

TITLE OF LESSON

Multiculturalism Unit 3 Lesson 28 – Perform 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 Grading Procedure – Teacher Page (for grading packets tonight)
Five copies of **Poetry Slam Rubric** (or overhead or poster size) – Student Page
Little slips of paper for writing names (can be scratch paper)
Hat
Stack of white paper (scratch paper is fine)
Five thick black markers
Five certificates per class (“Best Poetry Slam, 2002”)

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
 - To present a poem in the form of a dramatic group reading to an audience of their peers
 - To evaluate the presentation of peers
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EXPLANATION OF LESSON

Students will be performing their poetry slam! Prior to class make sure you have created an overhead copy (or you can just have it posted on a large sheet of butcher paper) of the **Poetry Slam Rubric**, as your judges will need them to score the performances. Draw group names from a hat and list them on the front board, as these will be the order in which students are expected to perform their piece. If you have elected to have an outside class observe and score the performances, you will need to have them write their names on little slips of paper as they come into the room. So prepare the slips of paper ahead of time.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

Today's word: none

- 1) **Agenda** – Have students copy the agenda you posted.
- 2) **Judging and Scoring** – As students walk into the room, hand out small slips of paper and ask them to write their first and last name on the paper (hopefully, these are students from another class that you have invited to view and score the slam). Collect them and place them in a hat. You will draw 5 judges names for each group that performs.
- 3) **Order of Performance** – Point out the group order you have posted. Tell students that if they do not stand to perform when you call their group name, their final project will be given a late grade. So it is to their benefit to perform on time.
- 4) **Appropriate Noises** – In any poetry slam, a set group of actions are designed to register audience approval/dissatisfaction. As a class (and including your guests), brainstorm appropriate actions/sounds that can be made in reaction to the following feelings (You can use foot tapping, snapping fingers, ooohing, etc. but you cannot use words!):

This poem is really speaking to me:
One person is dominating this poem:
I'm getting bored:

Have students add to the list of feelings and appropriate reactions. Don't take any more than ten minutes for this, as you still have presentations. Then leave the list on the board. Be sure to go over any behaviors that are inappropriate and the consequences for them now. Then don't forget to reinforce them during the slam. If you have another class in the room, have the other teacher monitor behavior while you keep track of the scores for the performances.

- 5) **Scoring** – Go over the **Poetry Slam Rubric** so that all students will know how to judge. Remind them that all audience members will be judges today, at different times. Tell them that when their name is pulled from the hat and called, they should move to the judge's table (which you have appropriately set up for them).
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ACTIVITIES – INDIVIDUAL AND GROUP

1. **Study Tonight** – Remind students that their exam is tomorrow. So they should be studying hard tonight.
2. **Collect Poetry Slam packets!** Students should have memorized their poems. If they did not and they would like to keep the poem so that they can read off it, allow them to keep them and collect them when they have completed their performance.
3. **Directions** – Remind students of appropriate cheers.

4. Judges – Select your first five judges. (Throw away slips after they have had a turn at being judges so that different students have a chance to judge.) Ask them to be seated at the judge’s table. At this table you should have five thick black markers and a stack of white scratch paper, as well as five copies of the rubric. Remind them to look at the rubric when scoring. Call on the first group to perform.
 5. Slam – Start your poetry slam! Make sure to record scores of groups as you go along. When the first group has finished, allow time for the judges to score them. While they are scoring, you can draw the names of the next five judges. Have the judges show their score to the class. Continue in this manner until all groups have performed and been scored. You should be writing down the rubric scores of each of the judges and then averaging them to give the final score for the group performing.
 6. When students are finished with the poetry slam, congratulate them.
 7. Review Grades – The group with the highest score automatically gets an A+; reward each member of that winning group with a certificate, “Best Poetry Slam performance.” The poetry slam is a competition of slightly modified proportions. The poetry slam competition will only be one round (instead of two, where the finalists compete with a second poem.) The reason for this is simple: we don’t have time to write more than one poem. The slam is still a competition, however, and the prize is the top (and usually not given) grade of A+. This honorary high score can considerably raise final grades. An A+ counts as 110%, while an A only counts as 95%. The winning group also gets a certificate testifying to their victory, and this certificate then goes in the group members’ respective portfolios. They will keep this certificate and put it in their portfolios on Day 30. All of this should be explained carefully to students.
 8. Wrap Up – Remind students they will be placing their neat copy of the poem into their portfolios on Day 30. Collect all poetry slam packets to be graded tonight. You will use the rubric scores and the **Poetry Slam Grading Procedure** to assign grades. Make sure students put them in the correct order: Poetry Slam Directions sheet (complete with your initials for full credit), draft 1, draft 2, final copy. Thank your guests for participating in the final project poetry slam.
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HOMEWORK

- 1) Prepare for the Final Exam!
 - 2) Organize your folder according to date. Folders due Lesson 30.
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GROUP ROLES

None

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