

Spoken Word & Slam Poetry

Over the course of the next week we'll be working on putting together our own portfolio of spoken word poetry. As a class we've looked at a number of different poems over the last week-and-a-half, and all of them have been examples of spoken word poems. This week you'll be putting together a collection of your own poems on topics of your choosing as well as creating a TPCASTT of either one of your own poems or, for extra credit, one of your classmates' poems. This will all culminate in a poetry slam on finals day (either Tuesday or Wednesday, depending on which period you're in) complete with judging, prizes, and maybe some food if we remember to bring it in.

On **Tuesday, January 26th** or **Wednesday, January 27th** you will be turning in your poetry portfolio that will contain the following items:

- At least three completed poems, with at least one inspired by some kind of media. Minimum length of at least 10 lines.
- A revised version of at least one of those poems with the accompanying PQP response form.
- A TPCASTT of at least one poem. It can be one of yours, or one of a classmates.

A couple of quick notes:

First, I want to remind you that one of the best ways to make your writing better is to read it out loud to an audience. It helps you figure out what your words sound like and how people will respond to them. So, as you work together in small editing groups, make sure to help folks create the best poems they can. If you notice that your peers don't respond to your work, ask why. If you don't respond to somebody else's work, help them understand why it didn't speak to you. This whole exercise is about helping each other out.

Second, a quick word about appropriateness. I know that spoken word poetry tends towards the vulgar and the profane, and that's okay. However, if you choose to use profanity in your poems, be aware of what that says about you, and be prepared to defend it. If you used it just because you could, then you should rethink its use. That said, I will only censor poems if they are a personal attack on another, specific group or individual. Nothing racist, no shots at a peer you don't like. Shots at schools, parents, etc. are probably okay if you aren't naming names or "not quite naming names." Get it? Good.

Third, and finally, at least one of your poems needs to be inspired by some kind of media. It could be an ad, a movie, a news report, a song, a radio jingle, etc. The purpose here is to get you to respond to something that isn't just kicking about in your head, but that is out there, in the world.

This should be a ton of fun. I look forwards to seeing what you guys and gals come up with.

Here's your rubric:

Score	Completeness	Engagement & Elaboration	Language Use	Mechanics & Editing	Evidence of Revision
5	Contains 3 or more poems of the required length & and 1 poem is based on media.	Extensive & in-depth engagement with & elaboration on the topics or themes. Shifts are evident.	Consistently concise, vivid, & creative language.	Free from unintentional grammatical & spelling errors that might impede understanding.	First draft attached; significant. revision shows careful rethinking of structure or focus of poem.
4	Contains 3 poems but not all meet the required length or no poem is based on media.	General engagement with & elaboration on the topics or themes. Shifts are evident.	Some instances of concise, vivid, & creative language.	Just a few grammatical & spelling errors that might impede understanding.	First draft attached; revision shows that the writer responded to comments of peer reviewers.
3	Contains 3 poems but not all meet the required length & no poem is based on media.	Occasional engagement with & elaboration on the topics or themes. Shifts are confusing.	Competent but not concise nor vivid language.	A noticeable number of grammatical & spelling errors that impede understanding; little evidence of editing.	First draft attached; revision limited to correcting spelling and other minor errors.
1	Contains fewer than 3 poems.	Little engagement with or elaboration on the topics or themes. No shifts exist.	Vague & imprecise language; limited use of vocabulary.	Numerous grammatical & spelling errors that impede understanding; no evidence of editing.	No first draft attached or no evidence of revision.

___/5 – Student provides a TPCASTT of at least one poem created during this unit.

___/30 – Total score