



TED İSTANBUL KOLEJİ ÖZEL ORTAOKULU
2021 - 2022 EĞİTİM ÖĞRETİM YILI
8. SINIFLAR İNGİLİZCE PROJE KONULARI

2021 - 2022 ACADEMIC YEAR GRADE 8 ENGLISH PROJECT TOPICS

2. HIP-HOP CULTURE

Who would have guessed that hip-hop, which saw its humble beginnings in the 1970's, would have developed into such an industry? Today, hip-hop is a thriving business that generates revenues of \$10 billion per year. Not only does hip-hop concern music, but it has expanded and become a lifestyle. We see its signature everywhere- whether it's the music playing in the background of a local basketball game or the graffiti that has been sprayed across metro stations around the world.



In what way have you experienced its energetic force? What does hip-hop mean to you? When and where did it all start? Who were its founders and members? Find out and see!

STEP 1: In preparation for your research, you need to know the specific vocabulary that is used in the world of hip-hop. **Create a list of key words** and their **definitions**. This will be given to your teacher as part of your **research file** at the **first check date**.

STEP 2: Start your **research** and make sure you learn about hip hop's history, its four components and understand the difference between mainstream rap and hip-hop culture. Put all the information you have acquired in your **research file**.

STEP 3: **Construct a timeline** of key events from the beginning of hip-hop to present day and include this in your **file**.

STEP 4: **Conduct a survey** by writing a questionnaire to include at least 8 questions about the hip-hop culture. Have 6 or more friends answer the questionnaire to see just how much they know about the world of hip-hop. State the results and include your interpretations of their knowledge about the topic.



STEP 5: Pick a favorite **DJ, MC, B-dancer** or **Graffiti artist** and **write their biography**. (minimum 250-300 words)

STEP 6: Write a 5-paragraph **persuasive essay** stating your answer to, "Does hip-hop bring people together, or does it divide them and if so, how?". Use the opinion essay rubric to guide your writing.

STEP 7: **Make a creative poster or powerpoint** that reflects what you've learned in this project as well as all the tasks you have completed in steps 1-6.

NOTE: Submit items (steps 1-4) to your teacher by the **first check date**

POSTER/POWERPOINT RUBRIC

| CATEGORY | EXCELLENT | GOOD | AVERAGE | BELOW AVERAGE | UNSATISFACTORY | POINTS |
|--|---|---|---|---|--|---------------|
| The student has everything he/she needs on his poster or powerpoint. | The poster or ppt. includes all required elements. 5 pts | All but one of the required elements is included. 4 pts | Several required elements are missing. 3 pts | Most of the required elements are missing. 2 pts | Many parts of the poster/ppt. are incomplete or it was not handed in. 1 pt | |
| Layout, Design and Neatness. | It is exceptionally attractive in terms of design, layout and neatness. 4 pts | It is attractive in terms of design, layout and neatness. 3 pts | It is a bit messy or disorganized. 2 pts | It is distractingly messy or very poorly designed. Not appealing. 1 pt | The work is not at Grade 8 level and shows very little effort. 0 pts | |
| Grammar, punctuation and spelling. | Capitalization and punctuation are mostly correct. There are no grammatical / spelling mistakes. 5 pts | There are minor errors in capitalization or punctuation. There are minor grammatical / spelling mistakes. 4 pts. | There are some errors in capitalization or punctuation. There are some grammatical / spelling mistakes. 3 pts. | There are a lot of errors in capitalization or punctuation. There are some grammatical / spelling mistakes. 2 pts. | The work is not at grade 8 level. 1 pt. | |
| Vocabulary | A lot of powerful and exciting words were used. 3 pts | Some powerful and exciting words were used. 2.5 pts | A few powerful and exciting words were used. 2 pts. | There are almost no powerful and exciting words. 1 pt. | There are no powerful and exciting words. Vocabulary used is not at grade 8 level. 0 pts. | |
| Creativity and Originality | The poster/ppt. is exceptionally creative and full of original ideas. 3 pts | The poster/ppt. is creative and there are original ideas. 2.5 pts | The poster/ppt. has some creative elements but lack originality. 2 pts. | The poster/ppt. has a few creative elements and lack originality. 1 pt. | The poster/ppt. is not creative at all. 0 pts. | |

Total: _____/20

ESSAY RUBRIC

| ORGANIZATION | Pts | Student's pts |
|--|-----|---------------|
| <ul style="list-style-type: none"> The introductory paragraph has a strong hook or attention grabber. | 2 | |
| <ul style="list-style-type: none"> The thesis statement is well-focused, clear, and concise. It covers both subjects and the author's point for the comparison or the contrast. | 2 | |
| <ul style="list-style-type: none"> Each body paragraph has a well-developed topic sentence, supporting sentences and a concluding sentence. | 3 | |
| <ul style="list-style-type: none"> The concluding paragraph effectively unifies the essay around the subjects used. | 2 | |
| <ul style="list-style-type: none"> Transitions are appropriate and effectively used. | 2 | |
| CONTENT | | |
| <ul style="list-style-type: none"> The author accurately selects major thoughts for each body paragraph. | 2 | |
| <ul style="list-style-type: none"> Details/examples in the paragraphs are clear and specific. | 2 | |
| <ul style="list-style-type: none"> High quality ideas/examples/details to prove the point | 2 | |
| CONVENTIONS | | |
| <ul style="list-style-type: none"> Correct spelling, punctuation and capitalization | 2 | |
| <ul style="list-style-type: none"> Correct use of English almost all of the time | 5 | |
| <ul style="list-style-type: none"> Complex sentence structure | 2 | |
| <ul style="list-style-type: none"> A wide range of vocabulary | 2 | |
| <ul style="list-style-type: none"> Length (at least 200 words) | 2 | |
| Total: | 30 | |

**FOREIGN LANGUAGES DEPARTMENT
YEARLY PROJECT EVALUATION SHEET**

| | | |
|--|--|--|
| LESSON | ENGLISH | STUDENT'S Name : Class : Number : DATE : STUDENT'S SIGNATURE: DUE DATE : for the 1 st Term: for the 2 nd Term: |
| SUBJECT | HIP-HOP CULTURE | |
| DRAFT CHECKS | | |
| DATE FOR THE 1ST TERM: | DATE FOR THE 2ND TERM: | |
| COMMENTS: | COMMENTS: | |

| No | EVALUATION CRITERIA | STS POINTS | COMMENTS |
|----------|------------------------|------------|----------|
| 1 | Research & Timeline | /15 | |
| 2 | Questionnaire & Report | /10 | |
| 3 | Biography | /10 | |
| 4 | Poster or Powerpoint | /20 | |
| 5 | Essay | /30 | |
| 6 | 1st check | /10 | |
| 7 | Punctuality | / 5 | |
| | TOTAL POINTS: | /100 | |

TEACHER'S NAMES AND SIGNATURES:

Elif AYDINLIK ÖZDAMAR
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Denise LANNING

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