**English 2201**

**Spoken Word Poetry Booklet**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**



**Notes on Spoken Word Poetry**

* **Spoken word is written on a page but performed for an audience. It relies on a heavy use of rhythm, improvisation, rhymes, word play, and slang.**
* **Spoken Word is writing that is meant to be read out loud.**
* **When writing a spoken word piece use words and phrases that project onto the minds of the listeners like vivid images, sounds, actions and other sensations.**
* **If your poem is rich with imagery, your listeners will see, smell, feel and maybe even taste what you’re telling them.**

**Language Features of Spoken Word Poetry:**

* Alliteration – the repetition of consonant sounds at the beginning of a word, to intensify the beat.
* Hyperbole – an exaggeration or overstatement.
* Imperative sentences give advice or instructions or express a request or command.
* Lists can be used as an emphatic device; also provide coherency.
* Repetition of a Key Term or Phrase maintains the listeners focus keeping the reader on track. (It is also an emphatic devices that emphasizes)
* Rhetorical Question provokes thought in the reader, but not an expressed answer. It is most commonly used in oratory and other persuasive [genre](http://www.galegroup.com/free_resources/glossary/glossary_fh.htm#genre)s - to launch or further discussion.

**Voice Techniques of Spoken Word Poetry:**

* Inflection: a rise or fall in the sound of a person's voice; a change in the pitch or tone of a person's voice
* Intonation: the rise and fall in pitch of the voice; the melody established by varying patterns of pitch
* Pace: speed with which something is said, often interrupted/influenced by pauses and breaths
* Pitch:  high or low sound tone
* Tone: speaker’s attitude toward subject
* Volume: degree of loudness used for delivery
* Emphasis(emphatic devices)
* **Effective Diction** – Effective word choice, such as Cornucopia, Anguish, Peril
* **Listing** (numerical order, bullets, sequencing)
* **Purposeful Repetition** – It is important you study for your test. If you do not study, you will not get the marks you deserve! So, not studying could cost you valuable marks.
* **Rhetorical Question(s)** – Often used in the introduction. A rhetorical question is not meant to be answered aloud. It is meant to provoke thought, such as “What is the meaning of life?”

* **Sentence Brevity** (Short sentences) – He jumped. There was silence.
* **Sentence Fragments** – A sentence fragment is a phrase, a piece of information that is punctuated as a sentence but that lacks some of the characteristics of a complete sentence, such as being a complete thought.  For example, here is a fragment: *A story with deep thoughts and emotion.*  It begs the question, what about the story?
* **Unusual Expressions** – “*Beep*. I’m sorry there must be some mistake. *Beep.*”
* **Use of FONT** – Cap lock, size, bold, italics, underlined words, etc.
* **Use of Parallel Structure** – Be sure to eat your supper, complete your homework, and study your notes before going to sleep tonight.
* **Use of Punctuation** – “!”(exclamation mark) , “….” (ellipses), “?” (question mark), “--” (dash)

**Other elements of Spoken Word Performance:**

* **Body language, gesture and facial expression** -- use your body to convey the nuances of the poem.  Enhance the words with facial expression, hand gestures and movement, exuding confidence through your placement on stage and use of voice and/or microphone.
* **Memorization --** reading from a paper is allowed…so is memorizing!  Memorization allows you to make eye contact with the audience, pay attention to your delivery and appear confident on stage.

On-line Guide to writing spoken word poetry –

<https://www.udemy.com/blog/spoken-word-poetry/>

**Writing Spoken Word:**

**Steps:**

1. *Choose a subject, that you are passionate about, that you have an opinion on, that means something to you! This is a time where you can have a little attitude.*

* Feelings and opinions give poetry its “richness.”
* A spoken word poem embodies the courage necessary to share one’s self with the rest of the world. The key here is to build confidence. We must acknowledge ourselves as writers and understand what we have to say is important. Practice. Practice. Practice.

2. *Pick your poetic devices*.

* Poems that get attention are ones that incorporate simple, but powerful poetic elements.
* [Repetition](http://www.youtube.com/watch?v=EILQTDBqhPA) is a device that can help a writer generate exciting poems with just repeating a key phrase or image.
* [Rhyming](http://en.wikipedia.org/wiki/Off-centered_rhyme) can enrich your diction and performance.

3. *Performance*.

* Spoken word poems are written to be performed.
* Practice performing the poem with the elements of good stage presence in mind.  It is important to maintain:

 [*Enunciation*](http://www.wikihow.com/Enunciate)

Don’t mumble. Speak clearly and distinctly so that the audience can understand what you are saying.

[*Eye Contact*](http://www.wikihow.com/Look-People-in-the-Eye)  Don’t stare at the floor or hide behind a piece of paper/phone. From time to time, look into the eyes of people in the audience to capture their attention.

[*Facial Expressions*](http://www.apa.org/monitor/jan00/sc1.aspx)

Animate your poem. You’re not a statue: smile if you’re reading something happy. Look angry if your poem is about anger. Using the appropriate facial expressions help express various emotions in your performance.

[*Gestures*](http://en.wikipedia.org/wiki/Gesture) Hand motions and body movements emphasize different elements of your performance. Choose the right gestures for your poem.

*Memorization*

Memorization allows you to be truly in touch with the meaning and the emotional content of your poem. Even if you forget a word or a line, you can improvise ([freestyle](http://en.wikipedia.org/wiki/Freestyle_rap)) which is one of the most important elements of spoken word.

[*Projection*](http://www.speakingaboutpresenting.com/delivery/project-your-voice/)

Speak loudly and clearly so that your voice can be heard from a distance.

**Analysis of Spoken Word Poetry**

1. Listen and watch the following spoken poems.
2. Deconstruct the artists’ use of
	1. Facial expression
	2. Gesture
	3. Intonation
	4. Language
	5. Pacing
	6. Rhythm
	7. Voice

Alicia Keys - Def Poetry Jam

<http://www.youtube.com/watch?v=lW2uwvVq4so>

Def Poetry - Suheir Hammad - What I Will

<http://www.youtube.com/watch?v=LFbE8RBhSDw&NR=1>

Ted Talk:   Malcolm London: “High School Training Ground”

<http://www.ted.com/talks/malcolm_london_high_school_training_ground?utm_source=email&source=email&utm_medium=social&utm_campaign=ios-share>

Ted Talk: Sarah Kay “if I Should Have a Daughter”

<http://www.ted.com/talks/sarah_kay_if_i_should_have_a_daughter>

Ted Talk: Lemon Andersen: Please don't take my Air Jordans

<http://www.ted.com/talks/lemon_andersen_performs_please_don_t_take_my_air_jordans>

**Spoken Word Poetry Sarah Kay: “Hands”**

**Worksheet**

<http://www.youtube.com/watch?v=VuAbGJBvIVY>

**Sarah Kay – “Hands”**

People used to tell me that I had beautiful hands. Told me so often in fact that one day I started to believe them, until I asked my photographer father ‘hey daddy could I be a hand model? To which he said “No way!”.

I don’t remember the reason he gave me, and I would’ve been upset but there were far too many stuffed animals to hold, too many homework assignments to write, too many boys to wave at to, many years to grow.

We used to have a game, my dad and I, about holding hands. Coz we held hands everywhere. And every time either he or I would whisper a great big number to the other, pretending that we were keeping track of how many times we had held hands. That we were sure this one had to be 8,002,753.

Hands learn more than minds do. Hands learn how to hold other hands. How to grip pencils and mold poetry. How to tickle pianos, and dribble a basketball and grip the handles of a bicycle. How to hold old people and touch babies.

I love hands like I love people. They are the maps and compasses with which we navigate our way through life. Some people read palms to tell you your future, but I read hands to tell your past. Each scar makes a story worth telling. Each callused palm, each cracked knuckle is a missed punch or years in a factory.

Now I’ve seen Middle Eastern hands clenched in Middle Eastern fists, pounding against each other like war drums. Each country sees their fists as warriors and others as enemies. Even if fists alone are only hands.  But this is not about politics, no hands are not about politics. This is a poem about love, and fingers. Fingers interlock like a beautiful zipper of prayer.

One time I grabbed my dad’s hand so that our fingers interlocked perfectly. But he changed position saying “No, that hand hold is for your mum!” Kids high-five, but grown ups shake hands. You need a firm handshake, but don’t hold on too tight, but don’t let go too soon, but don’t hold them for too long. But hands are not about politics. When did it become so complicated? I always thought it was so simple.

The other day my Dad looked at my hands as if seeing them for the first time and with laughter behind his eyelids, and with all the seriousness a man of his humour could muster he said, “You know you’ve got nice hands, you could’ve been a hand model!” And before the laughter can escape me, I shake my head at him and squeeze his hand 8,002,754.

**Spoken Word Poetry Unit**

**The “Effectiveness” question**

* Writing devices such as **punctuation, repetition, imagery, figurative language and diction** are often used to create a particular effect for the reader.
* Questions that ask students to examine **“the effectiveness”** of a device usually have a **formula or pattern** that ensures you have answered the question correctly.
* **This formula looks like this:   Effectiveness = literary term**

- ie. theme/message, irony, character, imagery, tone, setting, symbolism, conflict, etc.

**Steps for a one-paragraph constructed response:**

1. **Topic sentence.** Restate the question as a statement.
2. **Define** the key term/device.
3. **Explain** the line/phrase.
4. **Explain the effectiveness.** This is where you “bring in” the literary term.
5. Offer a brief **explanation** of the connection between the device and the literary term.
6. **Summarize**/**conclude** your answer.
7. Use **transition** to connect ideas in your answer: **For example,  For instance, Furthermore, In addition**
8. **Do not use “I think” or “I believe in your answer.**

**Answer these questions for practice:**

1. What effect is created when the phrase “…not about politics” is repeated in Sarah Kay’s spoken poem “Hands”?

1. Explain the effectiveness of the line, “Now I’ve seen Middle Eastern hands clenched in Middle Eastern fists, pounding against each other like war drums.”

1. What effect is created by the poet’s use of diction in the line: “Each callused palm, each cracked knuckle is a missed punch or years in a factory.”?

**“Letter to Father” (View & Viewpoints p.234)**

**Step One:** **Read the poem.**

**Step Two: Use sticky notes provided by your teacher to identify** the **tone** of each stanza of the poem. Identify

**Step Three: Answer the following Questions in jot note form.**

1. Identify two examples of **figurative language**. State why and how they are effective.

1. Identify two examples of **diction**. State why and how they are effective.

1. Provide one example of **imagery**. State why and how it is effective.

1. State the **theme or message. State how you know**.

1. Identify the **mood** of the poem. Provide two examples for support.

1. Identify the **significance of the title**. Provide two examples for support.

1. Explain the effectiveness of **repetition** using two examples from the poem.

**Timeout (View & Viewpoints p.230)**

1. Identify the effectiveness of two specific stylistic techniques used to engage the reader/listener.

2. After reading the selection aloud with a partner, explain how hearing – as opposed to reading- the text affects your understanding and appreciation of it.

3. Texts often contain bias. Identify a potential bias in this poem that you feel may be present and explain why you think bias exists.

**Spoken Word Poetry**

**Assignment**

**Instructions:**

**Step 1: Mapping out the poem and choosing a topic**

1. Find something you are passionate about or feel the need to express. Topics can range along a broad spectrum, love, politics, personal experiences, religion etc.…. You must have a clearly developed message.
2. Write the thoughts you want to be displayed out on paper, in jot note form. You can also use key words or phrases that come to mind.

**Step 2: First Draft**

1. Once you know what you want to express and have written your thoughts on paper, begin to mold it into lines of poetry and stanzas. A stanza can be defined as two or more lines that together form one of the divisions of a poem.
2. As you form your stanzas keep in mind that stanzas usually are similar in length and follow the same pattern of meter and rhyme.
3. Use poetic language, effective imagery and diction. Think about what emotion or mood you want to convey and think about the connotation of your word choice and how it helps you develop your message.
4. In writing your spoken word poem, use commas, dashes and brackets. They will give the reader different meanings, effects and emphasis.
5. The flow of your words is important as well. Spoken Word Poetry doesn’t necessarily contain rhymes; however, rhyme effectively catches the attention of the audience. To form rhythm in spoken word poetry think about the way you craft your words together. Plan the beats used for stressing and repeating syllables.
6. Use poetic devices: alliteration, allusion, figurative language (simile, metaphor, and personification), imagery, consonance, cacophony, etc. Refer to your poetic terms sheet and the scoring guide to ensure that you have all requirements included.

**Step 3: Finishing and Polishing Final Draft**

* **First Draft Due: Monday, October 23, 2017:**
	+ - **Small group**
		- **Editing**
		- **Practice and**
		- **Discussion for presentations**
* **Peer Review Due:  Tuesday, October 24, 2017**
* **Presentations & Final Submission: Friday, October 27, 2017**

**Major parts of Spoken Word Poetry:**

Keys to Writing:

**Three** main elements within the writing (three R’s of writing poetry):

**1. Rhyme -** The use of the same or similar sounds at the end of your sentences.  Aids in the clearness of the poem and is recommended **but not** 100% necessary.

**2.  Rhythm -** different amount of stress on different syllables.  Helps the poem flow and keep a steady beat.  This is significant in poetry because poetry is so emotionally charged.
 **3.  Repetition -** Audience stays more focused on the point you are trying to communicate if you gradually use repetition in your poem (repeating certain phrases or words throughout poem).

**Step-By-Step Instructions on How to Create Genre:**

Writing the poem:

1.      Find something you are passionate about or feel the need to express. Topics can range along a broad spectrum (love, politics, personal experiences, religion etc…)

2.      Begin to write the thoughts you want to be displayed out on paper.  (Complete Chart and Submit to your teacher for approval)

3.      Once you know what you want to express and have written your thoughts on paper, begin to mold it into stanzas. A stanza can be defined as two or more lines that together form one of the divisions of a poem.

4.      As you form your stanzas keep in mind that stanzas usually are similar in length and follow the same pattern of meter and rhyme.

5.      The poem can be as long or short as you wish. You may use relatively any kind of grammar you wish. \* Note-this is your poem and your expressions so therefore it is up to you as to how you want it to be written as long as it flows and is not too wordy.

6.      Write you poem so that it will have a great flow and rhythm when it is performed.

**The Writing Process:**  Having a hard time thinking of a topic for your poem?

**A. Try mapping it out.**

**Example:  Harlem Renaissance ( renaissance means revival; cultural rebirth )**

[**http://www.youtube.com/watch?v=Dk3ZZdK6yxY&safe=active**](http://www.youtube.com/watch?v=Dk3ZZdK6yxY&safe=active)

1. Use a blank **sheet** to map out your situation.

2. Branch out your ideas from what you get to create phrases and sentences.

3. If you can not think of a topic, try this one: “Newfoundland Renaissance”

**B. First Draft.**

1. In writing your Spoken Word Poem, using commas, dashes and brackets will give the reader different meanings, effects and emphasis.
	1. Dash – a dash highlights or emphasizes an idea; shows an additional idea. Dashes are an effective way to bring out certain lines, words and ideas in writing.
	2. The flow of your words is important as well. Spoken Word Poetry doesn’t necessarily contain rhymes; however, rhyme effectively catches the attention of the audience. To form rhythm in spoken word poetry think about the way you craft your words together. Plan the beats used for stressing and repeating syllables.
	3. **Use poetic devices:** alliteration, allusion, figurative language ( simile, metaphor, personification ), imagery, consonance, cacophony, etc.  REFER to your poetic terms sheet.

**C. Finishing and Polishing**.

**More about that later**...

Keys to Performing the poetry:

1.      Pauses are at least half a second each time a new line begins at the left margin and for at least 2 seconds when there is a dot separating lines.

2.      Pace should be that of someone telling a story without any script.

3.      Pitch, Rate, and Volume should vary within your poem. Your voice should be used to put emphasis on different words. Make sure you do not speak too fast for pitch and volume are able to vary a lot more when you speak more slowly.

4.      Facial expressions should be varied to convey different feelings and moods (happy, sad, confused, etc…).

5.      Eye contact, by making direct eye contact with audience at certain parts of poem you put more emphasis on those parts.

6.      Body language and gestures, there are different body languages with different moods that you may wish to display within you poem. For example, if you are showing sadness you would have a slumping posture. Gestures, especially with your hands, also aid in putting stress on certain parts of the poem.

Performing the Poem:

1.      Begin by repeatedly reading your poem out loud. By doing this you will be able to naturally get a feeling for the rhythm of your poem.

2.      Keep reading it out loud until you feel that you have a firm grasp on the feeling you wish to display through your poem. This also helps you find any errors in your writing such as errors in rhythm or rhyme.

3.      As you read out loud, note the places where there needs to be pauses. Pauses catch the audience’s attention.

4.      Note the proper pace of the poem. Mark which parts of the poem need to be said slower and vice versa.

5.      Analyze when proper pitch, rate, and volume of voice is needed. It is important to get a feel for when to increase the emotion in your voice so as to make your poem as influential as possible.

6.      When reading the poem out loud, practice showing feelings through different parts of your body. Hand motions, facial expressions, eye contact, and gestures are ways to show importance in certain parts of poem.

7.      Continue to read poem out loud. Begin to perform it to friends, family, smaller groups of people etc…

8.      Once performance of poem has been perfected it is ready to come to life and be performed.

**Tips!**

-Even though you are free to write as long of a poem as you want, I would recommend that you do not make it too long. It can get too wordy and cause you to lose your audience.

-There are a lot of important parts to performing poetry. Make sure you do not “over perform”. You do not want to use too much volume or too much body language and gestures. If you over use these parts they will lose their effectiveness.

-When you are performing, always keep in the back of your mind the main thing you are trying to communicate to your audience.

-Make sure you are completely comfortable with performing your poem before you perform it for you audience. Make sure you have practiced it till you are blue in the face!

- Make sure your poem is about something you are truly passionate about and strongly want to express.

- Remember that this genre is all about you communicating and expressing your thought and experiences, so have fun with it! Do not worry as much about having “perfect” grammar. It is more about it having rhythm and having as much ability possible to affect others.

**Delete this line and begin your poem here.**

**Spoken Word Poetry Writing Scoring Guide**

1. **Title:**significant; supports main idea

10          9          8          7          6          5           4          3           2            1

**Outstanding…………………………………………………………………………….limited**

1. **Content:**  fully developed reflective, passionate, emotional ideas are explored; poem is original, clear, engaging, creative

20    19    18    17    16    15    14    13    12    11    10    9    8    7    6    5    4    3    2    1

**Few Errors……………………………………………………………….Needs Improvement**

1. **Imagery**:  at least **ONE** type of imagery is used

10          9          8          7          6          5           4          3           2            1

**Outstanding……………………………………………………………………………….limited**

1. **Figurative Language:**  at least **TWO** types of figurative language: ie. simile, metaphor, personification, allusion, hyperbole

10          9          8          7          6          5           4          3           2            1

**Outstanding……………………………………………………………………………….limited**

1. **Theme:**  a main idea or message is evident i.e relationships, high school, justice, culture, etc.

10          9          8          7          6          5           4          3           2            1

**Outstanding……………………………………………………………………………….limited**

1. **Effective punctuation:**  several significant types are effectively used: ie. colon, parentheses, coma

10          9          8          7          6          5           4          3           2            1

**Outstanding……………………………………………………………………………….limited**

1. **Emphatic Devices:**  effectively uses the dash, exclamation point and repetition

(Avoid repetition for the sake of adding to the word count)

10          9          8          7          6          5           4          3           2            1

**Outstanding……………………………………………………………………………….limited**

1. **Sound Devices:**several poetic sound devices are effectively used: alliteration, assonance, consonance, cacophony, euphony, rhyme, onomatopoeia

10          9          8          7          6          5           4          3           2            1

**Outstanding……………………………………………………………………………….limited**

1. **Diction:**word choice evokes mood; reveals tone and message; creative connotative language ( words that go beyond the dictionary definition; implied meanings )

10          9          8          7          6          5           4          3           2            1

**Outstanding……………………………………………………………………………….limited**

**Final Score:       /100 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**English 2201
Spoken Word Poem Speaking Scoring Guide
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: 2201 –

|  |
| --- |
| **Familiarity**  |
| *Speaks with meaning and emotion. Shows comfort and familiarity with content, even if you forget a word or a line you can improvise freestyle. Avoids excessive reading.* |
|  10 9 8 7 6 5 4 3 2 1**Outstanding……………………………………….…………………………………………….…………….limited** |
| **Clarity of Voice** |
| *Avoids mumbling; speaks at an audible level for the classroom*  |
|  10 9 8 7 6 5 4 3 2 1**Outstanding……………………………………….…………………………………………….…………….limited** |
| **Eye Contact/ Body Language** |
| *Glances occasionally at PowerPoint, shows little dependence on notes/slides; shows confidence and ease with speaking* |
|  10 9 8 7 6 5 4 3 2 1**Outstanding……………………………………….…………………………………………….…………….limited** |
| **Emphasis/Pace**  |
| *Expressive; uses various levels of intonation to emphasize points, ideas; keeps an even speed; pauses are used for effect* |
|  10 9 8 7 6 5 4 3 2 1**Outstanding……………………………………….…………………………………………….…………….limited** |
| **Interest**   |
| *Presentation is unique and appealing; audience is engaged; presentation shows significant planning, thought, analysis and connection with the task at hand.* |
|  10 9 8 7 6 5 4 3 2 1**Outstanding……………………………………….…………………………………………….…………….limited** |
| **Final Score:   /50= \_\_\_\_\_\_\_\_\_\_\_\_\_\_** |