# Figures of Speech, Poetry/Slam Poetry, & Creating Zines

**Teacher:** Summer Christiansen  
**Grade:** 7th Grade  
**Subject:** English Language Arts  
**Time:** 45 – 60 min (Part 1)  
45 min, (Part 2)  
30 – 45 min (Part 3),  
2 – 3 45 min. classes (Part 4)

## Student Objectives: What Students will Learn

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tr>
<td><strong>7ELA.4.3</strong> – (L5)</td>
<td>Understand figurative language, word relationships, and nuances</td>
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<td><strong>7ELA.5.1</strong> – (R10)</td>
<td>Read and comprehend literature and literary non-fiction with scaffolding as needed</td>
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<td><strong>7ELA.1.1</strong> – (R1)</td>
<td>Cite evidence to analyze what the text says explicitly and what it infers</td>
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<td><strong>7ELA.1.2</strong> – (R2a)</td>
<td>Determine a theme or central idea and/or main idea and details</td>
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<td><strong>7ELA.1.3</strong> (R2b)</td>
<td>Provide an objective summary</td>
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<td><strong>7ELA.2.1</strong> – (R5)</td>
<td>Analyze structure, including how sections contribute to the whole</td>
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<td><strong>7ELA.2.2</strong> – (R6)</td>
<td>Analyze author’s purpose and/or points of view.</td>
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## Students will be able to:

1. After students have gone over figures of speech, students will examine and discuss poems from various authors, focusing on the structure and author’s purpose and/or points of view.
2. Students will be able to define what a zine is and evaluate multiple examples for subject matter and purpose.
3. Students will be able to write their own piece of poetry that includes figures of speech.
4. Students will be able to create their own zine that includes their own poem.

## Assessment Evidence (Formative and Summative)

### Performance tasks

1. Students will create a zine of their own that showcases a poem they have written that includes 1 – 2 figures of speech.
2. Extra Credit: Performing their Spoken Word poem to the class or teacher.

### Performance criteria

Task 1
1. Student creates a poem that includes 1–2 figures of speech.

Task 2
1. Student creates a finished zine.

Learning Plan

**Part 1 – Slam Poetry & Figures of Speech**
45–60 min. (Class Depending)

Review:
- What are figures of speech? Why do writers use them?

Provide:
- Provide students with 2 poems that include multiple figures of speech. Use “Poetry Speaks: Who I Am?” edited by Elise Paschen and Button Poetry on YouTube as resources for poems.

Engage:
- Read/Show the poems out loud at least two times. If possible, show them a YouTube clip of these being performed. Have students pair share about the following questions:
  - What do you think these poems mean?
  - Did you notice any figures of speech?
  - Was performing the poem an effective? Why or why not? Did you like it? Why or why not?

Explain:
- Explain that the performance type of poetry is called Slam Poetry or Spoken Word. Use a PowerPoint to discuss the history of spoken word poetry, the famous spoken word poets, and the definition of spoken word. Discuss, if possible, what aspects make up a good spoken word poem. Have them take notes on this using 2-column notes.

Elaborate:
- Show students one last example from an Alaskan artist, Christy NaMe Erikson, and discuss why her slam poem “worked.”

Notes for Teacher:
- It is important that students have knowledge of figures of speech before moving on to poetry.
- Watch for those who are not participating in the Pair/Share activity.

Allow students a few
Evaluate
• As a group, have students write down why they think Erikson’s poem “worked.”

Part 2 – Writing & Editing Our Own (Slam) Poem
Time: 45

Review
• Figures of Speech
• What is Slam/Spoken Word Poetry? Review of yesterday’s notes and PowerPoint.

Engage:
• Ask students to brainstorm 3 – 5 relevant topics from their life that they might be able to write a Slam Poem about. Discuss what topics the example authors used. Give students 3 – 5 minutes.

Provide:
• Example brainstorming charts and if students are struggling, a list of ideas.

Explain & Elaborate:
• Tell students that today they’re going to be writing their own Slam/Spoken Word poem.
• Provide them with a general outline of a poem and tell them to use their examples from yesterday to help them generate ideas.
• Inform them that they will need to include 1 – 2 figures of speech in their Spoken Word poem.

Explore:
• Give students the rest of time in class to work on their spoken word poem.

Evaluate
• Have students finish their poem for homework if they haven’t finished in class.

minutes after the Alaskan example to discuss “why it works” with their group before they do the evaluation.

Walk around while students are brainstorming to help give ideas and keep students on task.

Make sure that students are on task and focused on their poem. During this time, keep it Voice Level 0 and play instrumental music.
Part 3 – Editing Our Own Spoken Word/Slam Poem  
Time: 45  
Review
- Have students pull out their Spoken Word poems. Give them 5 minutes to finish/polish before editing.

Engage:
- Ask students what makes a productive Writer’s Workshop/Editing Session.
- Brainstorm with students’ what type of help they would want on their poem. What should their partner edit for?

Provide:
- Writer’s Workshop Editing Sheet (as a guide)

Explain:
- Finish telling students the expectations of the writer’s workshop.
- Let them know that you will be walking around to help and provide feedback as well.
- Give students most of class to edit their poems.

Evaluate
- When students have finished editing their poems, they should revise it.
- If they didn’t finish revising in class, it should be homework.

Part 4 – Creating Our Own Zine  
2 45 minute classes
Review:
- Have students pull out their revised Spoken Word poem.
- They should share what revisions they’ve made with a shoe partner.
Engage:
- Have students get into groups of 4 – 5.
- For each group, pass out a zine.
- Have them read the zine as a group and, as if they were in a science class, have them observe what it is, what it includes, etc.
- Give students about 5 minutes to do this activity.
- Afterwards, have them share what zine they got and what was included inside, as well as the observations they made.

Explain:
- Explain to students that the little books on their desks were Zines. Review a PowerPoint over the history of zines, their definition, and what should be included in a zine.

Elaborate:
- Tell students that their job is to create a zine that includes their Spoken Word poem.
- Give students the rest of class and the next class to finish their zine.

Provide:
- A handout that explains what is expected of students.
- Show them how to create their Zine out of a large sheet of paper.
- Provide examples of zines at the front of the classroom.
- Art supplies at the front of the classroom that they can use and have access to for their zine.

Evaluate
- In the next class, if time, have students present to the class or to another group about their zine.

Make sure to warn students that these are your own personal zines and to be very careful with them.

For groups who are having a hard time with the activity, walk around & provide them with some basic questions to start with or prompt them.

Note: This could take up to 3 class periods to complete.
Materials:

- Figures of Speech Review Handout
- Spoken Word/Slam Poem from Button Poetry on YouTube
- PowerPoint on Spoken Word Poetry
- Two-Column Note Example
- Poem from “Poetry Speaks: Who I Am?” Editor Elise Paschen
- Blank Lined Paper for Poetry
- Pencils/Pens
- “Whatcha mean, What’s a Zine?” by Mark Todd & Esther Pearl Watson
- Example Zines
- Large Paper for Zines
- Colored Pencils/Pens/Watercolors (anything to decorate zine)
- Washi Tape to decorate
- Glue/Tape

Differentiation/Accommodation/Modifications

- Audio/Written Out versions of the Spoken Word poems.
- Pre-made Two Column Notes for the Spoken Word & Zine lesson.
- PowerPoints & Materials posted on Unified Classroom for students to refer back to if they’re lost.
- Pre-made books for Zines just in case students have difficulty.