**Example of Stance, Evidence, & Warrant**

***Stance:***

Rap, otherwise known as the music associated with hip hop culture, should be central to the high school English curriculum in urban public schools.

***Evidence:***

In a recent media survey of students attending two midtown high schools, rap was rated as the favorite musical choice.

Education researcher, Dierdre Paul, promotes rap as a valid literary genre alongside traditional poetry as a means of cultural synchronization, or establishing harmony between the cultural systems of schools, diverse groups of learners, and the communities from which those learners come.

***Warrant:***

If students in urban high schools love rap so much, then those who typically would not engage in studying canon texts, such as Shakespeare, might find rap lyrics a powerful source of statements about life. If a major reason we ask them to read canon literature is to consider the life themes that seem ageless and relevant to all cultures and social groups, why not consider the same themes in rap music? Students’ passion for the music will draw them into considering the themes. Of course, we need to avoid rap lyrics that are unsuitable for school. We don’t want to affirm antisocial, misogynistic or illegal points of view. However, there are many rap songs that present social tensions, raise issues about the role of women, love, money, and life and death. There are rap tunes that question what it means to be a man, to be in a relationship, to be a “brother” or “sister.” These are all themes that we could find in Shakespeare’s *Romeo and Juliet*. Within culturally diverse urban schools, using rap alongside canonical texts can aid in the analysis and synthesis of complex academic texts in ways that students find meaningful.