

**Group Norms:** *Yall know the drill, let's develop our group norms, share them in the chat and write them down! There's space below in the box to do so.*

1. Respect the Mic!
2. Be nice!
3. Be appropriate
4. Respect people's opinion
5. NO Judgements
6. Have empathy for others
7. Whats said in the Zoom, stays in the Zoom!
8. Be respectful.
9. Try to have your camera on if you're comfortable.
10. Be kind, be creative, and be yourself!
11. If you don't have anything nice to say, don't say it.
12. TRY! YOU! HARDEST!
13. Participate as much as you can

**Let's talk prompt:** *This year we're going to answer this question: What are you afraid of?*

*We'll be exploring our fears and take control of them through poetry. Our fears can overwhelm and debilitate us and keep us from taking healthy risks. It is up to us to understand our fears and live with them since they are a part of us. By writing our fears down we create them as physical beings and in doing that, we are able to take physical control of them and of ourselves.*

*We'll start with a free-write that will help us create content. Free-write's allow us to be completely open and don't hinder us with formats and literary devices. It's just us and writing.*

**Warm-Up: Free Write** (You'll need a pencil or pen and paper)

*I'm going to ask you a series of questions and I want you to answer them as honestly as possible. Don't think too hard about it, just respond to what you're hearing. Don't ask me to repeat myself. Don't worry about spell check or grammar. Don't cross anything out. Don't second guess yourself. Just write. There's space below to write if you prefer to type.*



**Figurative Language Refresher -** *We use figurative language as the clouds of our poem. The fluff stuff, the beautiful lines that whisk our audience away.*

**Repetition:** Repetition is the simple repeating of a word, within a short space of words, with no particular placement of the words to secure emphasis. It is a multilinguistic written or spoken device, frequently used in English and several other languages, such as Hindi and Chinese, and so rarely termed a figure of speech

**EXAMPLE:** My mother calls my name and I am lost, moving toward the kitchen up the hall and around and yet, I am lost. I don't exactly

know the name or place of my space, I am lost. I do not know if I can call this a house, let alone a home, I am lost.

**Personification:** the attribution of a personal nature or human characteristics to something nonhuman, or the representation of an abstract quality in human form.

*EXAMPLE:* The chair \_\_\_\_\_ when I pulled it out from the desk.

**Idiom:** a group of words established by usage as having a meaning not deducible from those of the individual words.

*EXAMPLE:*

1. Let your hair down - enjoy and relax yourself!
2. Don't blow your top! - don't lose your temper
3. I'm running out of steam - Losing momentum, becoming tired

**Metaphors:** Metaphors are figures of speech in which a word or phrase is applied to an object or action to which it is not literally applicable

*EXAMPLE:*

1. *My fear of the dentist is monstrous – OK, gets the job done but not very descriptive or interesting*
2. *My fear of the dentist is a large shadow – BETTER, tells me a little more about how I'm feeling about the dentist.*
3. *The thought of the dentist is a shadow shaded the darkest of night right before it is light and it consumes the corners of my bedroom and hunts me down for my teeth. - BEST, this is*

*detailed and shows you how I feel about having to go to the dentist.*

**Let's Write!** *Let's create a group piece about fear using what we know about figurative language and poetic devices :)*

A large, empty rectangular box with a black border, intended for students to write their group piece about fear.

**Homework?** *First, type up and submit a copy of your free-write to Ms. Miller. Secondly, start thinking about the topic of your poem. You should be able to tell miss mo what you're writing about the next time we meet.*

**Group Norms:** *Let's recap our group norms, type them in the chat or unmute yourself and call them out.*

**Poetic Devices:** *This year, I want you guys to try and use intentional Line Breaks and Caesuras in your pieces, these will be our Poetic Devices.*

**Poetic Devices:** Poetic devices are a form of literary device used in poetry. A poem is created out of poetic devices composite of structural, grammatical, rhythmic, metrical, verbal, and visual elements. They are essentially tools that a poet uses to create rhythm, enhance a poem's meaning, or intensify a mood or feeling. They are specific to poetry.

**Line Breaks:** the point at which two lines of text are split; the end of a line. Line Breaks are strategically placed. The writer adds them in so make a certain phrase in a sentence stand out. You don't pause at the end of a line (unless it's intentional) you just read it straight through. Line breaks are a visual device.

Example:

i guess family isn't a right- you have  
to earn it. There was always something  
i had to do to show i could earn it.  
That i wanted to be loved, that i would be grateful. But being  
born doesnt make you  
a grateful child. In fact you must earn  
that too. Did you know that?

**Caesura:** (in Greek and Latin verse) a break between words within a metaphorical foot. (in modern verse) a pause near the middle of a line. Any interruption or break. These are also thought out and placed to create a certain phrase or double meaning with your lines. When you read a poem with Caesura, you take the pauses as you see them. They're an auditory device.

Example:

i guess family isn't a right    you have  
to earn it. There was always something    i had to do to show i  
could    earn it. That i wanted to be loved, that i would be  
grateful. But    being born doesn't make you a grateful child. In  
fact    you must earn that too.       Did you know that?

### **Warm-Up: Break It Up!**

*Now that we've seen and understand our poetic devices let's try using them. miss mo will read a poem and as a group we'll add in Line Breaks and Caesura as we see fit. Remember, there are no wrong answers because devices are what you feel is right. If you disagree with someone's placement, call it out and we'll talk about it! miss mo will show you the piece in its original form once we're done.*

*How to be humbled by an egg sandwich every morning:*

Build it like you would build your own house or like how you would build yourself a world if you were to have that luxury. Put in it all the things that you would want to be there and all the things that you think are necessary. Timing is a difficult and delicate thing to coordinate but not impossible because there is time. If you make coffee or tea make sure that you are considering whether it should be before, during, or after everything else. Do you have all the things that you need for building your house in your house right

now? The sandwich will not wait. If you do not have all of the things that the sandwich wants then too bad because this must be built before you leave the house and if you leave the house then everything you work for will be worthless. Your work must be completed in secret before anyone else wakes up. If you cannot meet these conditions then you must wait for another day. If these conditions are met then you may begin. Make the best sandwich that you think possible. The best of all possible sandwiches. Eggs, cheese, vegetables, meat, whatever you like. It's very important that you get this right. And also the bread. Without the right bread also everything will be lost. The bread is an important decision. Please. Consider it. Be careful during the assembly phase of your sandwich making. Make sure everything lines up. That everything is in order, and sits level. or close enough. and that there is symmetry balance. Make sure to set everything on a plate. Perhaps you want to cut the sandwich in half before that. It's hard to eat if it's too big so consider that. Take all the cups of water and coffee and orange juice and if you want butter or hot sauce or whatever you do that's your business but for God sakes just put it on the table so you don't have to get up in the middle of all this. When you've got everything organized and you're sure, then sit down quickly because the food is getting cold and there's no time to waste. Eat. Please eat. If you've done everything right here's what will happen: You will take a bite. You will feel happy and satisfied. You will feel that you have accomplished something small but also beautiful and of all the things that you can do this is a decent one. Your sandwich will then fall apart in

your hands. Pieces will fall to the floor and fall into your lap. How do you feel now?

**Let's Write!** *You'll be put into break out groups and begin writing your poems. You can start editing the free-write you wrote or begin something new. Your poem topic is up to you, you may write about your fears or about something else. If you're writing about fear, you can cover it as your overall view about fear or be specific. You'll have thirty minutes to write before we regroup. Cool beans?*

Here are the questions from our free-write if you would like to use the to inspire your writing:

1. What are you afraid of?
2. If your fear had a human name, what would it be?
3. What gets on your nerves?
4. Do you feel like you can face your fears?
5. What color is fear?
6. If you could go face to face with one of your fears like they were a person, would you do it standing up or sitting down?
7. Why is fear a bad thing?
8. What does fear taste like?
9. If your fears were a monster, what kind of monster would they be?
10. If your fears had a house, what would the house look like?
11. What does fear feel like?
12. Why is fear a good thing?

**Homework?** *Submit your second draft to Ms. Miller. You have two days to keep working on it and though you are not required to do so, this will give you a leg up in next class.*

**Group Norms:** *Let's recap our group norms, type them in the chat or unmute yourself and call them out.*

**Peer Feedback and Self-Editing:** *We're going to utilize Glow and Grow feedback, something your teacher may have already shown you or you've heard of. Focus on the Why and the How!*

### **Peer Feedback**

**Glow:** Saying what you like about someone's poem and telling them why. I liked this because \_\_\_\_\_.

**Grow:** Saying something you think they can work on and saying why you think so as well as offering a suggestion. This sounded off to me because \_\_\_\_\_. Here's how I think you could do it ...

Remember, CONSTRUCTIVE criticism.

### **Self-Editing:**

When writing we need to think and look a little harder at our work to become a good editor. Yes, your inner writer and editor are different! Next year in Eighth grade we'll go more in depth on this. For now I want you to edit your own work using the scale below. Mark every line with these numbers.

1. I have no idea what this line means, it's all fluff.
2. This kinda makes sense.
3. Holy beans I'm awesome, this makes sense!

Next, delete all the ONE's – put them in your *Good Line Graveyard*. Then, turn the TWO's into THREE's.

Now, it won't make sense, keep writing for continuity.

This means creating new lines, changing existing lines, etc.

Repeat!

**Let's Write!** *Everyone is going to go into breakout groups and start editing their pieces. Use the self editing technique. Ask your peers for feedback! Use this time to finalize your poems, when we see each other next you'll have to be ready for peer feedback. We're writing the final drafts of our poems today.*

**Homework?** *Submit your final draft to Ms. Miller. You have two days to keep editing and finalizing your piece. Remember, when we meet next, we will not be writing. You'll need to have your final draft by next class.*

**Group Norms:** *Let's recap our group norms, type them in the chat or unmute yourself and call them out.*

**Warm-Up: Letting Go:** *miss mo will lead the class in a meditative letting go technique where we will identify something we may be feeling and disperse it into our body.*

**Performance Techniques** *Let's talk about performance techniques, they're fairly simple since you do most of the creating and deciding on movements. Overall, performance techniques can be boiled down to three basic pieces; facial expressions, body movements, and voice techniques. After our breakout groups, we'll watch a Spoken Word slam video and discuss what we see, liked and disliked.*

### Facial Expressions:

Sometimes we can't tell our audience exactly how we feel but we can show them through facial expressions! Connect with them!

Match emotions:

Sad to sad

Happy to happy

Etc. to etc.

### Body Movements:

ACT IT OUT! Make use of your arms and hands to act out your words, make gestures, be an acting poet. We say 'show don't tell' in writing but why not use your body to do the same thing!

The best thing I've ever heard about body movements is this: sculpt your words with your hands.

### Voice Techniques:

This is by far my favorite of the techniques and in my opinion the best, you can do so much with your voice. Your voice is powerful! You can be LOUD, or quiet or quirky, or screechy. You have range. Use that to your advantage. You can become another person through voice or a creature.

You can also portray emotion through your voice to help your audience feel what you're feeling through tone.

**Work It! (Break Out Groups)** *In your groups provide your peers feedback using the Glow and Grow technique. Take turns reading your poems and receiving feedback as well as listening and giving feedback. Look out for what you hear and what you see on the page and while they're performing. Be ACTIVE listeners and participants. miss mo and your teachers will pop in and out of groups listening and providing feedback. Remember, we're not just saying we like something or don't, we're saying Why and the How!*

*A HELPFUL TIP: Screen share your poem while you perform so the group can see and read along with you and point out feedback more accurately.*

### **Peer Feedback**

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Next, delete all the ONE's – put them in your *Good Line Graveyard*.

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Now, it won't make sense, keep writing for continuity.

This means creating new lines, changing existing lines, etc.

Repeat!

**Watch and Dissect:** *We're going to watch a Spoken Word performance by Sarah Kay. You may have seen this before and dissected it \*hint hint, wink wink\* so going over this piece and looking for performance techniques should be easy peasy lemon squeezy.*

**Homework?** *PRACTICE PRACTICE PRACTICE! Perform your poem for your family, your dog or the tree in your backyard, just PRACTICE! When we meet next we'll be performing. Excited to see what y'all have created :)*

**Group Norms:** Let's recap our group norms, type them in the chat or unmute yourself and call them out.

**Warm-Up: Letting Go:** miss mo will lead the class in a meditative letting go technique where we will identify something we may be feeling and disperse it into our body. This will help us calm our nerves before we perform :)

**Slam Etiquette:**

1. Snaps instead of Claps! We'll see you on screen supporting your friends. Show them you care!
2. A big ROUND of applause at the end of every poet.
3. Respect the Mic! Don't blow up the chat or unmute yourself while another poet is performing. Of course you can send a YAY! Or WOOHOO! In the chat but don't clog it up as it can be distracting to the reading poet.

**Introductions:**

**POET:** Hi, my name is... and my poem is titled ... (we need you to say this so we can test everyone's audio and see if it works. If you audio is not working then you can screen share and miss mo or a friend can read your poem.

**AUDIENCE:** BRING THAT HEAT! (Remember to have your cameras on so we can see you saying Bring That Heat! Or have a little poster paper with it written and hold it up.

**Voting and Slam Order:**

*For the Slam Order, miss mo or your teacher will choose who is UP and who is ON DECK at random. If you have any questions please message miss mo or your teacher for help!*

*Take notes on every poet because at the end, we'll be voting for a class winner and a runner up to represent your class in the Gradewide Slam. You will vote through a Google form using a link provided by your teacher.*

*After the slam, miss mo will tally the votes and reveal the class winner. If there is not enough time, she will make an announcement video you can watch next class!*