



Words Unlocked: 7-Day Unit Day 6

Standard(s):		
<p>CC.9-10.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CC.9-10.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CC.9-10.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>CC.11-12.SL.3 Comprehension and Collaboration: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>		
Lesson objective:		
<p>SW</p> <ul style="list-style-type: none"> define slam poetry, spoken word poetry, and performance poetry. analyze spoken word for its structure and poetic devices and meaning. create their own spoke word piece of poetry. 		
Assessment:		
<ul style="list-style-type: none"> Scholars will turn in their original spoken word piece. Exit questions 		
Key Points:		
<ul style="list-style-type: none"> This week our focus in on our final form of poetry: spoke word/slam/performance poetry and review of the unit as scholars gear up to take their final unit assessment on Thursday Spoken word/slam poetry/performance poetry are all similar, but different forms of poetry that involve performing and writing about one's views on a social issue Spoken word/slam poetry/performance poetry use the poetic devices we have been studying all unit In addition to focusing on the meaning and the devices used in Spoken word/slam poetry/performance poetry we will also focus on the performance aspect and how that adds greater meaning to the poem as well. 		
Component:	Teacher and student actions:	Materials/ documents needed:
Warm-up or hook: [5 min]	Do Now: scholars will complete a quick poetic devices match on their own, then we will share out.	-Slides
Introduction of new material (mini- lesson) [15 min]	<ul style="list-style-type: none"> Questions to start the day: <ul style="list-style-type: none"> Can poetry be performed? What is poetry? What is a poem? Pre-notes questions: scholars will answer them at their questions/brainstorm and then we will share out, and make a whole-group brainstorm list 	-Slides -Notes handouts

	<ul style="list-style-type: none"> • Cornell Notes: spoken word/slam poetry/performance poetry <ul style="list-style-type: none"> • We will take notes on spoken word, slam poetry, and performance poetry • Scholars will use Cornell Notes sheet and follow along with the smart board • Define terms, give examples, and explain differences and similarities • Social views/opinions/social commentary definitions included • Make sure to identify differences and similarities between other forms we have learned so far too 	
Guided practice [15 min]	<ul style="list-style-type: none"> • Together we will read our first spoken word piece • Together we will watch the performance • Together we will analyze the poem for both its written aspects, structure, and form and the performance piece • Scholars will use a graphic organizer to analyze the poem • Scholar will lead slides • Teacher will perform think aloud to show how to tease out the performance questions • Together we will read/watch the 2nd spoken word piece : scholars will then think—respond—share at their tables (move into independent practice) 	-Classwork handouts -Slides
Independent practice [25 min]	<ul style="list-style-type: none"> • After reading/listening to the 2nd spoken word piece together, scholars will work with their table groups and respond to the analysis questions for the poem at their tables • We will then come back together as a whole group and share out the responses • Then, scholars will have the opportunity to write their own spoken word piece/slam/performance piece • Review expectations for the writing portion of today • Scholars can work in pairs • Scholars will work independently then we will have a time to share creations! 	-Classwork handouts -Slides
Closing [5 min]	<ul style="list-style-type: none"> • Share out poems! • Exit questions 	-Slides
Differentiation:		
Group work (table work groups) Audio + visual forms of the poems Writing expectations (during Independent Practice)		