

## English unit: Slam Poetry – Zohab Zee Khan

## Stage 4-5

Scope and sequence summary	Duration: 2-4 weeks
<p>Performance: Zohab Zee Khan - Spoken Word Poet</p> <p>Study of poetic techniques.</p> <p>Focus on spoken word poetry and slam poetry.</p> <p>Students compose and prepare own spoken word poetry performance.</p> <p>Organisation of Poetry Slam.</p> <p>Opportunities are provided for exploration of:</p> <ul style="list-style-type: none"><li>• spoken texts<ul style="list-style-type: none"><li>• print texts</li><li>• visual texts</li><li>• media, multimedia and digital texts.</li></ul></li></ul>	<p>Opportunities are provided for experiences of:</p> <ul style="list-style-type: none"><li>• texts which are widely regarded as quality literature</li><li>• a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia</li><li>• a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books</li><li>• texts written about intercultural experiences</li><li>• texts that provide insights about the peoples and cultures of Asia</li><li>• everyday and workplace texts</li><li>• a wide range of cultural, social and gender perspectives, popular and youth cultures</li><li>• texts that include aspects of environmental and social sustainability</li></ul>

### Unit overview

The starting point and inspiration for this unit, is a performance by 2014 Australian Poetry Slam champion Zohab Zee Khan. Students are then challenged to produce their own spoken word poetry performance and to compete in a poetry slam. The preparation for the slam involves an investigation of poetic techniques with a focus on which techniques can be used to create an effective poem and performance.

Outcomes	Assessment overview
<p><b>Stage 4</b></p> <p>EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies</p> <p>EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts</p> <p>EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts</p> <p>EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it</p> <p>EN4-8D identifies, considers and appreciates cultural expression in texts</p> <p>EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning</p> <p><b>Stage 5</b></p> <p>EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies</p> <p>EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning</p> <p>EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts</p> <p>EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds</p> <p>EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning</p> <p>EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness</p>	<p>The following assessment experiences have been integrated into this unit of work.</p> <p><b>Assessment for learning</b></p> <ul style="list-style-type: none"> <li>• Brainstorm: What poetic techniques were used in Zohab Zee Khan’s performance? Techniques can be listed and displayed as a “database” for future work.</li> <li>• Slam Poetry Treasure Hunt: students complete table of information on Slam Poetry gathered from internet research.</li> <li>• Variety of poetry writing stimulus activities which could include: <ul style="list-style-type: none"> <li>○ Found poem</li> <li>○ Simile and/or metaphor poems</li> <li>○ Brilliance poem</li> <li>○ Cinquain, Haiku</li> <li>○ Alliterative expression/tongue twisters</li> </ul> </li> <li>• Students write a spoken word poem which can be performed in a poetry slam.</li> </ul> <p><b>Assessment as learning</b></p> <ul style="list-style-type: none"> <li>• Peer assessment of spoken word presentations</li> <li>• Poetry Slam judging/scoring</li> </ul> <p><b>Assessment of learning</b></p> <ul style="list-style-type: none"> <li>• Poetry Slam: students perform spoken word poem in front of class/audience/school.</li> </ul>

Content	Teaching, learning and assessment	Resources
<p>EN4-1A</p> <ul style="list-style-type: none"> <li>explore and appreciate the <u>aesthetic</u> qualities in their own and other texts and the power of language to communicate information, ideas, feelings and viewpoints</li> <li>identify and evaluate devices that create <u>tone</u>, for example humour, <u>wordplay</u>, innuendo and <u>parody</u> in poetry, humorous prose, drama or <u>visual texts</u></li> </ul> <p>EN4-3B</p> <ul style="list-style-type: none"> <li>develop a sense of personal style and taste in composition and response</li> </ul> <p>EN4-5C</p> <ul style="list-style-type: none"> <li>describe and explain qualities of language in their own and others' texts that contribute to the enjoyment that can be experienced in responding to and composing texts</li> <li>use <u>imaginative texts</u> as models to replicate or <u>subvert</u> textual conventions to create new texts</li> <li>compose texts using alternative, creative and imaginative ways of expressing ideas, recognising, valuing and celebrating originality and inventiveness</li> </ul> <p>EN5-1A</p> <ul style="list-style-type: none"> <li><u>appreciate</u>, explain and respond to the <u>aesthetic</u> qualities and the power of language in an increasingly sophisticated range of texts</li> <li>identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness</li> </ul> <p>EN5-3B</p>	<p><b>Performance: Zohab Zee Khan - Spoken Word Poet</b></p> <p>The examples of poetry performed and the themes of personal development, identity and individuality in the show can be the basis for the exploration of poetry carried out in the unit to follow.</p> <p><b>Students' Response to Performance</b></p> <p>Students write down their individual response to the performance in any form they choose.</p> <p>Encourage students to list ideas and feelings stimulated by the show in free word lists as well as phrases or sentences. This response can serve as a bank from which to draw from when writing about poetry.</p> <p><b>Slam Poetry Treasure Hunt</b></p> <p>Students complete table (attached below) of information on Slam Poetry gathered from internet research.</p> <p><b>Poetry Writing Activities</b></p> <p>Students to complete a range of writing activities which aim to build their confidence in their ability to write poetically.</p> <p>Teachers can choose activities to suit cohort.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>Simile and/or metaphor poems</li> <li>Cinquain, Haiku</li> <li>Alliterative expression/tongue twisters</li> <li>Brilliance poem</li> <li>Found poem</li> </ul>	<p>Worksheet: <b>Slam Poetry Treasure Hunt</b></p>

<ul style="list-style-type: none"> <li>refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences</li> </ul> <p>EN5-5C</p> <ul style="list-style-type: none"> <li>understand how language use can have inclusive and exclusive social effects, and can empower or disempower people</li> <li>understand and explain the ways in which composers transform ideas and experience into and within texts, including consideration of their insight, imaginative powers and ingenuity</li> </ul>	<p><b>Brilliance poem</b></p> <p>A simple poem which is scaffolded and explained in an online advertisement for an office supplies company by Zohab Zee Khan.</p> <p><b>Found Poem</b></p> <ol style="list-style-type: none"> <li>Choose an article, poem, or short piece of text.</li> <li>Scramble the words in the text and enlarge the font size.</li> <li>Give scrambled words to students with scissors, glue, and blank paper.</li> <li>Encourage students to cut out words and arrange them on the blank paper in “magnetic poetry” fashion. Set some basic rules (i.e.: your poem must be 5 lines long and it must make sense).</li> <li>Once poems are glued down to page, have student decorate or illustrate their work.</li> <li>Publish poems by posting them in the classroom or around school!</li> </ol> <p><a href="https://fod.infobase.com/http/42000/42022_guide.pdf">https://fod.infobase.com/http/42000/42022_guide.pdf</a></p>	<p>“How to write a brilliance poem” – Youtube video by Zohab Zee Khan (commercial advertisement)</p> <p><a href="https://www.youtube.com/watch?time_continue=78&amp;v=q6xPsrHfNHo">https://www.youtube.com/watch?time_continue=78&amp;v=q6xPsrHfNHo</a></p>
<p>EN4-2A</p> <ul style="list-style-type: none"> <li>recognise the different processes required for responding and composing in a range of forms and <u>media</u></li> <li>use a widening range of processes of composing and publishing <u>sustained</u> texts, including planning, drafting, rehearsing and editing</li> </ul> <p>EN4-7D</p> <ul style="list-style-type: none"> <li>respond to and compose <u>sustained</u> texts in an increasingly wide range of forms that reflect their broadening world and their relationships within it</li> </ul>	<p><b>Write a slam poem</b></p> <p>Throughout this unit, students work towards writing their own poem and preparing to perform it in their own Poetry Slam.</p> <p><b>HOW TO WRITE SLAM POETRY</b></p> <p>Want to create a truly memorable or powerful slam poem? Follow these quick guidelines and you'll have a first draft in no time!</p> <ol style="list-style-type: none"> <li><b>Do Your Homework.</b> To know what makes slam poetry effective, you need to see a lot of it performed. Attend a poetry slam at a local coffee shop or bookstore. If you can't find one, head to YouTube.com, type in "slam poetry videos" and you'll be amazed</li> </ol>	<p>Web page:  <a href="https://www.powerpoetry.org/actions/how-write-slam-poetry">https://www.powerpoetry.org/actions/how-write-slam-poetry</a></p>

- explore the ways ‘story’ shapes their experience of and responses to a range of texts, including film and multimedia

#### EN5-2A

- evaluate their own processes of composition and response and reflect on ways of developing their strengths, addressing their weaknesses and consolidating and broadening their preferences as composers and responders
- review, edit and refine students’ own and others’ texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects

#### EN5-7D

- explore and reflect on their own values in relation to the values expressed and explored in texts
- evaluate the ways personal perspective and language choices affect meaning and can be shaped by social, cultural and historical influences

by the quantity, quality, and variety that you’ll find. Take notes on which slam poems you like best and why they made an impression.

2. **Choose a Topic.** Identify an event, person, or issue that evokes a passion in you. It could be a trip that changed the way you look at life. Maybe you recently fell in love or went through a bad breakup. Or, perhaps you’re determined to do whatever you can to fight animal cruelty. When you’re fired up, emotions and words are more likely to flow out of you.
3. **Put Your Words on Paper.** Use your five senses to create a first draft. Write down what you see, hear, taste, touch, and smell when you think about your topic. Details are key when it comes to painting a vivid picture through slam poetry, so always ask yourself: "could I be more specific?" For instance, instead of writing "I drank a glass of water," write "I sipped on an ice-cold glass of water with a pinch of lemon that was so tart, it made me cringe." Craft your words into short stanzas that lend themselves to a natural rhythm and feel free to use rhyme if you feel like it.
4. **Edit yourself.** When editing, read your poem out loud. If you find yourself stumbling over certain lines that are clunky or too long, that’s when you know that a section probably needs to be cut, changed, or moved. It may help to use an online thesaurus if you’re looking for synonyms to replace certain words.
5. **Add a Little Drama.** Remember, you’re not just reading your poem out loud—you’re performing! The goal is to get the audience to audibly react (i.e. laugh, cry, gasp, snap, clap, yell "yeah!") to increase your score. So look for ways to increase the drama. Are there moments where you can whisper or shout? Are there places where you can speed up or slow down? Can you throw in facial expressions or bodily movements to illustrate your main messages?

After you follow these five steps, rehearse your poem and then sign up for a local poetry slam! Note: Most slams do not require you to memorize your poem, but you might want to. When you don’t have to hold a piece of paper, you can look directly at the audience and use your hands as tools during the performance, which will give you a competitive edge.

<https://www.powerpoetry.org/actions/how-write-slam-poetry>

<p>EN4-9E</p> <ul style="list-style-type: none"> <li>reflect on and assess their own and others' learning against specific criteria, using <u>reflection</u> strategies, eg learning logs, blogs and discussions with teachers and peers</li> <li>understand the roles and responsibilities of individuals in groups, performing an allocated role responsibly in a group and assessing the success of individual and collaborative processes</li> </ul> <p>EN5-9E</p> <ul style="list-style-type: none"> <li>understand the learning purposes, specific requirements and targeted outcomes of tasks</li> <li>examine the ways that the processes of planning, including investigating, interviewing, selecting, and recording and organising ideas, images and information, can and should be modified according to specific purposes, texts and learning contexts</li> </ul>	<p><b>Organise a class/school Poetry Slam</b></p> <p>Students should be encouraged to take responsibility for organising the event.</p> <p>There are many online resources in addition to those listed which have everything they will need.</p> <p><b>AUSTRALIAN POETRY SLAM RULES</b></p> <ol style="list-style-type: none"> <li>Random draw for performance order.</li> <li><b>ABSOLUTE</b> two minute limit. Time starts at your first word or when the timekeeper feels your performance has begun (no additional time for introductions). Points will be deducted from the final score for exceeding the time limit — one point for going over time and an extra point every 30 seconds beyond that. For example: At 2:01 minutes you will lose a point. At 2:31 minutes you will lose another point.</li> <li>Five judges chosen by the host at random from the audience.</li> <li>Judges hold up score cards using a 1 – 10 scale, with 10 being the highest. Of the five scores for each poet, only the middle three scores are counted.</li> <li>Poems must be the original work of the performer.</li> <li>No musical accompaniment. No props. No costumes. Personal poem transcripts permitted.</li> </ol>	<p>Australian Poetry Slam Rules:  <a href="http://www.australianpoetryslam.com/rules">http://www.australianpoetryslam.com/rules</a></p> <p>“Slam Nation” Teaching Resources  <a href="https://fod.infobase.com/http/42000/42022_guide.pdf">https://fod.infobase.com/http/42000/42022_guide.pdf</a></p>
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# Slam Poetry Treasure Hunt

<i>NAME:</i>	<i>DATE:</i>	
<i>What is a Poetry Slam?</i>	<i>How is Slam Poetry different from the traditional poetry that you have studied in school?</i>	<i>Write a brief outline of one famous slam poet and their work.</i>
<i>What topics or themes do you think are best suited to slam poetry?</i>	<i>What are the rules of a Poetry Slam?</i>	<i>What questions do you still have about slam poetry?</i>