

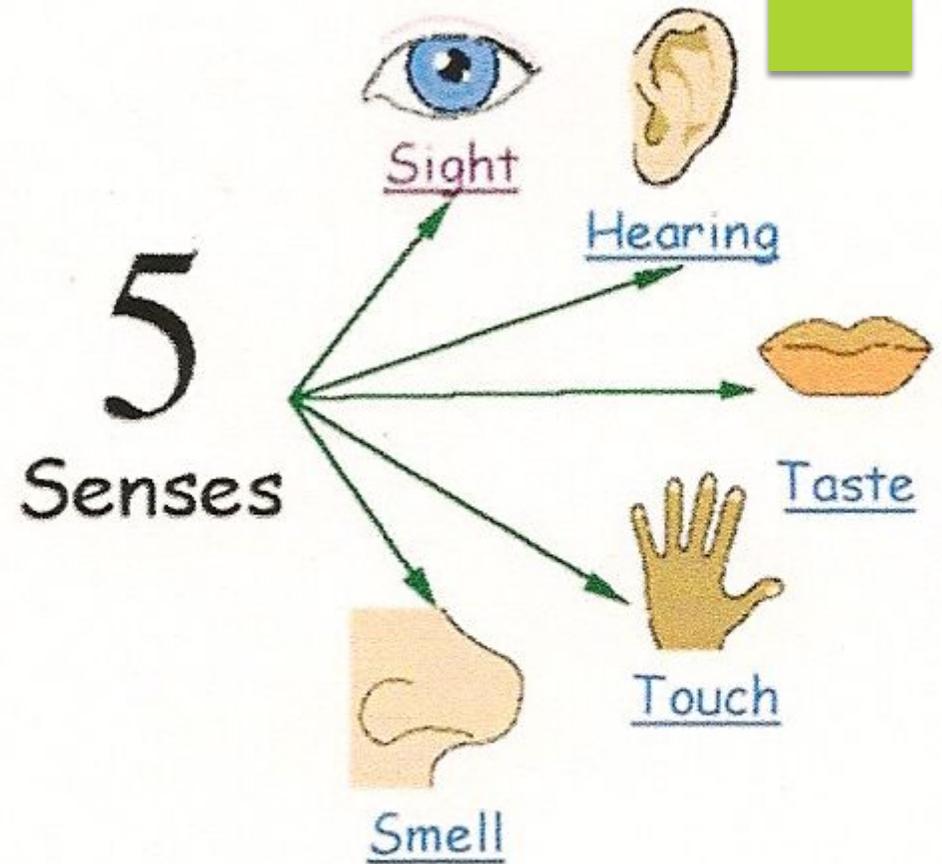
Spoken Word/ Slam Poetry

YOUR STORY



Vivid details and images in Poetry

- ▶ What is imagery?
- ▶ What are the five senses?
- ▶ Why is descriptive writing important? What keeps you interested in something you are reading? What do you find boring to read?
- ▶ Let's read the following paragraph and identify the images – what senses are used to describe the scene? What can be added?



I love going to town in Georgia during Christmastime. It is always noisy when everyone is in the Christmas spirit. Everything seems to smell a little like warm sugar cookies and baked apples. It is always a time where everyone seems to be happy. It is kind of like the Olympic games back in old Greek times when wars would be put on hold just to take part in the event. Christmas has always been my favorite holiday for exactly that reason. Just to see everyone talking and being nice, makes you feel like everything is alright. I look forward to hearing the noise of the Christmas music and the people chatting about the Christmas festival. Christmas, I think, should be everyone's favorite holiday.



What is it?

- ▶ “Spoken word” poetry is a **“performance art that is word-based.”**
- ▶ Slam- means you're ready for battle!



What is a poetry slam?

- ▶ What is poetry? [Behind the scenes of a slam poetry competition](#)
- ▶ [Louder than a Bomb Trailer](#)
 - ▶ What is slam poetry?
 - ▶ (Virtual option – create a poll online to record student answers)

Discussions after examples



What message is the artist trying to convey?



What do you notice about the use of language?



What do you notice about the use of voice (volume, tone, pacing, etc.)?



How does the performance help convey the message?

Breakout Rooms/ Group Work

- ▶ What do you notice? - Work to complete
- ▶ "To This Day Project" by Shane Koyczan and "A Letter to the Playground Bully" by Andrea Gibson
- ▶ in Groups https://docs.google.com/presentation/d/1dD8d2cDiwOCfKO45B0fJsMyPkp0_540clohOemlZ6e0/edit?usp=sharing
 - ▶ 3: list of what we notice about SLAM poems
 - ▶ 2: List of QUESTIONS we have about SLAM
 - ▶ 1: A goal and A concern you have about writing and performing slam

Writing prompts!



1. What kind of writing do you do in your life?
2. What would you say are the main differences between writing for yourself and writing with the goal of sharing?
3. How do you get others to *feel* what you feel when you write something?

<https://thinkwritten.com/poetry-prompts/>

1-3 minute SLAM poem

- ▶ I want you to work on freezing a moment in time and recreating it, so your audience can experience it the way you did.





The Project

- ▶ you will work individually or in a group to create a “spoken word” performance piece that is **1-3 minutes** long
- ▶ throughout this unit, you will hand in **AT LEAST** two draft-copies of your work so that your progress can be assessed
- ▶ in addition to performing “live,” you will hand in a **hard-copy** of your work to be considered for your final grade in this unit

Imagery Quiz

- ▶ <https://create.kahoot.it/user-reports/challenge/f83a43bd-4ecb-4585-a5ab-d36c9355aef4/46259ae0-eb84-45b3-99e3-9c8e72a2aa6c/1609792767575>
- ▶ https://kahoot.it/challenge/09214193?challenge-id=46259ae0-eb84-45b3-99e3-9c8e72a2aa6c_1609792767575
- ▶ Game PIN: **09214193**

Name that Emotion



Write about an emotion without ever using the name of the feeling itself, or synonyms for it.



How do you describe sadness or happiness or anger?



Where does a character feel it? What does it feel like?



Make sure you include description using imagery for EACH of the FIVE senses

To start

- ▶ We will look at some classic examples of “spoken word” from pop culture as well as many student-created projects from all over the world.
- ▶ Keep a list of the characteristics of spoken word that you notice as we look at examples.
- ▶ You have a full page to write your ideas on! You can write during the video or between them.
- ▶ <https://www.literacytoday.ca/secondary/production/authentic-writing-production/creating-spoken-word-poetry/>

Analysis of poems –

- ▶ We will watch two examples of slam poems 2-3 times each
- ▶ Sometimes we will take notes as a class OR
- ▶ you will take notes and compare notes with a class-mate

- ▶ Suggestions for poems to analyze:
- ▶ Cycle 1: "[Tony Steinberg: Brave Seventh Grade Viking](#)" by Taylor Mali, "[A Love Poem For Lonely Prime Number](#)" by Harry Baker
- ▶ "Plastic Flowers" by Charlotte Sparks, <https://www.youtube.com/watch?v=j3-JSg4qiZ8> Ashley McGregor Australian Slam Finals, "This is Who You Are" Prince EA <https://www.youtube.com/watch?v=BbO9K0tdhuU>

Some Poems to Analyze:

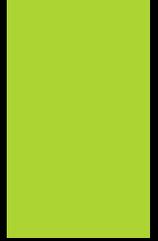
▶ Cycle 1:

- ▶ "Tony Steinberg: Brave Seventh Grade Viking" by Taylor Mali,
- ▶ "A Love Poem For Lonely Prime Number" by Harry Baker,
- ▶ <https://www.youtube.com/watch?v=j3-JSg4qiZ8> Ashley McGregor Australian Slam Finals,
- ▶ "This is Who You Are" Prince EA

▶ Cycle 2:

- ▶ "Pause" by Lincoln High Slam Poets,
- ▶ "Dear God of Hiccups" by Rebecca Mae,
- ▶ "Paper People" by Harry Baker
- ▶ "Stay with Me" Bianca Phipps ,
- ▶ "Poet Breathe Now" by Adam Gottlieb
- ▶ **"What Teacher's Make"** by Taylor Mali
- ▶ "Touchscreen" by Marshall Jones
- ▶ "Counting Graves" by Steinmenauts at Louder than a Bomb
- ▶ "Blink" by Lamar Jorden
- ▶ Minor Disturbance – "Movement"
- ▶ "How to Unfold A Memory" by Sabrina Benaim

Writing prompt



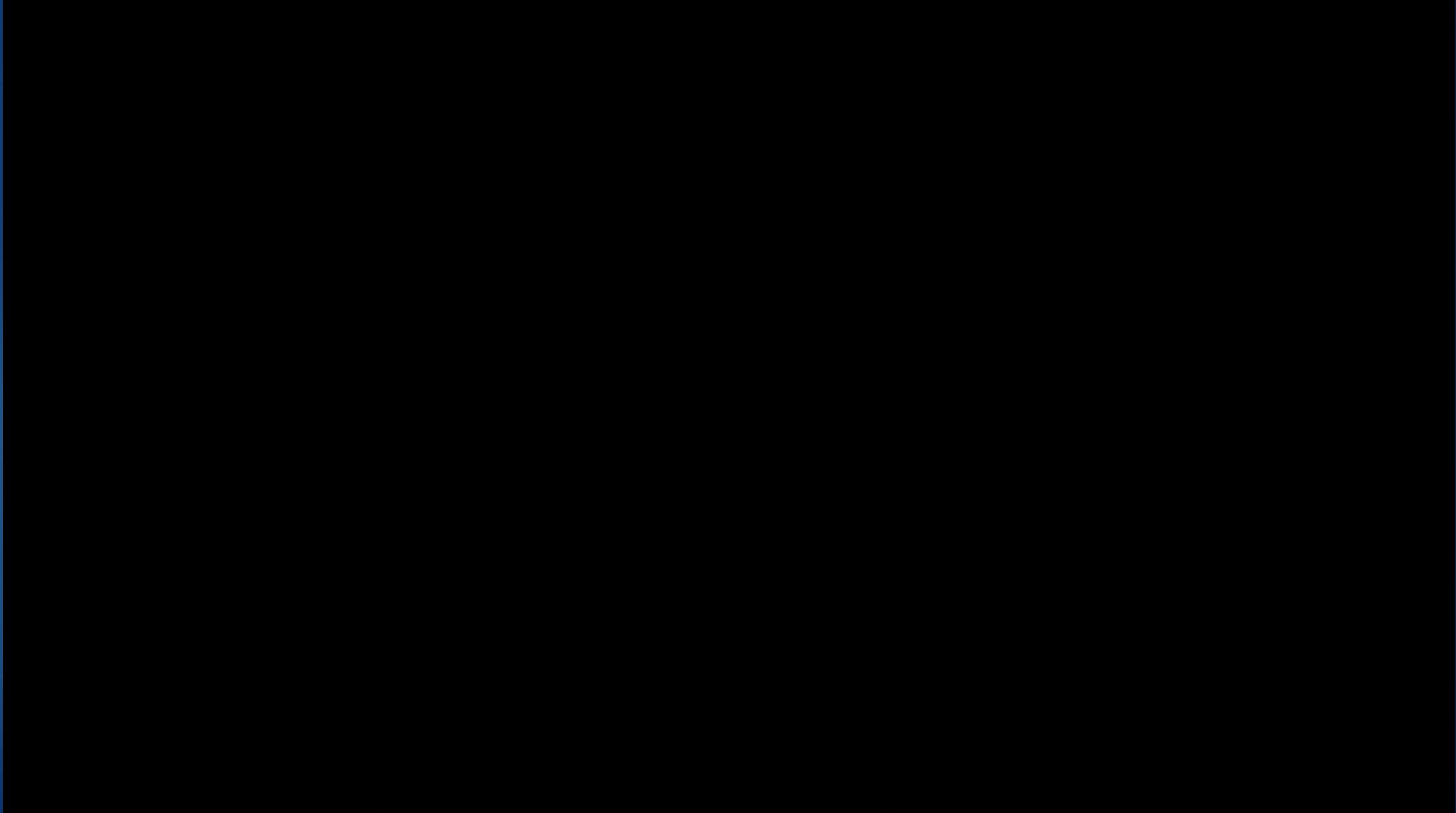
- ▶ Following three photos
- ▶ 7 minutes each: recreate the moment using words.
- ▶ After writing:
 - ▶ What point of view did you write from?
 - ▶ What images did you use?







Nayem Alam's *Speak Up Montreal*





1st draft

- ▶ Think of the moment in time you want to communicate to an audience.
- ▶ Consider:
 - ▶ What makes this moment meaningful?
 - ▶ What emotions did you feel then?
 - ▶ Do you feel differently now than you did then? Why do you think that is?
 - ▶ What was happening around you during this moment?
- ▶ Answer these questions as you begin to write your poem

Let's check out the Guidelines



- ▶ Rubric
 - ▶ Voice/ point of view
 - ▶ Imagery
 - ▶ 'a frozen moment in time'
- ▶ What do you notice?
- ▶ Why is this important?
- ▶ Brainstorm!
- ▶ We will be writing a few drafts when we get back 😊

Exit Card- Brainstorm

- ▶ 1. Write down possible topics for your poem.
- ▶ 2. What mood do you want to convey to your audience?
- ▶ 3. What poetic devices will you choose to include in your work?
(i.e. metaphor, simile, onomatopoeia, alliteration, hyperbole, paradox, symbolism, repetition...)



Reflection

[HTTPS://WWW.CREATIVE-WRITING-NOW.COM/POETRY-IDEAS.HTML](https://www.creative-writing-now.com/poetry-ideas.html)

Working on your draft

- ▶ Group ideas together
- ▶ Think of many examples you could use to express how you feel about your topic
- ▶ Remember to include **imagery**
- ▶ Make comparisons between the things you talk about and other things/people/events/items/concepts that have a similar effect to you- see how wild they can get!
- ▶ **DO NOT ERASE...**yet



Flow

- ▶ <https://www.poetry4kids.com/news/rhythm-in-poetry-the-basics/>
- ▶ How to create rhythm without using rhyme



From "Rhythm in Poetry"

- ▶ In most words that have more than one syllable, one of the syllables is pronounced more strongly than the others. We say that this syllable is "stressed" or "accented." For example, the word "apple" has two syllables – ap-ple – and the first syllable is pronounced more strongly than the second. That's why the word is pronounced "AP-pull" and not "ap-PULL."

What is a Syllable?

A syllable is a group of letters that has one vowel sound.

A syllable can be a word or a part of a word.

Sun
Dog

ly
ip
ot

©Teacher Features

For Example

- ▶ Read the following line and see if you can hear the stressed syllables.
- ▶ **My mother ate an apple and my father ate a pear.**

my MOTH-er ATE an AP-ple AND my FATH-er ATE a PEAR.

More about "Rhythm in Poetry"

- ▶ One of the biggest challenges for new poets is learning to say things rhythmically.
- ▶ You might write a line, only to discover that it doesn't have a rhythm, or it doesn't have the same rhythm as the other lines in your poem.
- ▶ When this happens, you should see if you can say the same thing in a different way, in order to create the rhythm you are looking for.

For example

- ▶ My mother said I should go to the store
- ▶ (my MOTH-er SAID i should GO to the STORE)
- ▶ If we look at which syllables are stressed and which ones aren't, we'll see that the rhythm doesn't stay the same for the entire line.
- ▶ However, we can easily rewrite the line like this:
- ▶ My mother sent me to the store
- ▶ (my MOTH-er SENT me TO the STORE)

Structure of Poetry

Line Break

A line break is where a line of poetry ends.

It causes the reader to pause and will determine how the poem is read.

Today Is Your Luck

by Bruce Lansky

Today on your birthday ←

consider your luck. ←

You could have been born ←

as a pig, cow, or duck. ←

You could have been born ←

crying oink, quack, or moo. ←

You're lucky you didn't ←

wind up in the zoo. ←

LINE BREAKS come at
the end of each line of
the poem.

*This is also a good time to
point out commas,
periods, hyphens,
etc. to show the affect
these have on how the
poem is read.*

MENU

Line Breaks

The Parts of Poems

- Stanza
 - Groups of lines, separated from one another with line breaks

he saw
in the field
discrete groups of cows

empty extensions
of concepts
in the field (he thought)

(nevertheless
in the end
they were cows) he thought.

(from "A Calculus of Boundaries" by Rolando Sanchez Mejias, translated by Mark Weiss)

- Line
 - A single line of poetry
- Line Break
 - when a line of poetry ceases to extend, and a new line starts
 - End Stop
 - Enjambment
 - A purposeful line break that is meant to cause suspense and surprise at the beginning of the next line

That's my last Duchess painted on the wall,
Looking as if she were alive. I call
That piece a wonder, now

(from "My Last Duchess" by Robert Browning)



Try to structure and focus your ideas

Tip: Read your lines out loud

Peer Evaluation- Rehearsal

- ▶ Now that your poem is *complete*, you need to prepare for your performance.
- ▶ You get a unique opportunity to get feedback from members of your audience.
- ▶ Perform your poem to 2-3 classmates and have them give you a mark on 5 of content and 5 for delivery.

