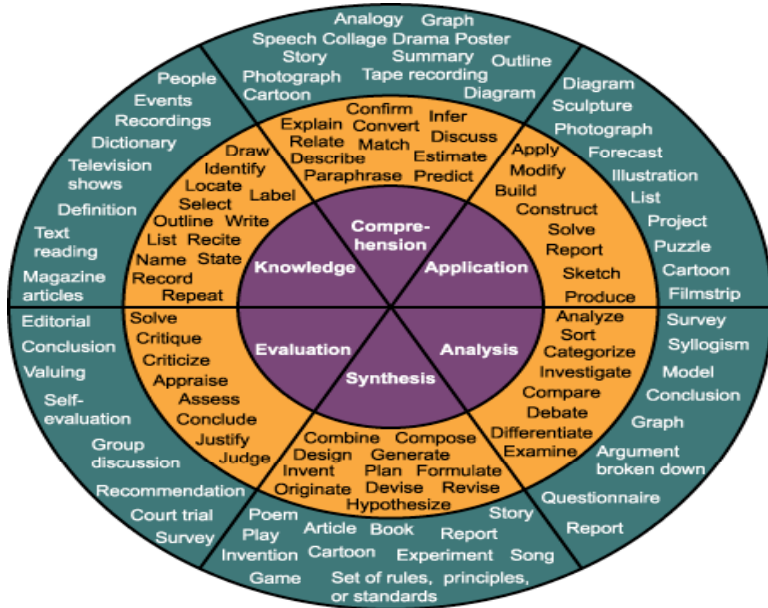


Bloom's Taxonomy Wheel

A Teacher Resource Template for Educators, brought to you by:



Guerilla Arts Ink, LLC
 "Artist Supported, Community Driven"



Guerilla Educators Are Those Who:

- **Think outside the box** when it comes to delivering meaningful instruction
- **Are culturally responsive** to their students
- **Understand** the importance of arts-in-education
- Are extremely **resourceful**
- See education as a **vehicle toward true liberation**
- **Empower students** by allowing them to be proactive and responsible for their own personal growth
- **Collaborate** with families and other support systems for student success
- **Allow for alternative methods of assessment** for students of various learning styles and intelligences
- **See opportunities for teachable moments** from just about anything
- Recognize and utilize field trips, workshops as part of a **"community-as-classroom"** design
- **Feel a sense of ownership and responsibility** for students success
- **Are lifelong learners**, open to learning alternative methods and approaches to instruction
- Know that **teaching is an art, not a science**
- **See teaching as a calling or mission**; not just a JOB!
- Last but certainly not least, **Guerilla Educators are those who are saving our future NOW!!**

Multiple Intelligences Grid

Activities Geared Towards:	Should Allow Students To :
Linguistic Intelligence	read, write, discuss
Logistic Intelligence	solve problems, identify patterns
Kinesthetic Intelligence	use hands and body, play a physical game
Musical Intelligence	recognize sounds, tone, & rhythm
Visual/Spatial Intelligence	illustrate, read maps, charts, graphs, etc.
Interpersonal Intelligence	collaborate in groups, play games, sharing, etc.
Intrapersonal Intelligence	self assess, keep a journal, critically analyze
Naturalistic Intelligence	Explore outside activities; plant gardens, environmental study

Hip Hop as a Cross-Curricular Instructional Tool

Listed below are examples of how various Hip Hop songs can be used in the classroom across multiple subject areas:

Math

Mathematics – Mos Def (Global Economics and Statistics)

Nothing Really Matters – D’Angelo & Lauryn Hill (finger snap pattern within song)

Verbal Intercourse – Raekwon (socio-economic structure)

Chinese Arithmetic – Rakim (“I take 7 emcees...”)

Reading/Language Arts

Passin’ Me By – The Pharcyde (storytelling, expression of vulnerability)

Children’s Story – Slick Rick (an upcoming H.E.L.P. issue!)

I Used to Love H.E.R. – Common (metaphor, storytelling)

Da Art Of Storytelling – Outkast (storytelling)

Zion – Lauryn Hill (personal narrative, persuasive argument)

Wrath of Kane – Big Daddy Kane (wordplay)

Hip Hop & Comparative Literature

1) *“The Bluest Eye”* by Toni Morrison

Thieves in the Night – Black Star

2) *“Assata: the Autobiography of Assata Shakur”* by Assata Shakur

A Song for Assata – Common

3) *Ego Trippin’* by Nikki Giovanni

Ego Trip -- Blackalicious

Science

New World Water – Mos Def (Pollution; Environmental Preservation)

Chemical Calisthenics – Blackalicious (Periodic Table of Elements in rhyme form)

Be Healthy – dead prez (Healthy Eating & Living)

Social Studies/History:

Diamonds from Sierra Leone (Rmx)– Kanye West feat. Jay-Z (Conflict Diamonds)

You Must Learn – KRS One (World History)

The Message -- Grandmaster Flash & The Furious Five (Plight of Urban America in the 80’s)

Sucka N*a** – A Tribe Called Quest (Historical context of the “N-word”)

Nature of the Threat – Ras Kass (World History)

Minority Report – Jay-Z (Hurricane Katrina, US Global Policy)



Suggested Reading List For Guerilla Educators

[*The Pedagogy of The Oppressed*](#) –
Paolo Freire

[*Why We Teach*](#) – Sonia Nieto

[*Countering the Conspiracy to
Destroy Black Boys \(Vol. 1-5\)*](#) –
Jawanza Kunjufu

[*Teaching to Transgress: Education
as the Practice of Freedom*](#)
--bell hooks

[*Frames of Mind: The Theory of
Multiple Intelligences*](#) – Howard
Gardner



www.edlyrics.com

4401 Connecticut Ave., NW suite LL Washington, DC 20008 T:1.877.335.9742.; F:202.378.1343