

SPOKEN WORD POETRY INSPIRED BY YOUTH VOICES



YOUR TEACHING ARTIST: **FRANK SENTWALI**

Working with a variety of classes from English Language Arts to Social Studies and ESL, well respected Spoken Word artist Frank Sentwali (COMPAS 2010-2011 Teaching Artist of the Year) is the creator of Edu-Poetic Enterbrainment, a Twin Cities' spoken word and music ensemble. Frank has spent years in the education system as a tutor, teacher and mentor. He currently co-facilitates S.E.E.D. (Sentwali Entertainment Education Division), presenting programs in schools and community centers.

ARTIST(S) AND ARTISTIC MODELS INCLUDED IN THIS LESSON:

- Youthspeaks.org
- TruArtSpeaks.org
- YouTube-Brave New Voices
- YouTube- Frank Sentwali
“Tying the Knot”

LEARNING GOALS:

To open the imagination—analyze ones' environment. Use literary devices (such as simile, metaphor, rhythm, repetition, rhyme, etc.). Develop confidence and process for public speaking/presentation and performance. Improve critical thinking skills.

MEASURE STUDENT ACHIEVEMENT BASED ON:

Create a rubric that includes:

- Completion of final draft
- Presentation
- Use of literary devices
- Anything else you want students to include

GRADE LEVEL(S):

This lesson plan is designed for students from 5th grade and up.



COMPAS PRISM PROGRAM

Teaching Artist-designed lesson plans inspired by the work of
local and national African American artists

LESSON ACTIVITIES

(COMPLETE THESE ACTIVITIES IN THE ORDER LISTED)

Students will:

- **Observe the craft in practice by watching pre-selected examples from Brave New Voices or going to a reading**
- **Take notes on the 5-step process, brainstorm and discuss potential topics**
- **Hand write a rough draft and then follow a structure and form example to edit and modify before typing the final draft**
- **Participate in theater exercises to build confidence and technique for presentation**
- **Have students apply theater exercises to their final draft in pairs.**
- **Perform their original work for their classmates**



HOW TO PREPARE FOR THIS LESSON:

1. Lead conversation about feelings, opinions, beliefs, values and experiences students find relevant to their lives and communities in advance of the unit
2. Watch youth Spoken Word via "Brave New Voices" on Youtube
3. Give students writing prompts to get them in the mindset of writing
4. Have the students read and analyze poetry AND song lyrics from their favorite songs to critique meaning and intent by
5. Define the terms Spoken Word and SLAM poetry

EQUIPMENT/SUPPLIES NEEDED:

- **Access to the Internet**
- **Pencils**
- **Paper**
- **Access to word processing and printing**

EDUCATIONAL STANDARDS ADDRESSED IN THIS LESSON PLAN INCLUDE:

6.7.5.5 With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

6.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

7.7.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences: (a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (b) Use literary and narrative techniques, such as dialogue, pacing, rhythm, rhyme, and description, to develop experiences, events, and/or characters. (c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (d) Use precise words and phrases, relevant descriptive details, figurative and sensory language to capture the action and convey experiences and events. (e) Provide a conclusion (when appropriate to the genre) that follows from and reflects on the narrated experiences or events.

EXTENSION ACTIVITIES

- Incorporate daily writing prompts or weekly verbal presenting and sharing of writing prompts and other literature based assignments. Have students give verbal presentations of essays instead of just turning in written copies.

Ways to modify the lesson:

- Have students spend an entire week on writing and an entire week on editing. Modify writing for performance and presentation skills and then spend 3-4 days of the second week focusing solely on performance. Take two days instead of one for class presentations.

**WHAT COULD A COMPAS TEACHING ARTIST
HELP YOU ACHIEVE IN YOUR CLASSROOM?**

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