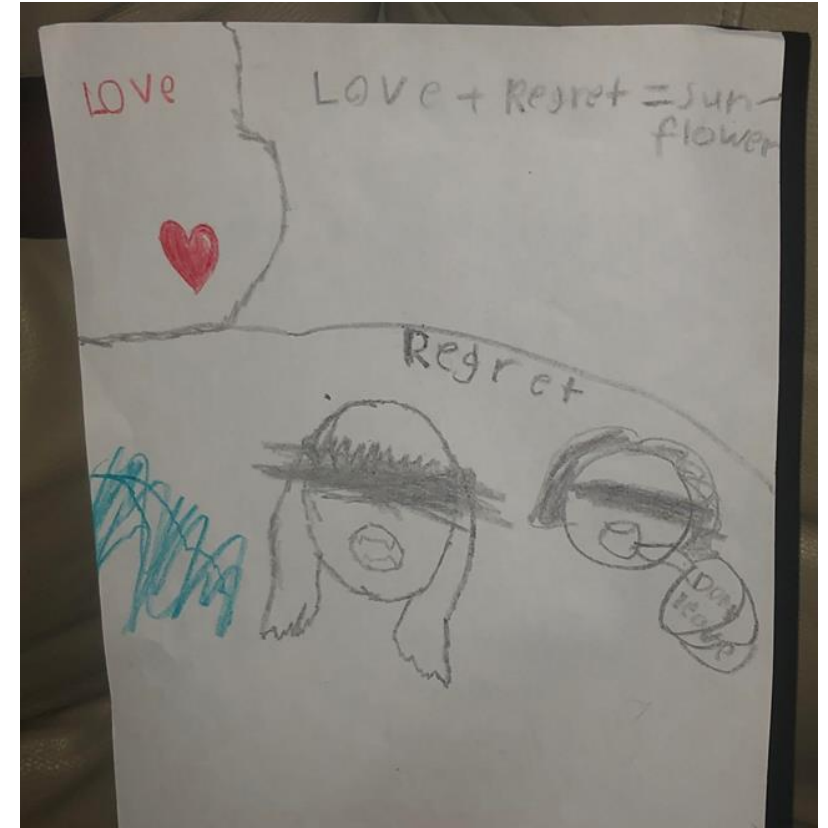
Students/campers ages 7 and up showcased their understanding/interpretation through a Haiku or letter to authority figure.



Age 4

## Post Malone's "Sunflower"

Then you're left in the dust  
Unless I stuck by ya  
You're a sunflower  
I think your love would be too  
much  
Or you'll be left in the dust  
Unless I stuck by ya  
You're the sunflower  
You're the sunflower



Age 6

Through Hip-Hop lyric interpretation and interpretative portraiture, students derived meaning from the song by drawing conceptual understanding or re-writing the lyrics using academic language.

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**Song:** Toosie Slide – Drake

**Time Mark:** 2:22-2:33

**Lyrics in Review:**

*“Can't describe the pressure I be puttin'  
on myself, yeah  
Really I just can't afford to lose nobody  
else, yeah  
If they movin' shaky, we'll just do this  
ourselves, whoa  
If I'm movin' shaky, Chubbs'll do this  
himself...”*



Transcript  
from  
Interview  
with L25  
M.7g

1:07: Okay. Now that we've listened to those lyrics twice, please allow me to read aloud.

1:07: The lyrics state: "Can't describe the pressure I be puttin' on myself, yeah. Really I just can't afford to lose nobody else, yeah. If they movin' shaky, we'll just do this ourselves, whoa. If I'm movin' shaky, Chubbs'll do this himself..."

1:07: Think for a moment about what those lyrics mean to you. Please share with me if you so please.

1:07: Okay so like basically, he was saying you can't trust nobody else to do it for you... so if I can't trust anybody else to do it then you just have to.

1:08: What about the next phrase: "If they movin' shaky, we'll just do this ourselves, whoa. If I'm movin' shaky, Chubbs'll do this himself..."

1:09: I mean he probably knows what it feels to lose somebody. Can't tell you how I feel I just know I wouldn't want anybody else to feel what I feel when lost my best friend. It didn't feel good.

Dear Principal Scott

After my brother and sister died, I find myself feeling the need to be perfect. At least for my parents anyway.

I immediately thought about this when hearing/reading Drake's "Tootsie slide" lyrics.

I believe what he's trying to say here is that ultimately when you have so much to lose, and so much to prove, it can be a lot on one person. That's the overall point of the song.

Everyone should choose to dance a little, even if you have to all by yourself, you deserve that.



# Discussion

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- Literacy: highly influenced by one's socio-cultural environment, has the potential to meaningfully mediate the bridge between students' recreational engagement with Hip-Hop and vocabulary development, critical thinking and reading, literacy knowledge, and diagnostic writing proficiency.



# ABBREVIATED REFERENCES

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**Ladson-Billings, G. (2000).** Racialized Discourses and Ethnic Epistemologies. In Y. S. Lincoln, & N. K. Denzin, *Handbook of Qualitative Research*. Thousand Oaks, CA, USA: SAGE.

**Ladson-Billings, G., & Tate IV, W. F. (1995).** Toward a Critical Race Theory of Education. *Teachers College Record*, 97(1), 47-68.



# Questions

