

TITLE OF LESSON

Multiculturalism Unit 3 Lesson 26 – Begin Final Project: Poetry Slam!
What causes conflict between peoples?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California History- Social Science Content Standards: Grades 9-12 Historical and Social Sciences Analysis
Skills

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
4. Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends.
 2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
 3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
 4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
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MATERIALS

Poetry Slam Directions – Student Page

Poetry Slam Rubric – Student Page

Poetry Slam Grading Procedure – Teacher Page

Basic Information about Poetry Slams – Student Page

Sample Winning Poems (*Readings* section of this unit):

“Disclaimer”, Bob Holman

“The Secret Explanation of Where Poems Come From”, Allan Wolf

“The Fatman”, Daniel S.Solis

“America (It’s Gotta Be the Cheese)”, Eitan Kadosh

Slam, film (optional)

LESSON OBJECTIVES FOR THE WEEK



- To teach students to synthesize what they've learned so far into a dynamic and rich expression of their reactions: Who is a scapegoat?
 - To teach students to prepare for and take a final exam.
 - To help students organize and compile all their semester's work into a neat portfolio
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EXPLANATION OF LESSON

Students will begin their Final Project, a poetry slam today. Prior to class, you will need to create a Final Project: Poetry Slam packet. This packet should include each of the following: **Basic Information about Poetry Slams**, **Sample Winning Poems** (see *Materials* section for the titles of each and put a packet together), and **Poetry Slam Directions**. All of these pages can be found in the *Student Pages* section of this unit. Make an overhead copy of the **Poetry Slam Rubric** so that the students can see how they will be graded. Although you will review all of these sheets with students today, they will need copies as reference while they create their poems and practice their slams. If you have never attended a slam, you may want to rent the film *Slam* in order to get an idea of what a slam is like. Be advised that this film is rated R and is very graphic. However, it is an excellent film. If you preview it and feel it is appropriate, you may wish to show portions to the class so that they can see what a slam is like. Only show the portions of the film that depict the poetry slam. Place students in groups of three for their final project. Write out the list of groups prior to class. In two days, they will be slamming their poems. In the spirit of a true slam, you may wish to ask another class to be the audience for your performers. If that is the case, be sure you invite the class in advance and make sure they RSVP so that you can prepare your performers for their presence.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

Today's word: slam

- 1) **Agenda** – Have students copy the agenda you post.
 - 2) **Instructions** – Pass back the vocabulary quiz from Lesson 25. Have students place it in the appropriate section of their folders. Tell students they will be having a vocabulary TEST in Lesson 29. They will be accountable for all words learned this term! Eek! They should study hard. However, if they have been studying for their quizzes all along, they should already know the words. They will only need to review the words they have already learned and make sure to learn the new words they are given this week.
 - 3) **Portfolio** – Pass back the graded essays. Ask students to look at the grade they earned. Then ask them to place the final essay in their portfolio.
 - 4) **Vocabulary** – Post today's word on the board. Ask students to add it to their list of vocabulary words. Have them look up the definition in the dictionary and write it next to the word. Then ask them for their own conceptions, slang definitions of this word. How do the "official" and "street" definitions match up or clash? Ask them to explain the similarities and differences. (Why are they similar/different?) Then ask them to put a single definition into their own words -- that is, the words of a teen. Give them no more than five minutes for this.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. **Project Schedule** – Tell students that today they are going to begin their final project: the poetry slam. Post the following schedule on the front board:
 - Lesson 26 = prepare for poetry slam.
 - Lesson 27 = review for final exam, second draft of poem due, revision and final draft.
 - Lesson 28 = perform poetry slam.
 - Lesson 29 = final exam, including vocabulary.
 - Lesson 30 = assemble portfolios, eat, drink and be merry.

Have students copy the schedule so that you know they all know what to expect. In this way, if anyone is absent, you can ask students to fill them in.

2. Pass out the **Poetry Slam Packet** that you have created. [THIS IS A PACKET THAT YOU NEED TO MAKE WITH THE FOLLOWING: (1) Basic Information about Poetry Slams (2) Sample Winning Poems (3) Poetry Slam Directions.
3. What is a Poetry Slam – Now turn to the first page of this packet which should be the **Basic Information about Poetry Slams** sheet. Explain to students that this sheet is to give them an idea of how other people slam. They will have specific guidelines created for this class, loosely based on this format. Have different students read each question and the answer provided for each. Ask if students have any questions about poetry slams. Answer their questions.
4. Groups and Grading – Now, assign students to **GROUPS OF THREE**, as preordained by you. (Don't give the students a choice if you can help it. It's good for you to mix them up!) Tell them these will be their groups for the final project. They may not trade groups. If they have a problem, they must work it out. If they need your help to do it, they should come see you. Remind them that this will be a group grade. So, all group members need to work hard. They will be graded on the work/effort they put into the project, as well as on the quality of their finished product. Pass out the **Poetry Slam Grading Procedure**. Review how they will be graded with the students. This page is a Teacher Page. Although students will be scoring each other based on the **Poetry Slam Rubric**, the teacher will be calculating and deciding the overall grade. The grading procedure reflects their overall grade. The rubric is their grade on the quality of the slam.
5. Directions – Ask students to turn to the **Poetry Slam Directions** sheet. Walk the students through the **GREEN** steps. Then review the rest of the directions briefly. Remind students they are writing a social commentary that answers the question Who is a scapegoat? You may address this question in the form of humor, sarcasm, drama or any other venue you can think of that would best convey your message to your audience. Remember, your audience is your peers. So choose the issues you address accordingly.
6. Performing Poems – Now, have students turn to the poem “America (It's Gotta Be the Cheese)” by Eitan Kadosh in their packets. Perform the first five lines of the poem to the class (or if you're feeling particularly inspired, you may want to do the whole thing!) Then, choose another student to perform the next five lines. After each performance of five lines, explain things that were done well and things that were not appropriate to a poetry slam. You might even want to make it more fun by having students volunteer to perform the poetry “incorrectly.” (Some students might relish the opportunity to “do it all wrong” in front of the class.) It might be a good way to exaggerate things that students should avoid. Or their point may be to do the worst poem they can because it may emphasize the ideas in their poem. The idea is that the way they choose to perform should be directly related to the ideas they are trying to convey. In this case, the poem is a social and political commentary. What does the author use to convey the ideas in the poem? Ask students to think about the tone of the piece. Now, remind them that their poem is an opportunity for them to create a verbal and visual message with their word choice, the tone of their voice, and their body movements.
7. All About Quality – Post the **Poetry Slam Rubric**. Explain the rubric, and explain how the poetry slam will be run on the day of the contest. The groups' names will be put in a hat, and you will simply choose the order in random fashion and write them on the chalkboard as the schedule for the day. Once the groups are put into order, you will then have all the students write their names and drop them into the hat again. Each time before a group gets up to perform, you will choose five judges from the audience (If you have invited another class, the five judges will be chosen from those audience members. So you will definitely need to make sure the rubric is posted in order for the judges to accurately score the performances.). These five judges will move to the back of the room where you will have one long table set up for them to sit at. They will each have a piece of white paper and a **THICK** black marker. After listening to the poem, they will write a number between 1-10 on the paper, using the **Poetry Slam Rubric** which you will post in the room for them. They will write these scores, and hold them up so that all can see them when the poem is finished. They are not allowed to write a score before the poem is finished; if they do, their score will be automatically disqualified. The top and the bottom scores will be dropped, and the remaining three scores will be the grade for that group. (____ out of 30 points). You will note the total and write it in your grade book as soon as the group finishes their performance. Then, you will direct the next group to prepare at the front, while you pick another five judges from the hat. Eventually, everyone should have a chance to be a judge.

8. Work – Tell students they will have the rest of the period to complete STEPS 1-8. All students need to complete their own worksheet, as they will need a copy of the poem both for their portfolio and to memorize prior to the slam. Have them get started right away. No one should be messing around, as everyone has something to do. Whatever they do not finish in class is homework tonight. This means they may need to be talking to their group members outside of class, as they all must have the same poem.
 9. Wrap Up – At the end of the period, remind students that by Day 28, they must be finished through STEP 14, the poetry slam should be ready to be performed, and the neat, hand-written copy of the poem ready for their portfolios.
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HOMEWORK

- 1) Prepare for the poetry slam! Finish through STEP 8 of the Poetry Slam Directions sheet.
 - 2) Study vocabulary words.
 - 3) Organize your folder with all assignments and readings for this unit in order according to date.
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GROUP ROLES

Director: Makes sure everyone participates equally; makes sure the group is ready on time; organizes any outside prep time, as needed.

Scribe: Writes down work as you go.

Timer: Makes sure your poetry slam is meeting the time guidelines. Time all practices.

DOCUMENTATION FOR PORTFOLIO

Unit 1

Personal Coat of Arms Image
Interpretation Essay #1
Final Coat of Arms Image
Interpretation Essay #2
History 1 Unit 1 Final Exam

Unit 2

Unit 3

Map
timeline
Did you know...Poster Project
Slaying the Dragon Artistic Response
The Scapegoat art piece (with
accompanying explanatory paragraph)
Final Essay