

SPOKEN WORD POETRY

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Grade Level: Secondary English Cycle 2

Subject: English Language Arts (ELA)

Competencies:

- C1 – Talk: Critical Literacy In Action
- C2 – Reading: Critical Literacy In Action
- C3 – Production: Critical Literacy in Action

Progressions of Learning:

- Demonstrates understanding of the difference between familiar open and closed written narrative texts by identifying [knowledge w guidance]
 - Known characteristics of an open narrative text (e.g. figurative language in a short story or symbolism in a poem)
- b. Production (spoken): [master]
 - Spoken performances (e.g. poetry reading, spoken word, storytelling, dialogues)
- c. Production (written, media and multimodal): [master]
 - Narratives in poetic form (e.g. lyric poetry, free verse, ballad, poetry of social commentary/conscience)

Lesson Goal:

The final goal is to have the students produce their own spoken poetry, either by creating their own poem from scratch, or using a poem they've only ever read, ultimately getting them to understanding the differing styles and techniques that are required to be used for each, as well as how the delivery can alter the message of the work.

Lesson Objectives - By the end of the lesson students will...

- Be able to understand the difference between written and spoken word poetry
 - Along with that, use these differentiation skills to be able to recognize the importance of emphasis on certain words or syllables and how intonation or pauses can completely change the effect of a piece
- Be able to produce their own spoken word poetry, either from scratch or reading an existing piece, using the techniques from previous lessons

MATERIALS

- 3-5 Poetry Performance Videos
- 3 copies of single poem, two edited/alterd
- Links to find spoken poetry
 - <https://powerpoetry.org/poetry-slams>
 - <https://www.poetryfoundation.org/video/category/92471>
 - <https://buttonpoetry.com/category/videos/>
 - <https://www.digitalpoet.net/reader-submitted-poetry.html>
- Websites to create poems
 - <https://www.poetryfoundation.org/learn>
 - <http://www.rhymezone.com/>
 - <http://teacher.scholastic.com/writewit/>
- Website to record spoken poetry
 - <https://reverb.chat/uses/voice-recording-for-students/>
 - Zoom

LEADING QUESTIONS

- How does listening or preforming poetry change the message?
- What techniques of poetry are different between written and spoken word?

PEDAGOGICAL ACTIVITIES

- Start the class with teacher led explanation of spoken word and watching videos as a full class
- Followed by student led with student volunteers reading poems out loud
- Individual work follows as they do research to watch other videos; need to write an explanation on one as to why it stuck out
- Individual work as they write their own poems
- Student led volunteers to read their spoken word

Differentiation strategies to meet diverse learner needs:

- Have subtitles on for all videos or have transcripts ready to be distributed
- Give students links with access to a Chrome extension which allows them to speed up or slow down any videos
- Students can write OR type up their poems for the final product
- Any students without a device to look up other poems at the end of class can borrow one from the school
- Any student that doesn't feel comfortable sharing poem out loud can record, with or without camera, and send it to me

Prior knowledge/Connections:

- At this point, the students will already have an understanding of the foundations of poetry from previous lessons in the unit, understanding different structures for poetry, as well as several terms for different techniques used
- At the end of each class the students create a poem using the skills or terms used that day, which ensures that they each leave with an understanding of the topics covered that class
- To discover how much the students know about spoken poetry in particular, I will take a quick survey at the beginning of the class to see how many have watched poetry readings online or on social media, and maybe take a couple of minutes to discuss whether they sought it out or not, as well as their opinions

CLASS SCHEDULE

- Introduction (~10 minutes)
 - Start class with introduction to spoken word poetry, a bit about the history, as well as how it has evolved, connecting some aspects with our previous lessons so far. Then take a quick survey by raising hands and ask if anyone has watched or listened to spoken word poetry, how they found it, and what their opinions are on it.
- Demonstration (15 minutes)
 - As a class, watch the selected example videos of poetry, asking the students to make note of any moments or lines that stick out to them, follow each with a short discussion about things that they find important as well as any specific techniques/devices they noticed. This is followed by asking the students to analyze how it's different to listen poetry instead of just reading it.
- Videos:
 - Shane Koyczan
 - Somewhere in America
 - Justin Trudeau Comes To Dinner
 - When the Fat Girl Gets Skinny
 - Straight People
 - There are five (5) videos provided, show max three (3) to be chosen the day of depending on the class and general mood of the time
- Activity 1 (15 minutes)
 - Hand out 3 different copies of the same poem that have been altered to have different spaces or breaks while still having the same words, and have three students volunteer to read them aloud based on how they interpret the layout.
 - The goal is to show how different a poem can become based on the changes in how it is read, so after all three are read, have the students turn to a neighbor and discuss a few of the differences between the three; walk around the room and listen in on the conversations to get a sense as to whether they understand some of the major disparities,
- Explanation & Activity 2 (15-20 minutes)
 - Walk them through a few different sites to find poetry to watch or listen to, just giving a basic rundown of how to navigate each site.
 - They can watch as many as they want but for at least one they need to write or type an explanation as to why it stuck out to them and two connections to techniques or topics that have been covered in the unit so far, for it to be submitted through online portal or physically written and handed into a single basket (for organization purposes).
- Assignment (Rest of class period)
 - Show them websites to help with creating own poems and explain the assignment: For the rest of the class they will be writing their own poem to be read aloud in class or recorded and sent to me, OR they have the option to find a poem they have only seen written, and then also either read aloud or record a performance of the poem. The poems they write or find must be in one of the styles we covered in a previous class.

Evaluation:

- (Formative) The written explanation in the middle of the class when the students find a spoken word performance that sticks out to them
 - Not only asks why it stuck out, but asks them to identify 2-3 techniques noticed, identify what type of poem it is (if it follows a traditional style) and a couple other questions to see where they are with analyzing poetry. Marked for completion and effort put in out of 10 points.
- (Summative) The final performances or recorded submissions work to show if the students can write poetry, demonstrate if they understand how to structure a poem from the styles/types we covered, and gets them to work on understanding that how they deliver the poem can change its meaning.



RUBRIC:

	5	4	3	2	1
Style	Sticks to one of the styles we covered in class	Shows attempt at using a specific style but did not necessarily succeed	Attempted to use discussed style but <u>did not succeed</u>	Used a different style but did so successfully	Used a different style entirely and poorly
Written	No spelling mistakes and no unintentional grammar mistakes		Some spelling or formatting/ grammatical errors were made		Several spelling or grammar mistakes
OR					
Chosen	A poem that we did not cover as a class and a recording cannot be easily found		There are quite a few recordings of the chosen poem		Easily found a recording and recreated it
Originality	Completely original poem that successfully uses a poetry style OR Chosen poem has entirely new interpretation of the existing poem		Well written poem that struggles with a style or is very simple/cliché with minimal effort OR Chosen poem was read plainly with no real inflections or personality		The poem is not original, mostly/entirely copied from an existing poem OR Chosen poem has several performances and the student directly copied one of them
Punctuality	Handed in <u>on time</u>	One day late	2-3 days late	4-10 days late	11+ days late
					Total:

