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| **Teacher Candidate:** Ryley Haynes | | **Date:** Nov. 19th 2024 | **Title:** Sociocultural Slam Poetry Project |
| **Grade:** 7 | **Subject:** ELA | **Unit:** Reading | **Lesson #:** 1-5 |
| **Core Competency:** Communication | | **Profile:** I can communicate confidently, using forms and strategies that show attention to my audience and purpose (5) | |
| **Big Idea:** exploring stories and other texts helps us understand ourselves and make connections to others and to the world | | **Content:** 1) forms, functions, and genres of text 2) literary elements 3) oral language strategies 4) features of oral language | |
| **Essential Question:** Can students use their research and voice to expressively draw attention to their chosen topic while sharing with the class in a poetry reading? | | | |
| **Curricular Competencies:** 1) access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability 2) respond to text in personal, creative and critical ways 3) use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences | | | |
| **Indigenous Perspectives and FPPL:** Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. | | | |
| **Learning Intention:** Students will develop skills in both written and oral communication, focusing on their emotional expression and perspective through their slam poetry reading. | | | |
| **Materials:** access to YouTube for online slam poetry performance, access to school laptops or computer lab, whiteboard for brainstorming, printer access | | | |

**Introduction -** Activate and Engage: Is the intention clear to the class? How can I hook students into the topic? e.g. relate the lesson to their lives, connect to prior learning, video clip, reading, hands on activity? Include Teacher AND Student Activities.

* Hook: show video (<https://www.youtube.com/watch?v=zSwb9O9s0ek>) teen youth poetry slam discussing controversial social media use in teens
* Class discussion how did the poem impact you, what were your thoughts and feelings, likes and dislikes, etc.
* Discuss the power of this style of poetry: slam poems combine poetry and performance to make an impact on a topic. It is about using expression and providing your perspective on an issue you are passionate about.
* Ask class what they notice about the poem/discuss the features of this style of poetry: freeform style, does not need to follow a rhyme scheme, does not have a strict structure. Often changes in tone, pace, and volume are used to convey importance of the message.
* Explain to students how we can use our voice and poetry to discuss topics of importance to us, to add to the conversation around these topics and make an impact. Each person has a unique perspective and experience to share.
* Introduce the project: over the next few days we will be creating our own slam poems. I want you to choose a topic of your choice that impacts your community, society, culture, environment, or identity – something you feel strongly about, something you think needs more attention brought to it, or something that requires change.
* Think-pair share: class brainstorm in partners to generate ideas about topics that are important to them, share with class and write ideas on the board
* Over the next few days, you will be researching your topics to find information to support your topic and argument. Then we will use this information we have gathered to develop our poems, I would like your poems to be minimum 12 lines long. We will have class time to revise and edit our work. Finally, you will share your poems with the class in a slam poetry reading to celebrate what you have learned and to see how powerful your voices can be! (we won’t be memorizing these poems just reciting!)

Approx Time:

1 lesson

**Body -** Explore and Discover: What SPECIFIC strategies or tactics will I use to ensure there are opportunities for students to acquire new information (e.g., mini lesson, cooperative learning, reading and responding, research, viewing and discussing)? Are there multiple ways for students to acquire and practice new learning? What questions can I ask to discover how learning is going (formative assessment)? Include Teacher AND Student Activities.

Research: (2 lessons)

* Have students refer back to brainstorming ideas and choose their topic
* Introduce research process by discussing critically evaluating sources, looking for bias, using reliable/reputable sources
* Introduce the CRAPP Test framework for researching (currency, relevance, authority, accuracy, purpose) – graphic on screen or provide handout
* Discuss citation expectations and keyword search techniques
* Guide students in the research process showing them how to find appropriate sources like articles, videos, interviews
* Explain to students that when they are researching, they need to take notes summarizing the main ideas, important facts, that will help strengthen their poem
* Provide students either research organizers, or get them to create a word document to store their findings to help them organize their information gathered throughout their researching process
* Have students use computer lab or school laptops to research their topics, frequently check in with students and ensure they are on the right path

Poem Writing: (1 lesson)

* Help students transform their research findings and ideas into a written poem
* Provide mini-lesson reintroducing the concept and features of slam poems: strong opening to catch attention, use of repetition to emphasize important details, using our words to create imagery for the audience
* Tell students to focus on their perspective and ideas, reminding them the most important feature of slam poems is their personal view, and that the structure can be edited later
* Support students by circulating the room and offering help with opening sentences as these should be powerful and ear catching!
* Support students with their research citations

Revise/Edit/Rehearse: (1 lesson)

* Pair up students or create small groups for students to rehearse their poems
* Remind students their focus for this project is capture our audience’s attention with their engaging reading of our poems – review presenting skills (eye-contact, volume, pace, tone)
* Before students read to one another ensure to remind them what positive constructive feedback looks like – be specific about what you liked, focus on their effort and expression, provide helpful suggestions, keep feedback balanced (pros and cons), sharing takes courage so be empathetic, supportive and kind
* Encourage collaboration and have peers write down two stars and two areas for improvement
* Circulate the room and offer additional feedback to students
* After revising their work have students print off their poems for the reading next class

Approx Time

4 lessons

**Closure -** Organize and Integrate: How will students “cement” their learning? What techniques will help them reflect, personalize and stretch their thinking? How will I tie back into the outcomes and learning intentions? How will I summarize or review? How will I know they have demonstrated the intention? Include Teacher AND Student Activities.

Class Poem Slam Sharing:

* Set the tone for a supportive and welcoming poetry reading by creating a sharing semi-circle, move chairs to the middle of the room and have no distractions, can dim lightening to make students feel more comfortable
* Inform students we all have different perspectives and that is important to value these differences
* Remind students to politely snap after each performance – showing support for our fellow peers
* Use the name spinner (<https://wheelofnames.com/>) to randomly choose students or ask for volunteers
* After each reading pause for brief discussion where students can provide positive feedback to their peers

Reflection:

* Facilitate class discussion: have students share their thoughts on the project, their topic/what they learned from researching, and what they learned from their peers
* Discuss the importance of valuing other perspectives and how we can learn from different voices and use self-expression to make an impact

Approx Time

1 lesson

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| **Adaptations/Modifications:**   * Pre source and provide students with resources and shorter readings on their topics * Ask students to choose topics closer to their everyday lives rather than sociocultural issues * Focus on the performance aspects of the poems, by removing the research process and writing about a topic you know well * Partner poem writing and performing | **Extensions:**   * Require students to use academic sources (longer in length and more technical jargon) * Require specific literary elements to be included in the poems (ex. alliteration, simile, metaphor, etc.) * Could begin assignment with research paper and then move into the poem writing process |
| **Assessment Plan:**  Content, research and citations:   * Could the student critically and effectively include accurate research and their personal opinion/perspective into their written poetry? * Could the student cite their sources to give credit to the information they found while researching?   Creativity and expression:   * Could the student use their language, voice, and imagery to convey personal perspective and emotion?   Performance and delivery:   * Did the student speak clearly, use eye contact, project, and pace when reciting their poem?   Reflection:   * Could the student verbally reflect on what they learned throughout this project (self-expression, impact of voice, impact of perspective), what they liked and disliked about the project?   Participation and collaboration:   * Did the student actively contribute to the class discussions and poetry readings? * Did the student actively participate in supporting their peers and providing positive peer feedback/constructive criticism? | |
| **Lesson Notes/Reflection:** | |