Day 1 Lesson Plans:

Lesson: Introduction to Spoken Word/Media Literacy & Media Representation
Objective: Students will begin to explore the ways in which the media portrays particular groups, communities, experiences, ideas, or topics .Students will be introduced to poetry that engages them in this medium of spoken expression,explore the power of poetry that is written to be spoken,examine spoken word as a form of poetry that is written to be performed, and examine different literary techniques in spoken word.

Materials/Resources Needed:
- Student Journals, paper and pen/pencil, or laptops (depending on availability)
- "The Missy Poem" by Ashlee Haze:
    Video: https://youtu.be/o-dM0j3Qygg
    Print: https://docs.google.com/document/d/1gCloNrEquV9n0U2vsG8kV0TiKrE8avGY9_e63UjkdhA/edit?usp=sharing

Anticipated Time: 60 minutes
Applicable Age/Grade Level: Middle Grades (6th - 8th)

Curriculum Standards:
ELAGSE7RL2: Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
ELAGSE7RI2: 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.
ELAGSE7RL3: Analyze how particular elements of a story or drama interact

ELAGSE7RI3: Analyze the interactions between individuals, events, and ideas in a text.
ELAGSE7RL4: 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.
ELAGSE7RL7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium

Activities:

Warm Up: **ZIP, ZAP, ZOOM!**

Good for:

- encouraging students to keep going even when they go wrong.
- team work.
- concentration.
- coordination.

Students pass the sound 'zip' around the circle to the right, indicating the direction with their thumb. They can reverse the direction using the sound 'zap' and indicating the direction with their other thumb. The idea is to pass the sound as quickly as possible around the circle but always remembering the direction and which hand to use. If they use the wrong hand, the game stops and has to restart, but the challenge is to do this with the minimum disruption – something that's good to aim for in a performance . Once students get zip and zap established, add in 'zoom' where they can throw the sound across the circle, and the person indicated has to pick up the game and keep it going, working together to ensure that the flow isn't interrupted.

1. Introduce yourself and provide a brief introduction to the spoken word art form as the teaching artist discusses it's history, benefits, and personal work involving performance poetry.
2. Facilitate a discussion, eliciting and probing the student answers to get at some of these questions and drawing connections between their answers.
    - What is a poem?
    - What are some examples?
    - What makes something a poem?
    - How is it different from other kinds of writing?
    - What does it do?
    - Why do people read (or listen to) poems?
    - Why do people write poems?
    - How can a poem affect people?
    - Can a poem change things? What?
3. Play the video of Ashlee Haze's poem, "For Colored Girls (The Missy Elliot Poem).
4. Provide the text of the poem via handout or smart board for the students.
5. Facilitate a discussion, encouraging them to identify form and structure, gain a general understanding, eliciting and probing the student answers to get at some of these questions and drawing connections between their answers, as they analyze the video/text of the poem.
    - What is the imagery in the poem?

- ○ What is the mood of the poem? (Or How does it make me feel?)
- ○ Who is the speaker of the poem?
- ○ What structural or stylistic techniques does the poet use?
- ○ What is the message of the poem?
- ○ Which techniques are used to attract your attention?
- ○ How might different people interpret this message?
- ○ Which lifestyles, values, and points of view are represented -- or missing?
- ○ Can you think of an example of a stereotypical image in media that has caused harm? What about an example where no harm has been caused? What's the difference between these two examples?

6. Writing Time: After the discussion, charge the class to begin to explore the ways in which the media portrays particular groups, communities, experiences, ideas, or topics. Ask them to write a free write detailing how they want the world to see them versus how they feel the world sees them. Give students 15 minutes to write. Emphasize that students can write anything, and that rhyme, structure, etc. are not important.

7. Sharing Time: Use the remainder of the class for any students that would like to volunteer to share their drafts. Urge students to support each other in this sharing space by "snapping" to affirm each other's work, all while sharing ideas and concepts, and strengthening writing skills.

Skills:
- Prepare/deliver a presentation
- Read aloud fluently
- Public Speaking
- Brainstorming/Writing
- Rough Draft
- Literary Elements Addressed: tone, voice, rhyme, theme

Media literacy skills developed:

- Develop critical thinking skills
- Understand how media messages shape our culture and society
- Identify target marketing strategies
- Recognize what the media maker wants us to believe or do
- Name the techniques of persuasion used
- Recognize bias, spin, misinformation, and lies

- Discover the parts of the story that are not being told
- Evaluate media messages based on our own experiences, skills, beliefs, and values
- Create and distribute our own media messages
- Advocate for media justice

Day 2 Lesson Plans:

Lesson: What Makes Poetry Poetry?
Objective: To offer students an opportunity for self reflection, empowerment, and expression of emotions, sensibilities, and beliefs through writing poetry. Students will explore the power of poetry that is written to be spoken and examine different literary techniques in spoken word. Students will analyze a poem and identify connections between an author's work and the sociohistorical context in which it was written.

Materials/Resources Needed:
- Student Journals, paper and pen/pencil, or laptops (depending on availability)
- "Dreams" by Langston Hughes: https://poets.org/poem/dreams
- "Harlem" by Langston Hughes: https://www.poetryfoundation.org/poems/46548/harlem

Anticipated Time: 60 minutes
Applicable Age/Grade Level: Middle Grades (6th - 8th)

Curriculum Standards:
ELAGSE7RL2: Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
ELAGSE7RI2: 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.
ELAGSE7RL3: Analyze how particular elements of a story or drama interact

ELAGSE7RI3: Analyze the interactions between individuals, events, and ideas in a text.
ELAGSE7RL4: 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.

ELAGSE7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Activities:
Warm Up: DON'T CLAP IT BACK
Good for:
- Listening
- Copying
- Concentration
- Hearing the difference between simple rhythmic patterns
- Keeping in time to a beat or pulse.

Explain to the class that you will be clapping some rhythms for them to copy and clap back. Some rhythms are 'forbidden', however, and when they hear those they mustn't clap it back. You can write these up on the board as well so there is a visual link between sound and symbol embedded into the task. Students who clap when they shouldn't or don't clap when they should are out and should sit down. The last person standing becomes the leader for the next round of the game and can select the forbidden rhythms and lead the group.

1. Identify the rules and conventions of poetry. Introduce students to the role of literary techniques like figurative language, hyperbole, simile, symbolism, metaphor, etc. Definitions of Literary Terms
   ● Rhyme: The correspondence of sounds, particularly at the end of words. Examples: Fair and Square, Hocus-Pocus, Fender Bender
   ● Alliteration: The repetition of sounds at the beginning of words or syllables. Examples: White Water, Pretty Please, Five Fat Frogs Feeling Fairly Feverish Frequently Fall Flat...Hip Hop.
   ● Onomatopoeia: The use of words whose sounds suggest their meaning. Examples: Bow Wow, Swoosh, Beep
   ● Simile: A phrase that uses the words like or as to describe someone or something by comparing it with someone or something else that is similar. Examples: She is like a rose,As brave as a lion
   ● Metaphor: The definition of a metaphor is a word or phrase used to compare two unlike objects, ideas, thoughts or feelings. Examples: All the worlds a stage, He is the black sheep of the family"

● Repetition: Repetition consists of repeating a word, phrase, or sentence, and is common in both poetry and prose. It is a rhetorical technique to add emphasis, unity, and/or power.
● Personification: Giving human traits to objects or ideas. Examples:Water on the lake shivers, The sunlight danced, The streets are calling me
● Hyperbole: Exaggerating to show strong feelings or affects. Examples: I will love you forever, My house is a million miles away, She'd kill me
● Symbolism: is the practice or art of using an object or a word to represent an abstract idea.
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● Tone: is the attitude you feel in it; the writer's attitude toward the subject or audience
● Mood: a literary element that evokes certain feelings or vibes in readers through words and descriptions.

2. Introduce and discuss the following five strategies for reading and analyzing poetry:
   ○ Read the poem more than once.
   ○ Define any words that you do not understand.
   ○ Look for emotions in the poem (happiness, sadness, etc.).
   ○ Look for symbols. What do they symbolize?
   ○ Make connections between the poems and the other works of literature that they have read.
3. Together read the poems , "Dreams," and "Harlem" by Langston Hughes
4. Identify the literary techniques that Giovanni uses in her writing.
5. Have students answer the questions:
   ○ What message does this poem convey to you?
   ○ What comparisons does the author make? How are the things being compared alike?
   ○ What figurative language is used and in what line?
   ○ After you read the poem, how does it make you feel? What causes that feeling?
   ○ Does the poem change at any point? If so, where and how? What effect does this change have?
   ○ Why would the poet choose that title for the poem?
   ○ Does the Author's tone change throughout this piece?
   ○ What if the poem were told from a different point of view?
   ○ And here are some questions that are more specifically about words and

language:
- ○ What word surprises you? Confuses you? Interests you?
- ○ Is there a word that seems like it isn't needed or doesn't fit?
- ○ What word is most important in this poem?
- ○ Which words may have multiple meanings?
- ○

6. Writing Time: After the discussion, charge the class to draft a poem illustrating the things they want to accomplish in their lives and the potential obstacles they must overcome to reach their goals. Give students 15 minutes to write. Emphasize that students can write anything, and that rhyme, structure, etc. are not important.

7. Sharing Time: Use the remainder of the class for any students that would like to volunteer to share their drafts. Urge students to support each other in this sharing space by "snapping" to affirm each other's work, all while sharing ideas and concepts, and strengthening writing skills.

Skills:
- Compare/Contrast the experience of reading a poem to viewing it.
- Compare/Contrast texts in different forms.
- Prepare/deliver a presentation
- Read aloud fluently
- Imagination
- Brainstorming/Writing
- Rough Draft
- Critical Thinking
- Persuasive Writing
- Literary Elements Addressed: tone, voice, rhyme, theme
- Public Speaking

Day 3 Lesson Plans:

Lesson: Persona/Positive Behaviors Poem
Objective: To induce creative imagining, role play, and inference, in addition to critical thinking and identifying contextual clues. Knowledge of particular historical figures or characters will be increased through research. Developing a storyline in a poem will be emphasized.

Materials/Resources Needed:
- Student Journals, paper and pen/pencil, or laptops (depending on availability)
- "A Song In My Front Yard" by Gwendolyn Brooks: https://www.poetryfoundation.org/poems/43310/a-song-in-the-front-yard
- "Pigeon Man" by Jamila Woods: https://youtu.be/iu3z-wJ5rXY

Anticipated Time: 60 minutes
Applicable Age/Grade Level: Middle Grades (6th - 8th)

Curriculum Standards:
ELAGSE7RL2: Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
ELAGSE7RI2: 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.
ELAGSE7RL3: Analyze how particular elements of a story or drama interact

ELAGSE7RI3: Analyze the interactions between individuals, events, and ideas in a text.

ELAGSE7RL4: 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.

ELAGSE7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

ELAGSE7RI5: 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. **ELAGSE7RL6:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

ELAGSE7RI6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Activities:
Activities:
Warm Up: Pass The Sound
Good for:

- Awareness of other parts
- Keeping going
- Teamwork
- Concentration

Play an audio track while you do this task. It could be in a related genre to what you're currently working on, or music from any style or genre that has a steady pulse. This gives the task some context and lifts the energy, as well as making it a more musical experience. 5 Music Teacher July 2017 Start by passing a sound around the circle. This should be passed from one to the next as fast as possible. Encourage students to look at each other so as the sound passes around, there is a visual cue to follow as well. Try sending it straight back around the other way. Then send one sound to the right and a different sound to the left. The sounds should get back to you at the same time, crossing over somewhere in the middle. Send the same sound twice or three times in the same direction. See if all three sounds make it back. Discuss with students why this is difficult and how watching, listening and offering support to each other can help create a successful outcome.

1. Ask students to brainstorm and make a list of historical figures or fictional characters they find interesting. Give them about 5 minutes to come up with their lists.
2. Ask students to brainstorm and list at least 3 to 5 major issues that their generation is currently being faced with. (Bullying, Self Esteem, Drug Abuse, Divorce) For each of the

issues that they list, they are charged with offering a positive behavior/solution for that particular issue.

3. As a class read, "A Song In My Front Yard" by Gwendolyn Brooks.
4. As a class watch, "Pigeon Man" by Jamila Woods.
5. Lead a discussion on the Definition of a Persona Poem: A poem written from the point of view of the object or person being written about. In persona poems, poets basically 'become' the object about which they are writing.Hence, persona poems are often called "mask" poems because the poet is wearing the
mask of the object or person about whom they are writing. Writing these poems means the poet must know the subject of the persona poem very intimately.
   - What masks are the poets wearing in their respective poems?
   - What is the imagery in the poem?
   - What is the mood of the poem? (Or How does it make me feel?)
   - Who is the speaker of the poem?
   - What structural or stylistic techniques does the poet use?
   - What is the message of the poem?

 6. Writing Time: Using the lists that the students compiled at the beginning of class, invite students to pick one of their historical figures and one of their issues/solutions. Charge the students to become that historical figure in the poem and to offer feedback and advice to present day middle schoolers on that particular issue.
Questions to ask before you begin:
Who am I writing to?
What do I want them to know?
Make sure to include the following in your poem where most appropriate:
Personification, Metaphors and/or Similes, Symbolism, Hyperbole, Sound Devices (alliteration, slant rhyme, rhythm, etc.)
Give students 15 minutes to write. Emphasize that students can write anything, and that rhyme, structure, etc. are not important.

    7. Sharing Time: Use the remainder of the class for any students that would like to volunteer to share their drafts. Urge students to support each other in this sharing space by "snapping" to affirm each other's work, all while sharing ideas and concepts, and strengthening writing skills.

Skills:

- Compare/Contrast the experience of reading a poem to viewing it.
- Compare/Contrast texts in different forms.
- Prepare/deliver a presentation
- Read aloud fluently
- Public Speaking
- Brainstorming/Writing
- Rough Draft
- Literary Elements Addressed: tone, voice, rhyme, theme

Day 4 Lesson Plans:

Lesson: Revision
Objective: Students will use strategies for revising and editing their work, Students will also collaborate with peers to revise their work.

Materials/Resources Needed:
- Student Journals, paper and pen/pencil, or laptops (depending on availability)

Anticipated Time: 60 minutes
Applicable Age/Grade Level: Middle Grades (6th - 8th)

Curriculum Standards:
ELAGSE7RL2: Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
ELAGSE7RI2: 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.
ELAGSE7RL3: Analyze how particular elements of a story or drama interact

ELAGSE7RI3: Analyze the interactions between individuals, events, and ideas in a text.

ELAGSE7RL4: 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.

ELAGSE7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

ELAGSE7RI5: 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. **ELAGSE7RL6:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

ELAGSE7RI6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Activities:

Warm Up: **ZIP, ZAP, ZOOM!**

Good for:

- encouraging students to keep going even when they go wrong.
- team work.
- concentration.
- coordination.

Students pass the sound 'zip' around the circle to the right, indicating the direction with their thumb. They can reverse the direction using the sound 'zap' and indicating the direction with their other thumb. The idea is to pass the sound as quickly as possible around the circle but always remembering the direction and which hand to use. If they use the wrong hand, the game stops and has to restart, but the challenge is to do this with the minimum disruption – something that's good to aim for in a performance . Once students get zip and zap established, add in 'zoom' where they can throw the sound across the circle, and the person indicated has to pick up the game and keep it going, working together to ensure that the flow isn't interrupted.

1. Introduce the A.R.R.R. approach to editing poetry.
   - **Add:** Have you given your audience all the information they need to make sense of your poem? If not, go back to your notebook that you kept for any additional details.

- **Rearrange:** Consider the flow, pacing and sequencing of your poem. Would the poet be better served if some of the events occur in a different order?

- **Remove:** After making additions to your story, how is your word/page count now? Are your readers experiencing information overload? You may need to eliminate lines/stanzas/words that don't quite fit or serve the story well.

- **Replace:** Do you need more vivid details to help clarify your work? Is one stanza contradicting another? Ask group members to take a look and give feedback, and if something isn't working rewrite it and replace it.

2. Break the class into pairs. In their groups, they are charged with reading each of their drafts twice to their partner. The partner is charged with offering constructive feedback along the lines of the A.R.R.R. approach to editing poetry. Give them 20 minutes for this exchange.
3. With the feedback they've received from their partner, give them 15 minutes of the class to edit their work individually in preparation for the class-wide open mic scheduled for the next class session.
4. Sharing Time: If there is any time left in the class, Use the remainder of the class allotted to allow the students to put these elements into practice with their various drafts and constructive feedback from the instructor/peers. Urge students to support each other in this sharing space by "snapping" to affirm each other's work, all while sharing ideas and concepts, and strengthening writing skills.

Skills:

- Prepare/deliver a presentation
- Trace and evaluate the argument and specific claims in a text.
- Read aloud fluently
- Imagination
- Critical Thinking
- Innovation
- Youth Culture
- Brainstorming/Writing
- Persuasive Writing
- Literary Elements Addressed: tone, voice, rhyme, theme
- Literary Devices Addressed

- Allusion.
- Diction.
- Epigraph.
- Euphemism.
- Foreshadowing.
- Imagery.
- Metaphor/Simile.
- Personification.
- Public Speaking
- Listening:
- Questioning
- Persuading
- Respecting
- Helping
- Sharing
- Participating

Day 5 Lesson Plans:

Lesson: Performance: The Open Mic Cafe
Objectives: Students will engage in a rehearsal regimen Students will begin to use techniques to prepare for performance. Students will also synthesize previously learned skills in their performance: appropriate eye contact, adequate volume, and clear pronunciation

Materials/Resources Needed:
Student Journals, paper and pen/pencil, or laptops (depending on availability)

Anticipated Time: 60 minutes
Applicable Age/Grade Level: Middle Grades (6th - 8th)

Curriculum Standards:
ELA-LITERACY.SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Activities:

Warm Up: **ZIP, ZAP, ZOOM!**

Good for:
- encouraging students to keep going even when they go wrong.
- team work.
- concentration.
- coordination.

Students pass the sound 'zip' around the circle to the right, indicating the direction with their thumb. They can reverse the direction using the sound 'zap' and indicating the direction with their other thumb. The idea is to pass the sound as quickly as possible around the circle but always remembering the direction and which hand to use. If they use the wrong hand, the game stops and has to restart, but the challenge is to do this with the minimum disruption – something that's good to aim for in a performance . Once students get zip and zap established, add in 'zoom' where they can throw the sound across the circle, and the person indicated has to pick up the game and keep it going, working together to ensure that the flow isn't interrupted.

1. Tell students that you're about to let them in on a secret that all the best performers know. Build up their curiosity.

   ○ The secret is this: it HELPS to get nervous before performing!
   ○ Every great performer in the world feels nervous before they take the stage!.
   ○ Ask them if they think they can do that. Chances are, they're already thinking about it. Hopefully it will be reassuring to know that it's not only normal, but helpful.
   ○ Ask them if they think they can guess why being nervous is actually a good thing.
   ○ Ask students, by way of explanation, if there are any times that they enjoy being scared. They might mention going to a scary movie, looking down from a high bridge or building, riding a rollercoaster, or going to a haunted house.
   ○ Ask: What is fun about being scared? Why would you do it to yourself on purpose?
   ○ Tell students that being nervous or scared is just like being excited. In fact, our bodies can't even tell the difference.

2. Tell students it's time to perform.
3. Have students come to the front of the room, stand, and perform their work

4. Debrief: ask students how it felt, tell them what worked well,Give students shout outs--as individuals and/or as a group, praising their hard work and their mastery of particular skills. Build their confidence for the performance. Remind them to keep practicing at home!

Skills:
- Prepare/deliver a presentation
- Read aloud fluently
- Imagination
- Critical Thinking
- Persuasive Writing
- Literary Elements Addressed: tone, voice, rhyme, theme
- Public Speaking
- Listening:
- Questioning
- Persuading
- Respecting
- Helping
- Sharing
- Body language, and poise.
- Volume, pace, rhythm, intonation, and proper pronunciation
- Powerful internalization
- Evidence of Understanding
- Participating