**SLAM POETRY**

**Unit Overview**

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| **Day** | **Objective/Standards** | **Lesson Overview** |
| **1** | Analyze the main ideas and supporting details presented in diverse media and explain how the ideas clarify a topic, text, or issue under study. | 1. Quick-write: what is poetry? 2. Introduce project 3. Watch 2 slam poems 4. Share reactions 5. Define slam poetry as class |
| **2** | * Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. * Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. | 1. Quick-write: what is identity  2. Model listing multiple dimensions of identity  3. Identifying multiple identities of you—what’s your “insider knowledge” |
| **3** | * Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. * Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 1. Watch “Times I’ve Been Mistaken for a Girl,” notice list of assumptions  2. Model making list of assumptions, then free-writing about them  3. List times you’ve been affected by an assumption, or seen it happen to someone else—create list, then free-write about them |
| **4** | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. | 1. Watch Accents, discuss topic of poem  2. Model picking something you know a lot about (topic), and someone you’ve encountered who probably doesn’t (audience)—free-write about it  3. Student make list and free-write about it |
| **5-6** | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or sect | 1. Defining different poetic devices   2. Watch “The Madness Vase”—discuss topic of mental illness, phrases that stood out—begin list of poetic devices  3. Defining different poetic devices  4. Writing with poetic devices in mind |
| **7** | * Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. * Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. | 1. Watch first minute or so of all poems so far—discuss how they started  2. Ways to begin a poem  3. Begin drafting poem |
| **8** | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 1. Watch endings of all poems so far  2. Take notes and discuss ways to conclude poems  3. Work on poem drafts. |
| **11** | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | 1. Introduce “Slam Poetry Checklist”  2. Revise favorite poem |
| **12** | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | 1. Model giving peer feedback  2. Students provide and receive peer-feedback  3. Revise favorite poem, adding favorite poetic devices |
| **13** | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | 1. Poem performance in front of peers  3. Reflect on performances |

**Below is a set of links to slam poems and other videos that you can view at your discretion throughout the unit. I recommend viewing the poems beforehand to screen them.**

* <http://teacheroffduty.com/identity-assumptions-slam-poetry-unit-plan-materials/>
* TEDxMiddlebury - Phil Kaye - Why We Tell Stories <https://www.youtube.com/watch?v=s7fWagDQyvg>
* Grand Slam Poetry Champion – Harry Baker <https://www.youtube.com/watch?time_continue=30&v=cxGWGohIXiw&feature=emb_logo>
* Taylor Mali Slam Poem – ‘What Teachers Make’ <https://www.youtube.com/watch?v=pojG7XjFQxo>
* Slam Poem about Bullying <https://www.youtube.com/watch?v=eAa2wy1iDoM>
* Slam Poem about Racial Profiling in America <https://www.youtube.com/watch?v=xq9_J7kgPBo>
* Taylor Mali Slam Poem – ‘Totally like whatever, you know’ <https://www.youtube.com/watch?v=LGAMd-tT6fQ>
* Become a Slam Poet in Five Steps <https://www.youtube.com/watch?v=9f8VcV8v2LE>
* More Slam Poems for the classroom <http://teacheroffduty.com/20-slam-poems-you-can-use-in-your-classroom-tomorrow/>
* Founder of Slam Poetry – Marc Kelly Smith <http://www.blush.me/lets-gab/marc-kelly-smith-founder-slam-poetry-movement-caused-rebellion-cupsi>

Melbourne High 2019 Slam Finals <https://libguides.mhs.vic.edu.au/c.php?g=174545&p=3322780>

**Lesson 1**

**Content Objectives**

1. Define slam poetry.

**Language Objectives**

1. Speak and write about what slam poetry is.

**Materials**

1. [Online materials (all found here)](http://wp.me/P8xojK-6L)\*
   1. Video: “Touchscreen”
   2. Transcript: “Touchscreen”
   3. Video: “We’re just a little too caught up”
   4. Transcript: “We’re just a little too caught up”
   5. Video: Louder than a Bomb trailer
2. Handout 1 “What is poetry” for all students
3. Unit Plan Powerpoint

**Procedure**

1. At the start of class, have students answer the questions for the quick-write: What is poetry? What is not poetry?
2. After several minutes, ask students to share with their partner next to them.
   1. *Teacher tip: listen to students talking—what are their notions of poetry? Is it broad, specific? Do they have past experiences with it? Do they have much vocabulary to describe poetic techniques?*
3. Ask students to share out to the class—write down students’ definitions, or have a couple of student volunteers to do it.
4. Explain: we’re going to be working with slam poetry, or spoken word poetry. Ask a show of hands—how many have heard of it?
5. Explain: Today, we’re going to come up with a definition of it by watching a few examples.
   1. [Distribute transcript of Touchscreen](https://genius.com/Marshall-davis-jones-touchscreen-annotated) and handout, “What is Slam Poetry?”
      1. Before watching, ask students to pay attention to what they think slam poems are, based on this poem
      2. Watch slam poem
      3. After poem, give students time to share with partner:
         1. What did you think of the poem?
            1. After a couple minutes, share out as a class
         2. What do you think slam poetry is?
            1. Share with a partner
            2. Then, direct students to write their answers on their paper
   2. [Distribute transcript of “We’re Just a Little Too Caught Up”](http://www.upworthy.com/awful-religious-stereotypes-shattered-by-two-girls-and-one-absolutely-stunning-performance) (Click “View Transcript” underneath the video to see transcript)
      1. Again, advise students to pay attention to what they think slam poems are
      2. Repeat—share with partner:
         1. What did you think of the poem?
            1. After a couple minutes, share out as a class
         2. What do you think slam poetry is?
            1. Share with a partner
            2. Then, direct students to write their answers on their paper
6. Ask for volunteers to share out their answers. Write answers on the board or an anchor chart—or ask student volunteers to do so as you facilitate
   1. A few points to look for students to say:
      1. Slam poetry is performed
      2. About important issues to the poet
      3. They use poetic devices to help meaning
      4. They use gestures to help meaning
7. If there’s time:
   1. Explain that people compete at poetry slams.
      1. Show the trailer to Louder than a Bomb

**Lesson 2**

**Content Objectives**

1. Students will understand what a slam poem is.
2. Students will be able to distinguish elements of their identity.

**Language Objectives**

1. Students will be able to explain in writing what forms their identity.

**Materials**

1. Student Journals/Paper OR Handout 2 “My Multidimensional Identity”
2. Document camera, anchor chart (poster/butcher paper), or board for modeling writing
3. Unit Plan Powerpoint

**Procedure**

1. Mini-lesson:
   1. Give overview of project:
      1. Purpose of this project is to develop a deeper understanding of our own identities, and to challenge assumptions other people might make about those identities
      2. We’ll be watching many examples of slam poems, and end the unit with some sort of sharing with our slam poems. As a class, we will decide on how to share our poems.
   2. Quick-write: What forms your identity? What are some things someone might identify with?
      1. Share out—create list on the board as students share
      2. Perhaps pertaining to gender, race, culture, family, sexual orientation, neighborhoods, friends, hobbies, interests, skills, character traits, and religion
   3. Explain: in order to prepare for our slam poem performances, we are going to think about our own identities, and what messages we have about them.
      1. Say: Our first step is exploring our own identities.
      2. Model: listing multiple dimensions of own identity
         1. In front of class, present your own list of identities (perhaps pertaining to gender, race, culture, family role, sexual orientation (if you’re comfortable with that), but also hobbies, interests, and religion)
2. Work-time:
   1. Students to develop their own lists.
   2. After 5-10 minutes, demonstrate how to free-write about your identities (this is where you journal about your own identities).
      1. Possible sentence stems:
         1. The piece of my identity I identify most strongly with is \_\_\_\_\_\_
         2. This is super important to me because \_\_\_\_\_\_\_\_\_
         3. I think of myself as \_\_\_\_\_\_
         4. The part of my identity I identify least with is \_\_\_\_\_\_
         5. My friends/family might say I’m \_\_\_\_, but I think I’m \_\_\_\_\_\_\_
      2. \*\*Note for teachers about sentence stems\*\*: though these may seem elementary, I advise you to provide them for any level of student, especially if you have Emergent Multilinguals (ELL students) in your classroom. These can help students immensely with diving deeper into their elaboration and articulating their thoughts in English.
3. Share-time:
   1. Ask students to underline their favorite sentence that they wrote today.
   2. Ask for a couple volunteers to share—praise students for taking a risk to share.

**Lesson 3**

**Content Objectives**

1. Students will identify assumptions they have witnessed.

2. Students will explain events and emotions around assumptions.

**Language Objectives**

1. Students will talk about assumptions from the slam video.

2. Students will write about assumptions from their lives.

**Materials**

1. Handout 3 “Interactive Slam Poem Guide-‘Times I’ve Been Mistaken for a Girl’” for all students
2. Handout 4 “Assumptions People Make About Identity” for all students
3. [Online Materials (all found here)](http://teacheroffduty.com/identity-assumptions-slam-poetry-unit-plan-materials/)
   1. Video: “Times I’ve Been Mistaken for a Girl”
   2. Transcript: “Times I’ve Been Mistaken for a Girl”

**Procedure**

1. Mini-lesson:
   1. Have students silently quick-write: What is an assumption?
      1. Share with a partner
      2. Have several partners share out to the class
      3. Write class definition on the board.
   2. Tell students to watch for assumptions made about the poet in the following slam poem.
      1. Watch “Times I’ve Been Mistaken for a Girl”
      2. Take 2-3 minutes to discuss reactions in partners—what were your thoughts on the poem?
      3. Watch “Times I’ve Been Mistaken for a Girl” a second time—instruct students to record assumptions he mentions
      4. At end: share out list of assumptions
         1. Push students beyond surface answers: what assumptions did people make about what it means to “be a girl” or “be a man” when they mistook him for a girl or became frustrated with him?
   3. Model making list of assumptions on a document camera—explain your thinking as you do so (*I know that many people have assumptions about being a woman, so, I might start there. And I remember this one time that someone said…*)
   4. Ask students to begin—perhaps they focus on one aspect of their identity, perhaps the make a list of general assumptions they’ve heard from other people
      1. *Tip: if students struggle with this, ask what assumptions they’ve heard people make about other people, or maybe a time they made an assumption about someone and it turned out wrong. It is likely that some students won’t be comfortable writing about this, so writing about someone else might make it more accessible.*
2. Work-time:
   1. Have students create list.
   2. After 5-10 minutes, model free-writing about a couple assumptions (similar to day 1)
      1. Possible sentence stems to help students:
         1. A lot of people think that \_\_\_\_\_\_\_\_\_, but \_\_\_\_\_\_
         2. This isn’t true because \_\_\_\_
         3. It makes me feel \_\_\_\_\_\_ because
         4. I wish I could tell people \_\_\_\_\_
         5. If there was one thing I wish people understood, it was \_\_\_\_\_\_
         6. What I didn’t say to them was \_\_\_\_\_\_\_\_
         7. They have no idea that \_\_\_\_\_\_\_
3. Share-time:
   1. Ask students to share with a partner: what did you realize today after doing this activity, or which do you feel the most strongly about and why?
   2. Again, praise students for taking risks and for using their voices to talk about what’s important to them.

**Assessment**

1. Listen to partner-talk about video
2. Check students’ quick-writes and lists.
3. Assess:
   1. Detail of quick-write—emotions, narrative aspects
   2. Number of assumptions listed—should be 2 or more

**Lesson 4**

**Content Objectives**

1. Students will identify the theme of a poem.
2. Students will select a topic and audience to focus on for their poem.
3. Students will reflect on what they want their message to be.

**Language Objectives**

1. Students will discuss theme of a poem.
2. Students will discuss and write about their identity and what they would like to communicate to people that misunderstand.

**Materials**

1. [Online Materials (all found here)](http://teacheroffduty.com/identity-assumptions-slam-poetry-unit-plan-materials/)
   1. Video: “Accents”
   2. Transcript: “Accents”
2. Student Journals OR Handout 5 “Interactive Slam Poem of the Day Guide—Accents” for all students

**Procedure**

1. Mini-lesson:
   1. Quickwrite: How does the way you speak connect to your identity?
   2. Explain: there are many ways to speak, and we use many words to describe it: vernacular, dialect, language—all of these just describe different ways of talking. This poet is going to talk about his way of speaking, and how it connects to his identity—and how people make false assumptions.
   3. Pass out transcript to “Accents” and watch first time.
      1. Afterwards, ask students for reactions or questions
   4. Before watching poem the second time, ask students to look for assumptions people make about his speech, and what he seems to be saying to them—tell students to write it down in their notebook.
   5. Watch “Accents” second time
      1. Afterwards, ask students to discuss to partner: Who is he talking to? And what is he trying to say to them?
   6. Model picking something you know a lot about (element of your identity), and someone you’ve encountered who probably doesn’t understand much about that element (audience)
      1. Demonstrate thinking through selection. *I think I’ll write about being a teacher, because there are some people that just don’t get it. I think my audience will be people that make assumptions that it’s easy.*  *If I had to write a letter to them, I might say…*
      2. Sentence stems to provide students:
         1. I think I’ll write about \_\_\_\_\_\_\_, because \_\_\_\_.
         2. I think my audience will be people that think \_\_\_\_\_.
         3. If I had to write a letter to them, I might say…
         4. What they don’t understand is…
         5. I wish they’d….
2. Work-time:
   1. Instruct students to select an identity element/audience and to begin writing to their audience about it. This is just to get ideas flowing—they are not writing their poems yet, but they might use parts of their writing today for their poem.
3. Share-time:
   1. Have students find their favorite line of their writing from today, and have them share with a partner.
4. **Homework:** At the end of class, tell students that if they email you or bring you a slam poem (or song) of their choice that has something to do with identity or assumptions, we will use these as examples in future lessons.

**Lesson 5**

**Content Objectives**

1. Students will define several different poetic devices.
2. Students will identify several different poetic devices.
3. Students will plan how to apply poetic devices to their own writing.

**Language Objectives**

1. Students will describe out loud and in writing why they liked certain phrases.
2. Students will explain how they will apply similar techniques to their own writing.

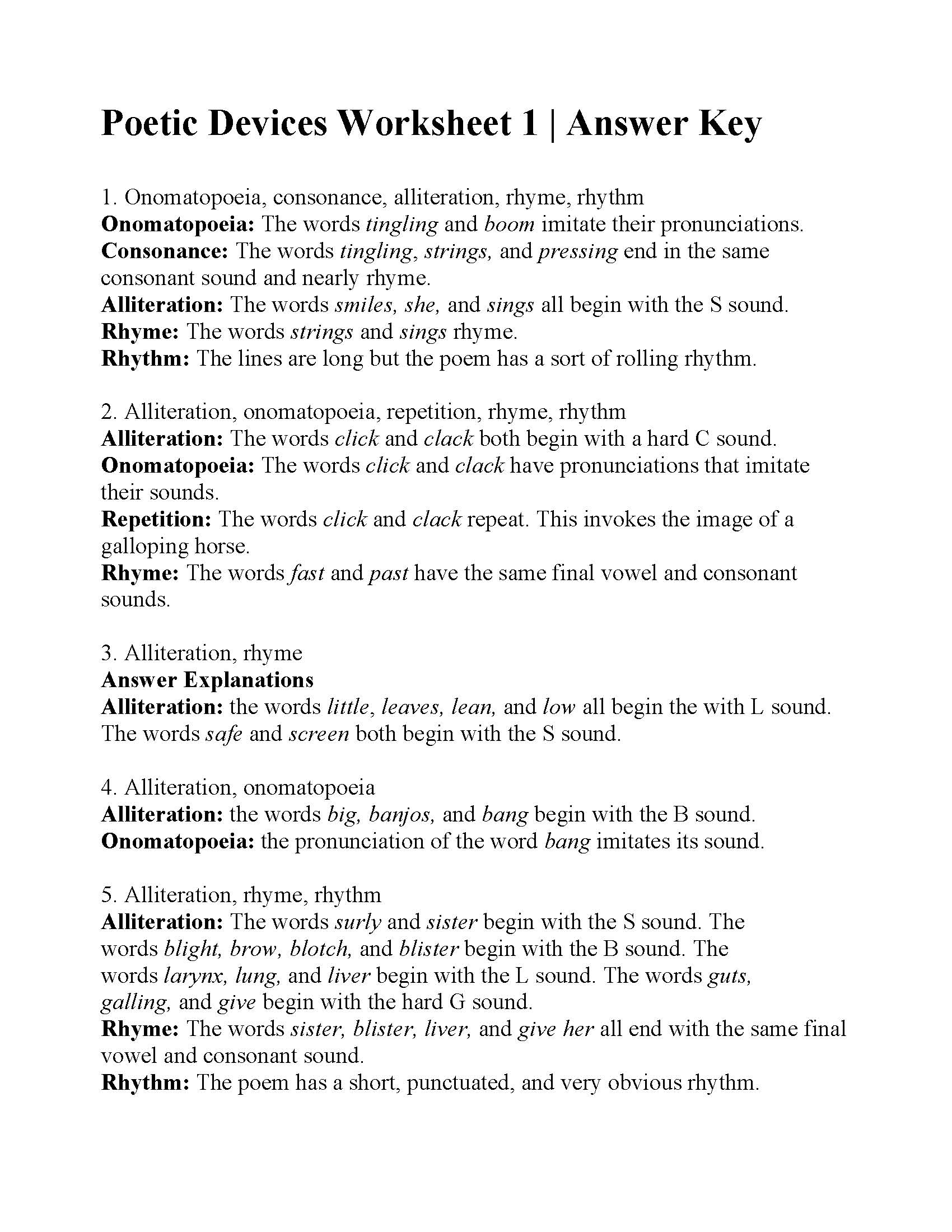
**Materials**

1. Handout 7 “Awesome Phrases and Poetic Devices Log”
2. Journal—for writing poem
3. [Online Materials (all found here)](http://teacheroffduty.com/identity-assumptions-slam-poetry-unit-plan-materials/):
   1. Video: “The Madness Vase”
   2. Transcript: “The Madness Vase”

**Procedure**

* 1. Ask students to raise their hand if they or someone they know has ever struggled with mental illness—depression, anxiety, bipolar disorder, or any other illness.
  2. Explain: Sometimes, we hide parts of ourselves, whether because of shame, fear, or embarrassment. These can be a variety of forms, but today, we’re going to watch a pretty powerful poem about someone’s struggle with depression and anxiety.
     1. You may wish to tell students that if they need to at any part of this poem, they may put their head down, or if necessary, step out of the room.
     2. Ask students to get out their notebook and open to a blank page
  3. Pass out transcript to “The Madness Vase” and watch video
     1. Give students a couple minutes to write their reactions afterward. Read the room for how much time to give—you may need more than a couple of minutes.
     2. Provide the opportunity for students to share out reactions.
  4. Ask students to skim through the transcript and write down phrases that had stuck with them in the Awesome Phrases/Lines log
  5. Have students share out lines from the poem. For each line/phrase shared, ask why the student likes it. If it applies to a literary device—define that literary device for students and have them write it down. Define only 2-3 today—we will continue tomorrow.
     1. Personification: when you give an object/animal human-like qualities or actions (“our hearts may have only just skinned their knees”)
     2. Simile: comparing two things with like or as (“I know my smile can look like the gutter of a falling house”)
     3. Repetition: when poet repeats a word or phrase (“**To the** lamplight considering the river bed,  
        **to the** chandelier of your faith hanging by a thread,  
        **to** everyday you cannot get out of bed,”
     4. End Rhyme: when the end of two words sound the same (“way” and “day”)
     5. Near Rhyme: when the INSIDE of two words sound the same (“my” and “spine”)
     6. Alliteration: when the BEGINNING of two words sounds the same (“bite” and “bitter”)
  6. Before students begin writing today, tell them to turn to their partner and say which poetic device they would like to try adding to their writing today.

1. Work-time:
   1. Students should continue their poems from yesterday.
2. Share-time:
   1. At end of class, ask for students to share with their neighbor one poetic device they used
      1. “I did \_\_[poetic device]\_\_ here. I wrote…”
3. **Homework:** remind students to bring in slam poems/songs they like that are about identity/assumptions



**Lesson 6**

**Content Objectives**

1. Students will analyze how other poets decided to start their slam poems.
2. Students will draft the beginning of their slam poem.

**Language Objectives**

1. Students will discuss the beginning of their poem.
2. Students will write the beginning of their poem.

**Materials**

1. [Online Materials (all found here)](http://teacheroffduty.com/identity-assumptions-slam-poetry-unit-plan-materials/)
   1. Transcripts:
      1. “Touchscreen”
      2. “We’re just a little too caught up”
      3. “Times I’ve Been Mistaken for a Girl”
      4. “Accents”
2. Handout 6 “Interactive Slam-Poem-of-the-Day Guide: *How do I start my poem?”*
3. Journal

**Procedure**

* 1. Pass out transcripts for “Touchscreen,” “We’re Just a Little Too Caught Up,” “Times I’ve Been Mistaken for a Girl,” and “Accents”
  2. Explain to students that we are going to begin our poems today, but to get ideas on how to start—we’re going to watch what other poets have done.
     1. It’s like going to a potluck, discovering something you like, and asking your auntie for the recipe so you can do it yourself.
  3. Ask students to record what they notice the authors do to start their poem, so we can figure out what to do in ours
  4. Watch first 10-20 seconds of poems we’ve seen so far—students should take notes in their Interactive guide, or their journal
     1. Share out— “The author did \_\_\_\_\_, so in my poem I could do \_\_\_\_\_”
  5. Demonstrate using the list form to help me start my poem, like “Times I’ve Been Mistaken for a Girl” (or alternately, you could use an informational form with little stories as examples)
  6. Have students turn to the person next to them and say which poem they want to write that day, and what phrase or structure they might use to start their poem, and what their first line will be. Encourage students to suggest things to each other using, “What about…”

1. Work-time:
   1. All students should begin drafting their poems.
2. Share-time:
   1. 10 minutes before the end: Ask 1-2 students to share their beginnings to the class. You can ask for volunteers, or pick a couple you wanted to spotlight (to show excellent examples, OR to boost confidence). Before students share, ask class to pay attention to what they did well
      1. Ask classmates to tell sharer what they did well.

**Assessment**

1. Check students’ notes about the poems—it is expected that students might struggle with gaining ideas for how to write from poems. That’s expected. We will continue this practice in future lessons, so make note on which students are struggling to check in with them as we continue to practice this.
2. Log which students have been able to begin their poem.

**Lesson 7**

**Content Objectives**

1. Students will apply poetic devices to their writing.
2. Students will consider audience while writing.

**Language Objectives**

1. Students will discuss who they are writing to, and how to send that message.
2. Students will write in a way that applies poetic devices in a choice language.

**Materials**

1. Journal—for writing poem
2. Handout 7 “Awesome Phrases and Poetic Devices Log” (from yesterday)
3. “Poetic Devices” Anchor Chart

**Set-up**

Before class begins, write “Poetic Devices” on the top of a piece of chart or butcher paper, with a table below it for “Name,” “Definition,” and “Example,” like this:

|  |  |  |
| --- | --- | --- |
| **Poetic Devices** | | |
| **Name** | **Definition** | **Example** |
|  |  |  |

**Procedure**

1. Activity:
   1. As students come in, ask them to get out their “Awesome Phrases and Poetic Devices Log”
   2. Explain to students that today we need to start planning how we want to share these poems:
      1. Record and put online?
      2. Perform to class?
      3. Perform to other classes?
      4. Perform in community?
   3. Ask students to discuss as a partner or small group how they would like to share and why
   4. After a couple minutes, ask students to write down what they would like to do on paper (this is so all voices are heard), and collect. You will look through these and decide what the consensus seems to be.
   5. Transition: Ask students to look at their log, choose one poetic device they’d like to focus on. Have them tell the person next to them.
2. Work-time:
   1. Give students the rest of the period to write poems.
      1. See “Conference tips” for if students finish early—you can also tell students to begin another poem if they finish to foster independence.
3. Share-time:
   1. Last 5 minutes: Have students underline their favorite line they wrote today. Have them share with the person next to them.

**Lesson 8**

*NOTE: These have been content-heavy and probably long lessons. If students have not been receiving at least 30 uninterrupted minutes to write, or they seem like they haven’t gotten very far with their poems, add a day here before the Day 8 lesson for students just to WRITE.*

**Content Objectives**

1. Students will analyze what makes an effective conclusion.
2. Students will plan and begin their own conclusions for their slam poem.

**Language Objectives**

1. Students will listen and read endings to slam poems.
2. Students will talk and write about what makes a good ending.

**Materials**

1. Handout 8 “How to End a Slam Poem” Notes OR Journal
2. Journal—for writing poem
3. [Online Materials (all found here)](http://teacheroffduty.com/identity-assumptions-slam-poetry-unit-plan-materials/):
   1. Videos AND transcripts:
      1. “Touchscreen”
      2. “We’re just a little too caught up”
      3. “Times I’ve Been Mistaken for a Girl”
      4. “Accents”—depending on which you covered
      5. “The Madness Vase”
   2. Transcripts:
      1. “Touchscreen”
      2. “We’re just a little too caught up”
      3. “Times I’ve Been Mistaken for a Girl”
      4. “Accents”—depending on which you covered
      5. “The Madness Vase”

**Procedure**

1. Mini-lesson:
   1. Quick-write in journal or “How to End a Slam Poem” handout: What makes an awesome ending to a poem, song, story, or any piece of writing?
      1. After a few minutes of writing, have students share with a partner
         1. *We need to save time today, so listen to what students are saying. After a minute or two of sharing, instead of having students share out, share with the class “what you heard” (I put this in quotes, because this could be things you heard, and/or it could be things that you wish you’d heard ;)*
   2. Explain that we will be analyzing endings to slam poems today in order to get ideas for our own
   3. Pass out transcripts (I recommend packets, and to have them ready on students’ desks)
      1. Extra engagement: Ask students (or a student) which poem ending they want to watch first
   4. Play the last 10-20 seconds of one poem
      1. Have students write down what they notice
   5. Play the last 10-20 seconds of another poem
      1. Have students write down what they notice
      2. After this poem, have students talk to the person next to them about what they think makes a good slam poem ending
   6. Share with the class what you heard others say
   7. Mini-lesson: Explain to the class how you plan on writing your own poem, given what you learned from these poems (“I think that I’m going to end my slam poem by suggesting to people what they need to think about differently, like ‘Times I’ve Been Mistaken for a Girl’")
2. Work-time:
   1. Encourage students to finish with their rough drafts of at least one slam poem today—and if they are not finished, advise them to finish for homework.
3. Share-time:
   1. Ask for 1-2 students to share endings. Ask them to share:
      1. “For my ending, I tried to \_\_\_\_\_\_”
      2. “I wrote \_\_\_\_\_”
   2. Find something that they did that we’ve talked about, and publically praise.

**Assessment**

1. Check students’ notes about endings to see if they are able to glean how-to-write ideas from poems
   1. Many times, students struggle with getting beyond content (“I like how they talked about mental illness”) to writing techniques (“I like how they encouraged others at the end”). If you find students struggling with this, try:
      1. Ask, “So in general, what does that tell you about good poems?” or “What do you want to do similarly in your own poem?”
      2. Sometimes I ask students if they have a hobby and ask how they learn, and we talk about watching sports or dance videos then practicing what we see, or watch expert video gamers and try to do the same thing. That can help.
2. Log poem progress for students
3. If time—read endings of poems, check for application of skills in discussion

**Lesson 9 (optional)**

**Content Objectives**

1. Students will analyze an example poem for examples of poetic devices.
2. Students will write effective beginnings to poems.
3. Students will apply poetic devices to writing to enhance meaning.

**Language Objectives**

1. Students will discuss what they notice in poems in a language of their choice.
2. Students will write about what they notice in poems in a language of their choice.
3. Students will write their poems in a language of their choice.

**Materials**

1. Completed Handout 4 “Assumptions People Make About Identity” Lists from Day 3
2. Choice:
   1. Handout 6 “Interactive Slam-Poem-of-the-Day Guide: How do I start my poem?” from Day 5

OR

* 1. Handout 7 “Awesome Phrases and Poetic Devices Log” from Day 6

1. “Poetic Devices” Anchor Chart
2. Student choice poem

*\*\*Teacher note: it’s your discretion with choosing which poem to share that students brought in. I recommend considering students that could use the boost or invitation to join the group that have seemed reluctant to participate, or have low self-esteem with writing. You can also have students vote to choose which one. Alternatively, you could provide students with links to all poems as well as devices so that students can choose poems and watch on their own or in partners. In the end, having students choose which poems are examples is a powerful message to students of what assets they bring to class, and their position as experts.*

**Procedure**

1. Activity:
   1. Watch one student choice poem—if there is multiple to choose from, give students choice
   2. Mini-lesson: Repeat Mini-lesson from Day 6 (poetic devices) or OR Day 5 (Beginnings of poems), depending on what students need. Adjust slides to state new poem’s title
2. Work-time:
   1. Suggested pacing for writing: ask students to pick new topic from their assumptions list from Day 3 and begin Draft 1 of Poem 2
      1. I DO recommend requiring most students to write at least 2 poems through the unit, with the exception of students who would benefit from or are mandated to have double-time to complete assignments
3. Share-time:
   1. Have students share with a partner if it was easier or more difficult to start a second poem than their first poem, and why

**Assessment**

1. Track students’ progress on applying poetic devices and using descriptive language in writing

**Lesson 10**

**Content Objectives**

1. Students will learn the definitions to new poetic devices.
2. Students will identify phrases of a poem that stand out to them and explain why they do.
3. Students will apply a poetic device to their writing that they have never tried before.

**Language Objectives**

1. Students will write definitions to new poetic devices in a language of their choice.
2. Students will talk about which part of a poem stood out to them and why.
3. Students will write a new poetic device in a language of their choice.

**Materials**

1. Handout 7 “Awesome Phrases and Poetic Devices Log”
2. “Poetic Devices” Anchor Chart
3. Student choice poem

**Procedure**

1. Activity:
   1. Ask students to get out their “Awesome Phrases and Poetic Devices Log”
   2. Ask students to write down phrases that stand out to them from the poem we watch today
      1. Either watch the same poem from yesterday (if you or students feel there is more to discuss), or choose a new student choice poem to watch.
   3. Have students discuss with a partner for a couple minutes. You may wish to model this partnership before they start. Here are some sentence stems to provide:
      1. Which part stood out to you the most?
      2. Why did you like that part?
      3. Can you tell me a little more about why you thought that?
      4. How might you do something similar in your poem?
      5. “I liked the part where it said “\_\_\_\_\_” because “\_\_\_\_\_”
      6. “It was cool because it \_\_\_\_\_\_”
      7. “In my poem, I think I will \_\_\_\_\_”
   4. Ask students to share out what they learned—2-3 volunteers should be good
      1. If they point out something that is a poetic device, name it and define it (or ask someone in the class to do so), and add it to your “Poetic Devices” Anchor Chart
      2. \*\*Tip: I recommend making sure that as a class, you have learned definitions to a total of at least 4 poetic devices by the end of today. You are welcome to do more.
   5. Ask students to identify one poetic device they learned about today that they would like to include in their poem and to put their finger on it—have them tell the person next to them what their goal is
2. Work-time:
   1. Keep drafting
3. Share-time:
   1. Share where they included a poetic device with a partner

**Assessment**

1. Track students’ progress on applying poetic devices and using descriptive language in writing

**Lesson 11 (optional)**

**Content Objectives**

1. Students will learn the definitions to new poetic devices.
2. Students will identify phrases of a poem that stand out to them and explain why they do.
3. Students will apply a poetic device to their writing that they have never tried before.

**Language Objectives**

1. Students will speak about examples of poetic devices, correctly using poetic device vocabulary.
2. Students will write definitions to new poetic devices in a language of their choice.
3. Students will talk about which part of a poem stood out to them and why.
4. Students will write a new poetic device in a language of their choice.

**Materials**

1. Handout 7 “Awesome Phrases and Poetic Devices Log”
2. [Online Materials (all found here)](http://teacheroffduty.com/identity-assumptions-slam-poetry-unit-plan-materials/):
   1. Poem choices
3. Posters from Day 10 with poetic devices
4. If possible: student chromebooks/computers and headphones

**Set-up**

Have posters or chart or butcher paper set up around the room, each with **one** poetic device written at the top that you’ve discussed as a class

**Procedure**

1. Mini-lesson:
2. Have students pull out their “Awesome Phrases and Poetic Devices Log”
   1. Have students pick a slam poem with a partner to watch (students can either split headphones on one video, or each can watch video independently). If this I impossible, have students vote on poem to watch as a class
   2. Students should watch a slam poem and take notes on phrases that stand out to them. Advise that they may have to rewind the slam poem and watch parts to get the words. After the slam poem is over and they’ve taken notes, they should discuss what stood out to them with their partner
      1. For choices, feel free to include student choices. For additional poems, I recommend these (all can be found under Day 11 in the online resources):
         1. Lost voices
         2. Accents
         3. Every time I step outside
         4. Pretty
         5. “3 ways to speak English”
         6. “What teachers make”—\*\*Note: preview for language
   3. You may wish to model this partnership before they start. Here are some sentence stems to provide students to help their discussion:
      1. What did you think of the poem?
      2. Which parts stood out to you the most?
      3. Why did you like that part?
      4. Can you tell me a little more about why you thought that?
      5. How might you do something similar in your poem?
      6. “I liked the part where it said “\_\_\_\_\_” because “\_\_\_\_\_”
      7. “It was cool because it \_\_\_\_\_\_”
      8. “In my poem, I think I will \_\_\_\_\_”
   4. After giving students 5-7 minutes to watch and discuss, pull class back together and introduce 1-2 more poetic devices and add to chart (should have a total of at least 6 now)
      1. Ask partners to identify if they found that poetic device in their poem. Ask for examples
3. Work-time:
   1. Finish Draft 1 of poem 2
4. Share-Time:
   1. Have students pick 1-2 of their favorite examples from their own poems of poetic devices and write them on the poster it belongs (an example of personification on the “Personification” poster). They don’t need to write their name next to it. Encourage them to read others’ examples.
      1. If you’re comfortable with it, encourage them to write a little word, smiley face, or heart next to their classmates’ examples
      2. Encourage students to include examples in different languages—this is a perfect opportunity to pull in and celebrate the linguistic diversity of your classroom
   2. If time: discuss:
      1. What were your favorites from your classmates?
      2. Which poetic devices are many using? Which could we branch out to?

**Assessment**

1. Track students’ progress on applying poetic devices and using descriptive language in writing

**Next step is for students to write drafts. Allow as many lessons as required/time will allow.**

**Lesson 13**

**Content Objectives**

1. Students will provide meaningful feedback--both positive and constructive—about their peers’ poems.
2. Students will revise their writing based on peers’ feedback.

**Language Objectives**

1. Students will read peers’ poems.
2. Students will write and speak positive and constructive feedback.

**Materials**

1. Handout 10 “Peer Feedback Guide” for all students

**Procedure**

1. Mini-lesson:
   1. Ask students to write down three goals they had about their own writing. *(Examples: I want my poem to inspire people. I want to include lots of personification like “The Madness Vase.”)*
   2. Explain that students will provide feedback for each other.
   3. Model giving peer feedback with a student volunteer. Ask students to watch and write down what they notice you do.
      1. Swap poems with the student (they should have yours, you should have theirs).
      2. Ask the student what their goals were for their writing. Then share your goals.
      3. Tell the students to read the first 5 lines, and you’ll do the same.
      4. Give the student one thing you noticed they did well—perhaps a line, phrase, technique, etc.
      5. Give the student one thing you noticed they might be able to revise.
      6. As you tell them—have the student write down what you say on their paper.
      7. Ask the student to reciprocate for you.
   4. Discuss: What did you notice we did when giving peer feedback?
      1. Make sure you touch on the importance of giving positives mixed with constructive feedback.
   5. Sum up the steps.
   6. Have students partner up and do the same. Remind students that they are NOT looking for spelling or grammatical errors—but only suggesting stylistic and content ideas.
2. Work-time:
   1. Peer feedback.
   2. Revise poems.
3. Share-time:
   1. Independent reflection on paper: What was the most helpful feedback I received today? Why was it helpful?
   2. If time, have students share out.

**Assessment**

1. Watch students’ partnerships carefully for effective habits. While powerful, peer feedback is an awkward and difficult skill. Students will need your coaching. Common problems to address:
   1. Students don’t talk, just write feedback and move on 🡪 reiterate discussing and then writing down what the partner says. Re-model a conversation for them. Prompt with sentence stems.
   2. Students only give one piece of feedback and “are done”🡪 Ask students to repeat, but to stop after every 3-4 lines and provide feedback for each time stopped.
   3. Students say that there’s nothing to “fix” and it’s “perfect”🡪 model asking the writer for goals again, or perhaps for a part of the poem they’d like to re-work. Ask the writer for questions they have for their partner.
   4. Students are only providing negative feedback🡪 Explain that when you receive only negative feedback, you don’t want to change anything. Everyone has strengths and weaknesses. It’s the peer feedback giver’s job to give equal of both to make feedback effective.
   5. Students are focusing only on spelling/grammatical errors🡪 remind students that we are focusing on ideas. Point to poetic device lists or the writer’s goals to redirect peer feedback giver.

**Lesson 14**

**Content Objectives**

1. Students will identify effective slam poetry performance techniques.
2. Students will plan their performance of their slam poems.

**Language Objectives**

1. Students will speak and write about their observations about effective slam poetry performance in a language of their choice.
2. Students will mark their poems for performance plans.

**Materials**

1. Handout 11 “How to Perform a Poem for Maximum Effect” handout for all students
2. “Performance Techniques” Anchor Chart on poster, butcher, or chart paper

**Procedure**

1. Mini-lesson:
   1. Ask students which poem they felt had the most powerful performance that they saw—take 3-4 ideas, and then pick which poem to study to learn about performance techniques.
   2. Before watching poem, ask students to mark down what they notice in their “How to Perform a Poem for Maximum Effect” handout as they watch
   3. Watch performance
   4. Have students chat about what they noticed with a partner and write down what they discuss if they didn’t already include it—then ask several volunteers to share.
   5. Watch the poem one more time (this is so that students can see what their peers talked about)
   6. Ask for anything else students notice
   7. Show students how you mark up your poem for performance plans. Be sure to think out loud *(“I want to use my fingers to show my list,” or “This is an angry part, so I want to slice the air with my hand like this,” “This is an important part, so I want to pause afterward”*)
      1. Markings like, “Slow,” “fast,” “point,” “hand chop,” “pause”
2. Work-Time:
   1. Students should mark poem for performance plans. Optional: provide option to check in with partner and practice/test out loud. Today will be a louder day.
3. Share-time:
   1. Show 1-2 students’ markings on the document camera. Ask student to explain their thinking behind their plans.

**Assessment**

1. Look at students’ markings for variety and frequency. Coach as necessary.

**Lesson 15**

**Content Objectives**

1. Students will use eye contact, adequate volume, and clear pronunciation during their slam poem performance.
2. Students will give specific, positive, and constructive feedback to each other.

**Language Objectives**

1. Students will read/recite their slam poems out loud.
2. Students will give verbal feedback to peers.

**Materials**

1. Handout 12 “Performance Feedback Rubric” for every student
2. Handout 13 “Slam Poem Performance Practice Reflection” for every student

**Procedure**

1. Mini-lesson:
   1. Distribute feedback handouts and tell them to write their names on it.
   2. Have students complete the first question of the reflection before class starts.
   3. Explain each feedback category on handout.
      1. Demonstrate performing a poem. Ask students to grade you on their handout.
      2. Afterward, go through each feedback category and ask students to hold up their fingers to represent the rating they gave you–invite the lowest grade to explain their answer. It’s important for kids to witness how to take feedback graciously and thoughtfully.
   4. Explain that they will be doing this for each other:
      1. How to rotate between rounds:
         1. Explain that outside-circle students (I have them raise their hands so they tune in) will always stay put.
         2. Explain that inside-circle students (have them raise their hands again) will be the ones that rotate.
      2. What to do during a round:
         1. First, students switch papers.
         2. 2 minutes:
            1. Inside circle people stand up, perform poem
            2. Outside circle: mark feedback on THEIR PARTNER’S handout.
         3. Once done, outside circle give one positive and one thing to work on.
         4. Teacher then says SWITCH. Students switch roles and repeat.
         5. At the end of this round, I say, “Stop. Give papers back. Stand up. Point clockwise to the seat you will go to (I check they know where they’re going), now ROTATE.”
            1. Tip: Since there are a lot of moving parts for this lesson, make sure that they go through the motions as you explain as practice.
2. Work-time:
   1. Students follow protocol. Circulate to give real-time feedback
   2. Half-way through, I give a mid-check lesson about what you notice students are doing well with and struggling with.
3. Share-time:
   1. At the end of class, have them look at their feedback handout
   2. Have students independently reflect on how they improved with the questions on the second page of the feedback handout.