



**HELP.**

***Lauryn Hill***

***“Everything Is Everything”***

Teacher Guide

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**H.E.L.P. – Lauryn Hill, “Everything Is Everything”  
Teacher Guide**

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The purpose of H.E.L.P. exercises is to create teachable moments between student and instructor. Any views expressed herein by the Artist should not be construed as an endorsement by Educational Lyrics or its affiliates of the views contained therein.

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# Contents

|  |    |
|--|----|
| Introduction .....                     | 5  |
| Artist Biography .....                 | 6  |
| Song Lyrics.....                       | 7  |
| Vocabulary .....                       | 8  |
| Writing Rubric.....                    | 9  |
| Multiple Intelligences Activities..... | 10 |
| National Reading Standards .....       | 11 |
| Studio A Scope and Sequence.....       | 12 |
| Studio B Scope and Sequence .....      | 13 |
| Studio C Scope and Sequence .....      | 14 |
| Studio D Scope and Sequence.....       | 15 |
| Studio A Answer Key .....              | 16 |
| Studio B Answer Key.....               | 17 |
| Studio C Answer Key.....               | 19 |
| Studio D Answer Key .....              | 21 |



# Introduction

Created and designed by educators, H.E.L.P. uses the language and music of the Hip Hop genre to teach reading and writing skills. Based on National Literacy Standards, H.E.L.P. employs Hip Hop lyrics to address different learning styles and teach to multiple intelligences. Teachers can use H.E.L.P. to connect with the best and the brightest, as well as those students who have been unmotivated to read or write – in metropolitan and rural settings alike. You, as a teacher, can be confident that H.E.L.P. is addressing the five essential components of effective reading instruction established by the National Reading Panel in 2000 (fluency, phonetics, phonemic awareness, vocabulary, and comprehension).

## Why Hip Hop?

We recognize the challenge to stimulate student interest in learning. An increasing number of studies show that students have difficulty relating to teachers.<sup>1</sup>

Hip Hop is your connection to your students. Studies have proven it to be one of the most effective tools for communication and instruction in today's classroom.<sup>2</sup> Hip Hop as an art form is relatively young, just over 30 years old. However, it is now an economic force that transcends all boundaries of culture, race, language, and socioeconomic background. Even Webster's dictionary recently added several new word entries that come from Hip Hop slang and have become part of our everyday speech.

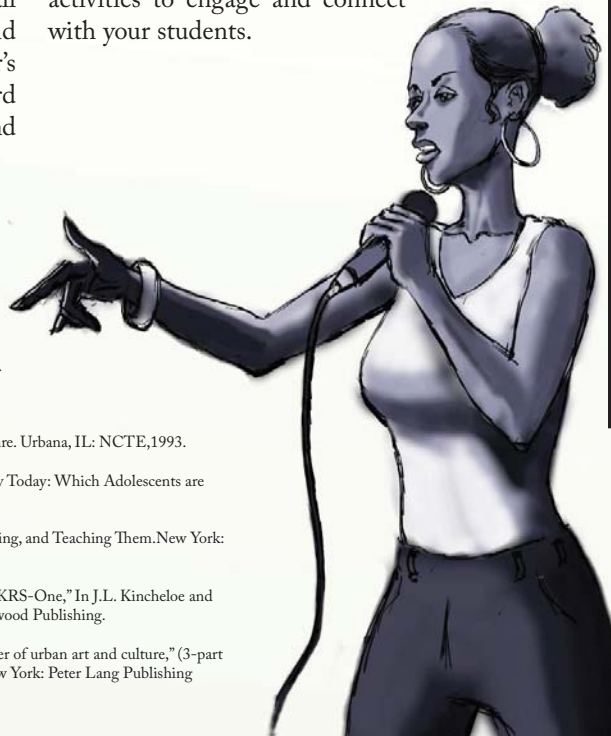
Some critics say Hip Hop music contains an excess of inappropriate language, content, and images. Through careful research we have selected lyrics that address relevant social issues, and convey positive character building messages, and lyrics that have been edited to remove explicit words.

## How Does It Work?

Within one workbook, H.E.L.P. contains 60 easy-to-use classroom activities for students of various reading levels. Each workbook is based on the lyrics from one Hip Hop song. Use H.E.L.P. to initiate discussions on difficult social issues or to differentiate instruction within a multi-skill level classroom. In an effort to use student-friendly language, each reading level is called a "Studio":

- Studio A (reading level K-2)
- Studio B (reading level 3-5)
- Studio C (reading level 6-8)
- Studio D (reading level 9-12)

The student guide includes an artist biography and vocabulary words. Each activity is designed to be completed within 15 to 20 minutes and should be assigned to students based on their independent reading level. Most importantly, use the H.E.L.P. activities to engage and connect with your students.



## H.E.L.P. activities include opportunities for students to practice

- **Phonemic awareness and phonics skills**, by identifying, creating, and using rhyming words; studying word families; and reading irregularly spelled words.
- **Fluency skills**, by choral and repeated reading, exposure to sight words, and performance of original writing.
- **Vocabulary development**, by explicit and implicit exposure to new words, using dictionaries and thesauri, and connecting words in their speaking and listening vocabulary to their reading and writing vocabulary.
- **Reading comprehension**, by providing opportunities to read with a purpose, comparing texts, using and analyzing poetic devices such as figurative language, identifying explicit and implicit meanings, character studies, and discussion groups.
- **Authentic writing**, by providing opportunities to write poems, songs, essays, research synthesis, and biographies. H.E.L.P. demonstrates to students how Hip Hop artists play with words and utilize different sounds to make new and interesting rhymes.

### Sources:

<sup>1</sup> English Journal, "Promoting Academic Literacy with Urban Youth Through Engaging Hip Hop Culture," Ernest Morrell & Jeffrey M.R. Duncan-Andrade, July 2002.

<sup>2</sup>Lee, Carol D. Signifying as a Scaffold for Literary Interpretation: The Pedagogical Implications of an African-American Discourse Genre. Urbana, IL: NCTE, 1993.

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# Artist Biography

Lauryn Noel Hill was born in South Orange, New Jersey, on May 25, 1975. As a high school student, Lauryn was an active cheerleader and performer. In 1988, at age 13, she appeared as an Amateur Night contestant on *It's Showtime at the Apollo*. Hill sang her own version of Michael Jackson's song "Who's Loving You?" Although the audience booed at first, she persisted and finished her song to applause. While she did not win, this was only the beginning. A few years later, Hill was offered a role on the soap opera, *As The World Turns*, and in 1993 she co-starred with Whoopi Goldberg in *Sister Act 2*.

Hill joined high school friends Pras Michel and Wyclef Jean to form The Refugee Camp, also known as



"The Fugees." Their first album, *Blunted on Reality*, was released in 1994, and has since sold over 2 million copies worldwide. The group's second album, *The Score*, was most critically acclaimed, winning multiple awards. It sold an unprecedented 18 million copies worldwide, establishing Lauryn, Wyclef, and Pras as musical and entertainment superstars. One of the many hits on the album was Hill's powerful rendition of Roberta Flack's classic song, "Killing Me Softly." Lauryn launched her solo career in 1998 by releasing *The Miseducation of Lauryn Hill*, another critically acclaimed album that garnered 10 Grammy Awards nominations in 1999, and won Album of the Year. It was a historic feat, setting a new record for women in the music industry. In 2002, Hill released *MTV Unplugged 2.0*, a live album of her most brutally honest, heartfelt material, most of which featured just Hill's voice and an acoustic guitar.

Lauryn Hill has won over 30 awards, including eight Grammys and three World Best-Selling Music awards, and has worked with everyone from John Legend (who plays piano on, "Everything Is Everything"), to Nas, Aretha Franklin, and most recently, Joss Stone. She is the mother of four and the wife of Rohan Marley, the son of the late reggae legend Bob Marley.

## Discography

- 1994 - *Blunted on Reality* (Fugees)
- 1997 - *The Score* (Fugees)
- 1998 - *Miseducation of Lauryn Hill* (solo)
- 2002 - *MTV Unplugged 2.0* (solo)

# Lyrics

"Everything Is Everything"  
by Lauryn Hill

Everything Is Everything  
What is meant to be, will be  
After winter, must come spring  
Change, it comes eventually  
(2x)

I wrote these words for everyone who  
struggles in their youth  
Who won't accept deception, instead of  
what is truth  
It seems we lose the game  
Before we even start to play  
Who made these rules? (Who made these  
rules?)  
We're so confused (We're so confused)  
Easily led astray  
Let me tell ya that...

Everything Is Everything  
Everything Is Everything  
After winter, must come spring  
Everything Is Everything

[rapping]  
I philosophy  
Possibly speak tongues  
Beat drums, **Abyssinian, street  
Baptist**<sup>1</sup>  
Rap this in fine linen, from the beginning  
My practice extending across the atlas  
I begat this  
**Flipping**<sup>2</sup> in the ghetto on a dirty  
mattress  
You can't match this rapper slash actress  
More powerful than two **Cleopatras**<sup>3</sup>  
**Bomb**<sup>4</sup> graffiti on the tomb of **Nefertiti**<sup>5</sup>  
**MCs**<sup>6</sup> ain't ready to take it to the  
**Serengeti**<sup>7</sup>  
My rhymes is heavy like the mind of sister  
**Betty (Betty Shabazz!)**<sup>8</sup>  
**L-Boogie**<sup>9</sup> spars with stars and

constellations  
Then came down for a little  
conversation  
Adjacent to the king, fear no human  
being  
Roll with cherubims to **Nassau  
Coliseum**<sup>10</sup>  
Now hear this mixture, where Hip Hop  
meets scripture  
Develop a negative into a positive  
picture  
  
Now Everything Is Everything  
What is meant to be, will be  
After winter, must come spring  
Change, it comes eventually

Sometimes it seems  
We'll touch that dream  
But things come slow or not at all  
And the ones on top, won't make it stop  
So convinced that they might fall  
Let's love ourselves and we can't fail  
To make a better situation  
Tomorrow, our seeds will grow  
All we need is dedication  
Let me tell ya that...

Everything Is Everything  
Everything Is Everything  
After winter, must come spring  
Everything Is Everything

Everything Is Everything  
What is meant to be, will be  
After winter, must come spring  
Change, it comes eventually

## FYI:

1. **Abyssinian street Baptist:** reference to Abyssinian Baptist Church a Black Baptist church in Harlem
2. **Flipping:** refers to jumping and bouncing on a mattress that has been disposed of and left outside
3. **Cleopatra:** "Last Pharaoh" of Egypt; Cleopatra ruled Ancient Egypt from 51 to 30 B.C.E.
4. **Bomb:** as a verb means to write or create graffiti; as an adjective it means great
5. **Nefertiti:** The wife of the Pharaoh Amenhotep IV and considered the most powerful woman of her time
6. **MCs:** formally, it is an abbreviation for the Master of Ceremonies; in Hip Hop culture it generally refers to a rap artist or artist(s)
7. **Serengeti:** a plains and grassland region of Africa that spans the countries of Tanzania and Kenya
8. **Betty Shabazz:** the wife of slain civil rights leader Malcolm X
9. **L-Boogie:** nickname for Lauryn Hill
10. **Nassau Coliseum:** large stadium and performance venue in Long Island, New York

# Vocabulary

## Studio A

reading level K-2

- begat – to make or produce
- spars – argues or fights
- slash – a diagonal mark (/) used to separate choices: and/or; rapper/actress
- astray – off track; lost
- atlas – a book of maps

## Studio B

reading level 3-5

- youth – early years of life
- conversation – talk
- everything – the whole thing; all things
- eventually – sooner or later; in the end
- mixture – blend

## Studio C

reading level 6-8

- deception – dishonesty or cheating
- situation – circumstances or state of affairs
- dedication – commitment; devotion
- linen – cloth woven from thread made from the fiber of the flax plant
- convinced – sure; certain

## Studio D

reading level 9-12

- constellations – a formation of stars perceived as a figure or design
- adjacent – nearby; bordering
- cherubim – small angels, portrayed as children with chubby rosy faces
- scripture – the sacred writings of a religion
- ghetto – a section of a city occupied by a minority group who live there especially because of social, economic, or legal pressure

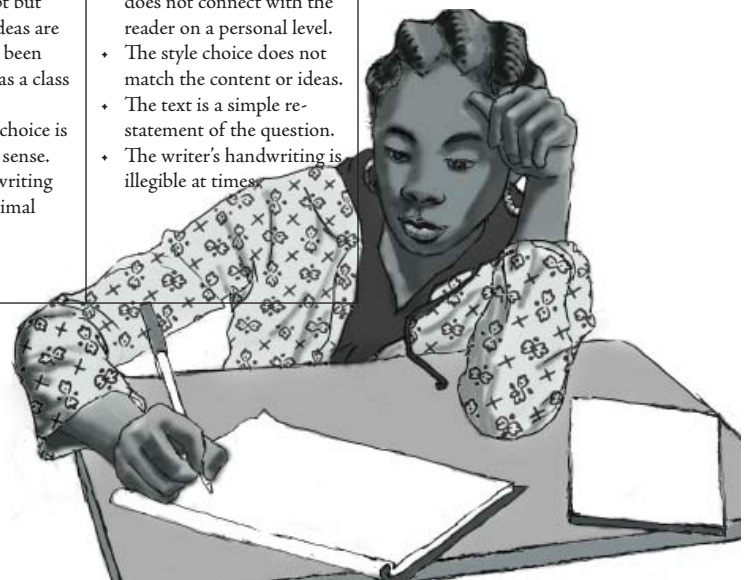
## Using the Vocabulary

The vocabulary words and definitions included with the H.E.L.P. activities are carefully chosen to support and enhance the activities included in the student guide. In the teacher's guide, the words have been separated based on their appropriateness for each reading level. In the student guide, the words have been listed alphabetically to assist students with scanning and research skills.

The National Reading Panel identified vocabulary as crucial to the comprehension process and asserted that students can learn vocabulary through direct instruction and everyday exposure to oral and written language. Therefore, the H.E.L.P. vocabulary words can be used by students informally to assist in their understanding of the song. However, the teacher can also use them to directly teach the meaning of each word.

# Writing Rubric

|  | Mastery  | Developing   | Emerging  |
|--|--|--|---|
| <b>Spelling, Grammar, and Punctuation</b>        | <ul style="list-style-type: none"> <li>There are no spelling, grammar, or punctuation errors.</li> <li>The writer shows control over language conventions that are developmentally appropriate.</li> <li>The text could be published in its current state.</li> </ul>  | <ul style="list-style-type: none"> <li>Spelling is usually correct on phonetic words and/or common sight words. More difficult words are problematic.</li> <li>End punctuation is generally correct and the first letter of a sentence is generally capitalized. Internal punctuation (comma, semi-colon, etc.) may be misused or not used at all.</li> <li>Errors in grammar are apparent but do not affect the meaning of the text.</li> <li>Minor editing would be necessary before publishing the text.</li> </ul> | <ul style="list-style-type: none"> <li>Spelling and grammar are frequently incorrect and/or inconsistent.</li> <li>Errors in spelling, grammar, and punctuation affect the meaning of the text.</li> <li>The reader must read once to decode the text and again for meaning.</li> <li>Extensive editing would be necessary before publishing the text.</li> </ul> |
| <b>Content and Organization</b>                  | <ul style="list-style-type: none"> <li>The text is focused with a clear central theme.</li> <li>The central theme is illustrated with relevant details.</li> <li>The writer offers new insight into the theme or topic.</li> </ul>   | <ul style="list-style-type: none"> <li>The text begins to develop a central topic or theme but remains broad and not fully developed.</li> <li>Ideas are clear but are not detailed or personalized and not developed beyond the obvious.</li> <li>The reader is left with questions about the topic and/or theme.</li> </ul>  | <ul style="list-style-type: none"> <li>There is no clear theme or topic.</li> <li>The text follows no logical sequence.</li> <li>The length of the text is limited or the ideas are not fully developed.</li> </ul>   |
| <b>Creativity, Originality, and Presentation</b> | <ul style="list-style-type: none"> <li>The writer addresses the prompt using an original voice and/or idea.</li> <li>The text is personal and engaging and connects with the reader.</li> <li>The writer's word choice is creative and descriptive.</li> <li>The writer's handwriting is clear and neat or a word processor was used.</li> </ul> | <ul style="list-style-type: none"> <li>The writer attempts to address the prompt but the voice and/or ideas are rote and may have been discussed or used as a class example.</li> <li>The writer's word choice is generic but makes sense.</li> <li>The writer's handwriting is legible with minimal crossing out.</li> </ul>  | <ul style="list-style-type: none"> <li>The text is surface and does not connect with the reader on a personal level.</li> <li>The style choice does not match the content or ideas.</li> <li>The text is a simple re-statement of the question.</li> <li>The writer's handwriting is illegible at times.</li> </ul>   |



# Supplemental Activities

## The Multiple Intelligences

Based on

### Visual/Spatial

- Create a Power Point slide show of Ancient Egyptian art. Be sure to include the bust of Nefertiti.
- Learn how to spell your name using hieroglyphics.
- Visualize yourself achieving your dreams.

### Verbal/Linguistic

- Debate Lauryn Hill's assertion that those in power do not want to see the youth achieve their dreams.
- Give an oral presentation about the Serengeti describing the animals and their ecosystem in detail.
- Participate in a poetry slam. Perform a poem that uses a similar style to Lauryn Hill's rap. Compare yourself to famous people and places in your poem.

### Logical/Mathematical

- Categorize the animals of the Serengeti based on their kingdom, phylum, class, order, family, species, and genus.
- Recreate a three-dimensional pyramid to scale.
- Create a time-line showing the events that took place in Ancient Egypt from the time that Nefertiti reigned to the time that Cleopatra reigned.

### Musical

- Create a sound collage of your friends stating the dreams they hope to fulfill.
- Listen to the music of the people from the Serengeti.
- Recreate a song using the lyrics from "Everything is Everything" over a different genre of instrumental music (rock, pop, country, etc.).

### Kinesthetic

- Create an interpretive dance using the music from "Everything is Everything".
- Act out the life events of Lauryn Hill, Betty Shabazz, Nefertiti, or Cleopatra.
- Use clay to create a bust of your face or your friends face in the same style as the famous bust of Nefertiti.

### Interpersonal

- Think/pair/share. Write down your interpretation of Lauryn Hill's message. Then, pair with a friend to discuss your two interpretations and settle on one joint interpretation. Lastly, share your interpretation with the class.
- Work with a small group to create a diorama of the Serengeti, a pyramid, or the tomb of Nefertiti.
- Interview someone who you think is successful and find out what steps they took to achieve their dreams.

### Intrapersonal

- Make a collage that expresses how the song made you feel.
- Create a list of songs, books, and movies that inspire you to achieve your dreams in the same way that Lauryn Hill is trying to inspire you.
- Lauryn compares herself to three great women in history. Write a list of women (or men) that you see as role models. Then create similes that compare you to your role models.

## Supplemental Reading

### Studio A

- (reading level K-2)
- *You Wouldn't Want to be Cleopatra: An Egyptian Ruler You'd Rather Not Be*, Pipe, Jim, David Antram
  - *Serengeti: Natural Order on the African Plain*, Iwago, Mitsuaki

### Studio B

- (reading level 3-5)
- *If I were a Kid in Ancient Egypt*, Cobblestone Publishing
  - *Amelia to Zora: Twenty-six Women Who Changed the World*, Chin-Lee, Cynthia

### Studio C

- (reading level 6-8)
- *Cleopatra VII: Daughter of the Nile*, Egypt, 57 B.C. (The Royal Diaries), Gregory, Kristiana
  - *100 Women Who Shaped World History*, Rolka, Gail Meyer

### Studio D

- (reading level 9-12)
- *Facing the Lion: Growing Up Maasai on the African Savanna*, Lekuton, Joseph Lemasola
  - *Daughters of Isis: Women of Ancient Egypt*, Tydesley, Joyce A.

## For The Teacher

- *Outspoken: How to Improve Writing and Speaking Skills Through Poetry Performance*, Holbrook, Sara, Michael Sallinger
- *Pyramids: 50 Hands-on Activities to Experience Ancient Egypt*, Hart, Avery

# National Reading Standards

## Reading for Perspective

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

## Understanding the Human Experience

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of the human experience.

## Evaluation Strategies

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

## Communication Skills

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

## Communication Strategies

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

## Apply Knowledge

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

## Evaluating Data

Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

## Developing Research Skills

Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

## Multicultural

### Understanding

Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

## Applying Non-English Perspectives

Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

## Participating in Society

Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

## Applying Language Skills

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

## Why National Standards?

In an effort to meet the needs of the widest range of students and teachers, H.E.L.P. has aligned its activities with the National Reading Standards developed by the National Council of Teachers of English and the International Reading Association. Each standard is broad enough to easily align with the reading standards established by any state. The standards are also specific enough to lend themselves to fun and engaging activities. While the standards are the same for each reading level (kindergarten through twelfth grade), the depth at which the standards are explored advances as the reading level increases.

# Studio A Scope and Sequence

## Reading Grade Level K-2

The chart below outlines the NCTE National Reading Standards met by each activity in Studio A of the Lauryn Hill "Everything is Everything" activities. The standards are also listed on the lower right corner of the student activity page. Our hope is that educators will use the chart to find the activity that most closely meets the skill they are teaching.

|   | Lesson |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|---|--------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
|   | 1      | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| <b>Reading For Perspective</b>            | ✓      |   |   |   |   |   |   |   | ✓ |    |    |    |    |    |    |
| <b>Understanding The Human Experience</b> |        |   |   |   |   |   |   | ✓ |   | ✓  |    |    |    |    |    |
| <b>Evaluation Strategies</b>              | ✓      | ✓ |   | ✓ | ✓ |   | ✓ |   | ✓ |    | ✓  |    | ✓  | ✓  | ✓  |
| <b>Communication Skills</b>               | ✓      |   | ✓ | ✓ | ✓ | ✓ | ✓ |   |   | ✓  |    |    | ✓  | ✓  |    |
| <b>Communication Strategies</b>           | ✓      |   |   | ✓ |   |   |   |   |   | ✓  | ✓  |    | ✓  |    |    |
| <b>Applying Knowledge</b>                 |        | ✓ | ✓ |   | ✓ | ✓ | ✓ |   | ✓ |    | ✓  | ✓  | ✓  | ✓  | ✓  |
| <b>Evaluating Data</b>                    |        |   |   |   |   |   |   | ✓ | ✓ |    | ✓  |    |    |    |    |
| <b>Developing Research Skills</b>         |        |   |   |   |   |   |   | ✓ |   |    |    |    |    |    |    |
| <b>Multicultural Understanding</b>        |        |   |   |   |   |   |   |   |   |    |    |    |    | ✓  | ✓  |
| <b>Applying Non-English Perspectives</b>  |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>Participating In Society</b>           |        |   |   |   |   |   | ✓ |   | ✓ |    |    |    |    |    |    |
| <b>Applying Language Skills</b>           |        |   | ✓ | ✓ |   |   | ✓ |   |   |    |    |    | ✓  |    |    |

# Studio B Scope and Sequence

## Reading Grade Level 3-5

The chart below outlines the NCTE National Reading Standards met by each activity in Studio B of the Laurn Hill "Everything is Everything," activities. The standards are also listed on the lower right corner of the student activity page. Our hope is that educators will use the chart to find the activity that most closely meets the skill they are teaching.

|   | LESSON |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|---|--------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
|   | 1      | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| <b>Reading For Perspective</b>            |        |   |   |   | ✓ |   | ✓ |   |   |    |    | ✓  |    |    | ✓  |
| <b>Understanding The Human Experience</b> |        |   |   |   | ✓ |   | ✓ |   |   |    |    |    |    |    | ✓  |
| <b>Evaluation Strategies</b>              |        | ✓ |   |   | ✓ |   | ✓ |   | ✓ |    | ✓  |    | ✓  | ✓  | ✓  |
| <b>Communication Skills</b>               |        | ✓ | ✓ | ✓ |   | ✓ |   |   |   |    | ✓  | ✓  | ✓  |    |    |
| <b>Communication Strategies</b>           | ✓      | ✓ | ✓ | ✓ |   |   | ✓ |   |   |    |    | ✓  | ✓  |    |    |
| <b>Applying Knowledge</b>                 | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| <b>Evaluating Data</b>                    |        |   |   |   |   |   |   | ✓ |   |    |    |    |    |    |    |
| <b>Developing Research Skills</b>         |        |   |   |   |   |   |   | ✓ | ✓ |    |    |    |    |    |    |
| <b>Multicultural Understanding</b>        |        |   |   | ✓ |   |   |   |   |   |    |    |    |    |    |    |
| <b>Applying Non-English Perspectives</b>  |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>Participating In Society</b>           |        |   |   |   |   |   |   |   |   |    | ✓  |    |    |    |    |
| <b>Applying Language Skills</b>           |        | ✓ | ✓ | ✓ |   |   |   |   |   |    |    |    | ✓  |    |    |

# Studio C Scope and Sequence

## Reading Grade Level 6-8

The chart below outlines the NCTE National Reading Standards met by each activity in Studio C of the Lauryn Hill "Everything is Everything," activities. The standards are also listed on the lower right corner of the student activity page. Our hope is that educators will use the chart to find the activity that most closely meets the skill they are teaching.

|                                    | Lesson |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|------------------------------------|--------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
|                                    | 1      | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Reading For Perspective            |        |   | ✓ |   |   |   |   |   |   | ✓  |    |    | ✓  |    |    |
| Understanding The Human Experience |        |   |   |   |   |   |   |   | ✓ | ✓  |    | ✓  | ✓  |    |    |
| Evaluation Strategies              | ✓      |   |   | ✓ |   | ✓ | ✓ | ✓ | ✓ |    | ✓  | ✓  | ✓  | ✓  | ✓  |
| Communication Skills               | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓  | ✓  | ✓  |    |    |    |
| Communication Strategies           | ✓      | ✓ | ✓ |   | ✓ | ✓ | ✓ | ✓ |   |    |    |    |    |    |    |
| Applying Knowledge                 | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |    | ✓  |    | ✓  |    | ✓  |
| Evaluating Data                    |        | ✓ | ✓ |   |   |   |   |   |   | ✓  |    |    | ✓  |    |    |
| Developing Research Skills         |        |   | ✓ |   |   |   |   |   |   |    |    |    |    |    |    |
| Multicultural Understanding        |        |   |   |   | ✓ |   |   |   |   |    |    |    |    |    | ✓  |
| Applying Non-English Perspectives  |        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| Participating In Society           |        | ✓ |   |   | ✓ |   |   |   |   |    |    | ✓  |    |    |    |
| Applying Language Skills           | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |    |    |    |    | ✓  |    |

# Studio D Scope and Sequence

## Reading Grade Level 9-12

The chart below outlines the NCTE National Reading Standards met by each activity in Studio D of the Lauryn Hill "Everything is Everything," activities. The standards are also listed on the lower right corner of the student activity page. Our hope is that educators will use the chart to find the activity that most closely meets the skill they are teaching.

|                                    | Lesson |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|------------------------------------|--------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
|                                    | 1      | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Reading For Perspective            |        | ✓ |   | ✓ | ✓ |   |   |   |   |    |    |    |    | ✓  |    |
| Understanding The Human Experience |        | ✓ |   | ✓ | ✓ |   |   | ✓ |   |    |    | ✓  |    |    |    |
| Evaluation Strategies              |        | ✓ |   |   |   |   |   |   | ✓ | ✓  |    |    | ✓  |    |    |
| Communication Skills               | ✓      | ✓ | ✓ | ✓ | ✓ |   |   | ✓ |   |    | ✓  | ✓  | ✓  | ✓  | ✓  |
| Communication Strategies           |        | ✓ | ✓ | ✓ | ✓ |   |   | ✓ |   |    | ✓  | ✓  | ✓  |    | ✓  |
| Applying Knowledge                 | ✓      | ✓ | ✓ |   | ✓ |   | ✓ | ✓ | ✓ |    | ✓  | ✓  |    | ✓  | ✓  |
| Evaluating Data                    |        |   |   |   |   | ✓ | ✓ |   |   |    |    |    |    |    |    |
| Developing Research Skills         |        |   |   |   |   | ✓ | ✓ |   |   |    |    |    |    |    | ✓  |
| Multicultural Understanding        | ✓      |   |   |   |   |   |   |   |   | ✓  |    |    |    |    |    |
| Applying Non-English Perspectives  |        |   |   |   |   |   |   |   |   | ✓  |    |    |    |    |    |
| Participating In Society           |        |   | ✓ |   |   |   |   |   |   | ✓  |    |    |    |    |    |
| Applying Language Skills           |        |   | ✓ | ✓ | ✓ |   |   | ✓ | ✓ |    | ✓  | ✓  | ✓  |    | ✓  |

# Studio A Answer Key

## Reading Grade Level K-2

### Lesson 1 What Can You Do Well?

Answers will vary.

### Lesson 2 Fill in the Blanks

1. atlas
2. spars
3. slash
4. astray
5. game
6. winter
7. slow
8. tommorow
9. wrote
10. fail

### Lesson 3 Develop a Negative into a Positive

1. You can stop this rapper slash actress.
2. We can do it.
3. They will make it stop.
4. MCs is ready to take it.
5. He does want to help.
6. I do think I want to.
7. She did tell me about it.
8. He should help her.

### Lesson 4 Story Boards

Answers will vary.

### Lesson 5 Come Correct

1. I wrote these words for everyone who struggles in their youth.
2. Everything is everything.
3. We can't fail to make it better.
4. It seems we lose the game before we even start to play.
5. Who made these rules?
6. We'll touch that dream.
7. All we need is dedication.

### Lesson 6 Nice Nouns

1. seed
2. stars
3. atlas
4. mattress
5. game
6. actress
7. king

8. drum
9. linen

### Lesson 7 Wow Women

Answers will vary.

### Lesson 8 Bright Ideas

Answers will vary.

### Lesson 9 The Tomb of Nefertiti

Answers will vary.

### Lesson 10 Senses in the Serengeti

Answers will vary.

### Lesson 11 What do you know?

Answers will vary.

### Lesson 12 S Blends

Sl - slash  
St - start, stars  
Sp - speak, spars  
Spr - spring  
Scr - scripture  
Str - street, struggles  
Answers will vary.

### Lesson 13 Weird Words

Answers will vary.

### Lesson 14 Pictures in Words

Answers will vary.

### Lesson 15 Rhythm and Rhyme

red words = seems, dream  
blue words= all, fall  
green words=top, stop  
purple words= slow, grow  
yellow words= situation, dedication

# Studio B Answer Key

## Reading Grade Level 3-5

### Lesson 1 Winter or Spring

Answers will vary.

### Lesson 2 Write a Critique

Answers will vary.

### Lesson 3 Design a Cover

Answers will vary.

### Lesson 4 Rhymes and Rhythms

Answers will vary.

### Lesson 5 Compare and Contrast

Answers will vary; however possible answers are:

Cleopatra is different from Nefertiti because:

- + Cleopatra used her friendships to gain more land for Egypt
- + Cleopatra ruled Egypt by herself
- + Cleopatra was defeated and lost power

Nefertiti is different from Cleopatra because:

- + Nefertiti was the wife of a powerful Pharaoh
- + Nefertiti is considered a symbol of beauty

Cleopatra and Nefertiti are similar because:

- + Both women are known for their power
- + Both women are still known today and recognized by their images
- + Both women ruled over Egypt

### Lesson 6 Poetic Images

Answers will vary. Refer to writing rubric.

### Lesson 7 Edit It

Lauryn Hill *began* the road to stardom with an appearance on *Ama-  
teur Night at the Apollo*. although she lost that competition, she won  
*an acting* roll on the TV show *As the World Turns* and the movie  
*Sister Act II*. She started singing with the *rap* group Fugees early in  
her career, at the age of 13. The Fugees became well-known after they  
released *their* second album *The Score*. Using *her* new found fame,  
Lauryn *released* a solo album titled *The Miseducation of Lauryn Hill*.  
Her solo album won five Grammy Awards after be nominated for  
eleven. Her second solo album, MTV Unplugged No.2, however, did  
not receive the same warm reception. Since her second album, she has  
withdrawn from the public eye and *lives* in *New Jersey*.

### Lesson 8 What Do You Know?

Answers will vary.

### Lesson 9 Dictionary Discovery

Answers may vary depending on the dictionary used.  
youth

- + definition: early years of life
- + word before: youse
- + word after: youth crusade

conversation

- + definition: talk
- + word before: conversantly
- + word after: conversation piece

everything

- + definition: the whole thing; all things
- + word before: everyplace
- + word after: everywhen

eventually

- + definition: sooner or later; in the end
- + word before: eventuality
- + word after: eventuate

mixture

- + definition: blend
- + word before: mixtly
- + word after: Miyazaki

Abyssinian

- + definition: breed of cat of African origin; name of a baptist church
- + word before: Abyssinia
- + word after: Abyssinian banana

### Lesson 10 Wonderful Words

Answers may vary, however possible answers are:

Abyssinian:

- + basis
- + abyss
- + bias
- + sin
- + any

constellations:

- + tells
- + late
- + lets
- + calls

# Studio B Answer Key Continued

## Reading Grade Level 3-5

- + stalls
- eventually
- + event
- + ally
- + tune
- + lately
- + venue
- philosophy
- + lips
- + slip
- + sloppy
- + hop
- + plop
- adjacent
- + cent
- + tend
- + jet
- + dent
- + net
- Serengeti
- + gets
- + rents
- + resting
- + nest
- + singer

### Lesson 11 Multiple Meanings

star:

1. an outstandingly talented performer
2. a planet or luminous body visible at night

negative:

1. lacking positive qualities
2. having light and dark portions exactly opposite of a photographic image

top:

1. highest position for a person
2. a lid or covering

heavy:

1. deep or profound
2. having great weight

### Lesson 12 Her-story

Answers will vary. Refer to writing rubric.

### Lesson 13 Main Idea and Details

Answers may vary, however possible answers are:

Detail 1: I wrote these words for every one who has struggled in their youth

Detail 2: It seems we lose the game before we even start to play

Detail 3: We'll touch that dream

Detail 4: Tomorrow our seeds will grow, all we need is dedication

### Lesson 14 Proper Nouns

Nefertiti  
Cleopatra  
Serengeti  
Nassau Coliseum  
Abyssinian  
Baptist  
Betty Shabazz  
L-Boogie

1. I knew which words were proper nouns because they all began with a capital letter and named a specific person, place, or thing.
2. Answers will vary.
3. Answers will vary.

### Lesson 15 Is That A Fact?

Facts:

1. The Serengeti is an area of grassland in Africa that spans two countries and consists of two national parks that protect the animals that live there.
2. During the dry season, the animals of the Serengeti travel north in search of water and food.
3. The "great migration", begins when millions of wildebeests, zebras and gazelles travel several hundred miles across the plain, while lions, hyenas, crocodiles and other dangers await them along the way.

Opinions:

1. The most interesting event that happens in the Serengeti is the "great migration" (say "my-GRAY-shon").
2. In my opinion, it is sad that the animals have to travel so far to find food.
3. Everybody should travel to Africa to witness the great migration.

# Studio C Answer Key

Reading Grade Level 6-8

## Lesson 1 Write A Letter

Answers will vary. Refer to the writing rubric.

## Lesson 2 Interview Lauryn

Answers will vary.

## Lesson 3 Research A Famous Female

Answers will vary. Refer to the writing rubric

## Lesson 4 Understanding the Story

1. Answers will vary. However answers may include, "the rules of life," or "the laws that society follows".
2. Answers will vary.
3. Answers will vary.
4. Answers will vary, but may include, "perseverance, fairness, strong sense of self," or other positive qualities.
5. Answers will vary.
6. Answers will vary but may include, "motivated, positive, deep, talented..."

## Lesson 5 Silly Similes

Answers will vary. Refer to the writing rubric.

## Lesson 6 Flipping in the Ghetto

Answers will vary.

## Lesson 7 Roll with Cherubim

Answers will vary. Refer to the writing rubric.

## Lesson 8 Touch the Dream

Answers will vary. Refer to the writing rubric.

## Lesson 9 Relating to the Lyrics

Answers will vary. Refer to the writing rubric.

## Lesson 10 Compare and Contrast

The Serengeti is different from Egypt because:

- The Serengeti consists of grasslands and plains
- The Serengeti is populated mostly by animals since it has been designated as a national park.

- The Serengeti is best known for the migration of the animals that live there.

Egypt is different from the Serengeti because:

- Egypt is populated by over 78 million people
- Egypt is mostly desert except around the Nile River
- Egypt is best known for its long cultural history dating back to 6000 B.C.

They are the same because:

- They are both known throughout the world
- They are both located on the continent of Africa
- They are both visited by tourists and a source of national pride.

## Lesson 11 Prefix or Suffix - Fix It!

Answers will vary based on the prefix or suffix chosen. Words are defined below.

deception – dishonesty or cheating

situation – the circumstances or state of affairs

dedication – commitment; devotion

convinced – sure; certain

## Lesson 12 Who Made These Rules?

Answers will vary. Refer to the writing rubric.

## Lesson 13 Same Message Different Meanings

Answers may vary but should include some version of the answers below:

*Theme*

Similarities: Both texts seek to inspire those without power to challenge those who have power. Both texts create a feeling of hope that the situation can change for those who are facing challenges.

Differences: Jackson is focused on politics while, Hill focuses on the dreams of the youth.

*Author's Purpose*

Similarities: Both author's wrote with the intention of inspiring people to make change.

Differences: Jackson was trying to inspire the Democratic Party while Hill was trying to inspire her listeners, mostly young people.

*Use of Language*

Similarities: Both author's use rhythm, and rhyming to bring attention to their main points. They also both use metaphor and repetition.

Differences: Jackson's text is written in prose and written as a speech to be spoken in front of a large live audience. Hill's text is a rap and is therefore more poetic and meant to be sung and spoken to music.

*Authors*

Similarities: Both authors are African American and are interested in

# Studio C Answer Key Continued

Reading Grade Level 6-8

uplifting those who are not in power.

Differences: Jackson is an older male who lived through the civil rights movement of the 1960s. Hill is a younger woman who grew up in the 1980s and 1990s.

*Genre*

Similarities: Both texts are meant to be read out loud to a mass audience.

Differences: Jackson's text is a speech and is meant to be read live, while Hill's text is a song and is meant to be heard with music either live or in the privacy of the listener's home.

## Lesson 14

### Word Web

*Dedication*

Antonyms: disloyal

Synonyms: commitment; loyalty

Word Origin: 14th Century English

Part of Speech: noun

*Deception*

Antonyms: truth, honesty

Synonyms: misrepresentation, deceit

Word Origin: Middle English, Old French, Latin

Part of Speech: Noun

## Lesson 15

### Exaggeration

My practice extends across the atlas. - Many people know about my music.

More powerful than two Cleopatras. - I have power and influence in the Hip Hop world.

My rhymes is heavy like the mind of sister Betty. - The lyrics I write are intelligent.

Adjacent to the king, fear no human being. - I am not afraid of most things because I have power.

L-Boogie Spars with stars and constellations. - Lauryn Hill can battle most rap stars successfully.

# Studio D Answer Key

Reading Grade Level 9-12

## Lesson 1 Hyperbole

Answers may vary for the explanations, but the following hyperboles should be included:

1. "More powerful than two Cleopatras"
2. "Adjacent to the king, fear no human being"
3. L-Boogie spars with stars and constellations.

## Lesson 2 Life is a Game

Answers will vary. Refer to writing rubric.

## Lesson 3 Develop a Negative Into a Positive

Answers will vary. Refer to writing rubric.

## Lesson 4 Where Hip Hop Meets Scripture

Answers will vary. Refer to writing rubric.

## Lesson 5 The Youth Today

Answers will vary. Refer to writing rubric.

## Lesson 6 Theme Study

Answers will vary.

## Lesson 7 What and Who?

Answers will vary.

## Lesson 8 The Serengeti

Answers will vary. Refer to writing rubric.

## Lesson 9 Rules of Rhetoric

Answers will vary. Refer to writing rubric.

## Lesson 10 Word Origin

| Vocabulary Word | Origins                                      | Original Words  |
|-----------------|--|---|
| constellation   | Middle English<br>Anglo-French<br>Late Latin | constellacioun<br>constellation<br>constellation-,<br>constellatio, com-<br>+ stella star   |
| adjacent        | Anglo-French,<br>Latin                       | ajesaunt<br>adjacent-, adja-<br>cens, present par-<br>ticiples of adjacere<br>to lie near, from<br>ad- + jacere to<br>lie; akin to Latin<br>jacere to throw |
| cherubim        | Latin, from Greek<br>Hebrew                  | cheroub<br>kerūbh   |
| scripture       | Middle English,<br>from Late Latin           | scriptura   |
| ghetto          | Italian, from<br>Venetian<br>Latin jactare   | ghèto, ghetar<br><br>jactare  |
| linen           | Middle and Old<br>English<br>Latin<br>Greek  | linen, from līn<br>flax,<br><br>linum flax<br>linon flax  |
| convinced       | Latin  | convincere<br>"to overcome<br>decisively," from<br>com- intensive<br>prefix + vincere<br>"to conquer"   |
| situation       | Middle English<br>Late Latin                 | situationem (nom.<br>situatio)<br>situatus, past<br>participle of<br>situare  |
| dedication      | Middle English<br>Late Latin                 | dedicate<br>dedicatus, past<br>participle of<br>dedicare  |

## Lesson 11 Keep Hope Alive

Answers will vary. Refer to writing rubric.

## Lesson 12 You Are an Egyptian

Answers will vary. Refer to writing rubric.

## Lesson 13 Be Active Not Passive!

1. One can find Nefertiti's tomb next to King Tut's.
2. The beautiful constellations in the sky represent a picture
3. Cleopatra and Marc Antony had an interesting conversation.
4. The animals in the Serengeti migrated through the grassland.
5. The youth protested against the war.
6. I taught Lauryn Hill everything she knows.

## Lesson 14 Understanding the Story

1. Answers will vary.
2. The biblical allusions in the song "Everything is Everything" are, "after winter must come spring," "roll with cherubim," "adjacent to the king," and "where Hip Hop meets scripture."
3. Answers will vary.

## Lesson 15 See You on the Serengeti

Answers will vary. Refer to writing rubric.