

Let's Slam a Poem – Gedichte effektiv präsentieren und eigene Gedichte zum Thema „*Growing Up*“ verfassen (Klasse 10)

Gesine Krönig, Köln

II/B4



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Auf zum eigenen Poetry-Slam!

Der Umgang mit Lyrik in der Schule stößt bei Schülern häufig auf Ablehnung und Desinteresse – insbesondere, wenn es darum geht, Gedichte vorzutragen. Seit den 1980er-Jahren in den USA entstandene Slam-Poetry rückt die Performativität und die Interaktion in den Mittelpunkt: Die lebensnahen Texte werden nicht als geschriebene, sondern als gesprochene Texte rezipiert. In dieser Unterrichtseinheit lädt Lyrik zum Thema „*Growing Up*“ die Lernenden ein, aktive Teilnehmer, wenn nicht gar echte Slam-Poeten zu werden. Das Einüben wirkungsvoller Präsentationen von Gedichten wird ergänzt durch das Vortragen eigener Gedichte mit dem Ziel, abschließend einen Poetry-Slam durchzuführen und zu evaluieren.

Klassenstufe: 10

Dauer: ca. 6 Unterrichtsstunden

Bereich: Lyrik, Slam-Poetry, Thema „*Growing Up*“

Kompetenzen:

- Präsentationskompetenz
- Kreativer Umgang mit Lyrik
- Differenziertes Feedback geben

Materialübersicht**Vorbereitung:**

M 1 (Tx, Ha) Reciting poetry

1. Stunde: Poetry: Rhythm's what it makes!

M 2 (Im) Clapping the metre

M 3 (Ab) Friendship – Writing a cinquain

2./3. Stunde: Performing *Kiss it*: Criteria for presenting poetryM 4 (Tx, Im) Performing *Kiss it***4. Stunde: See – hear – smell – taste – touch: Describing senses in a poem**M 5 (Tx) *How to Eat a Poem* by Eve MerriamM 6 (Im) Describing senses in a poem: *When I think of home ...*

M 7 (Ha) Writing a poem about memories or dreams of the future

5./6. Stunde: Let's slam! Group work – presentation – evaluation

M 8 (Ab) Assessment sheet for the poetry slam

M 9 (Wo) The master of ceremonies

M 10 (Ab) Getting ready for the slam ...

M 11 (Im, Wo) Let's slam! Pictures and language support

M 1 Reciting poetry

Please read the three poems below. Choose one of them and **learn it by heart**. Be ready to present it to the other pupils in class.

If you do not know how to pronounce a word, please look it up on www.pons.de.

- Enter the word in the search box.
- Click on the listen symbol next to the English word.

Be the Best of Whatever You Are

by Douglas Malloch

If you can't be a pine on the top of the hill,
Be a scrub in the valley – but be
The best little scrub by the side of the rill:
Be a bush if you can't be a tree.

- 5 We can't all be captains, we've got to be crew,
There's something for all of us here;
There's big work to do, and there's lesser to do,
And the task we must do is the near.

- If you can't be a highway, then just be a trail,
10 If you can't be the sun, be a star:
It isn't by size that you win or you lose,
Be the best of whatever you are.

Growing up?

by Wes Magee

- It must be, oohh,
a month or more
since they last explained
about the way I eat
5 or cups I drop
on the kitchen floor
or not washing my feet
or the TV left on
when I go out
or the spoon clunking
against the teeth
or how loudly I shout
or my unmade bed,
mud on the stair,
15 soap left to drown

Finding a Way

(Anonymous)

If you come to a place where you can't get THROUGH
Or OVER or UNDER the thing to do
Is to find a way ROUND an impassable wall,
No say you'll go YOUR way or not at all.

- You can always get to the place you're going,
if you'll set your sail as the wind is blowing;
If the mountains are high, go round the valley;
If the streets are blocked, go up some alley;

- If the parlor car's filled, don't scorn a freight;
10 If the front door's closed, go through the side gate.
To reach your goal this advice is sound:
If you can't go over or under, go ROUND!

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M 2 Clapping the metre

In spoken language there are always stressed and unstressed syllables. In poetry stressed and unstressed syllables may be repeated in a regular pattern, giving rhythm to the poem. This is called the metre of a poem.

Tasks

Work with a partner.

- Start by reading out loud the first stanza of the poem *Be the Best of Whatever You Are* and try to emphasise the stressed syllables.
- Now, try to clap the metre of the poem:
 - Clap your hands together for the stressed syllables.
 - Clap one hand on the table for the unstressed syllables.

Which regular pattern can you identify?

- Read the poem accompanied by your clapping and emphasise the stressed syllables.

M 3 Friendship – Writing a cinquain

Now it's your turn: Write your own short poem about friendship with the help of the table below. Try to make it rhyme and give rhythm to it.

Line 1	The title of your cinquain is already given. (1 word)
Line 2	Name two nouns that characterise friendship. (2 nouns)
Line 3	Name three activities you like to do with your friends. (3 verbs in the -ing form)
Line 4	Write a four-word phrase about the meaning of friendship. (4 words)
Line 5	Sum up your feelings about friendship. (1 word)

Line 1: *Friends*

Line 2: _____

Line 3: _____

Line 4: _____

Line 5: _____

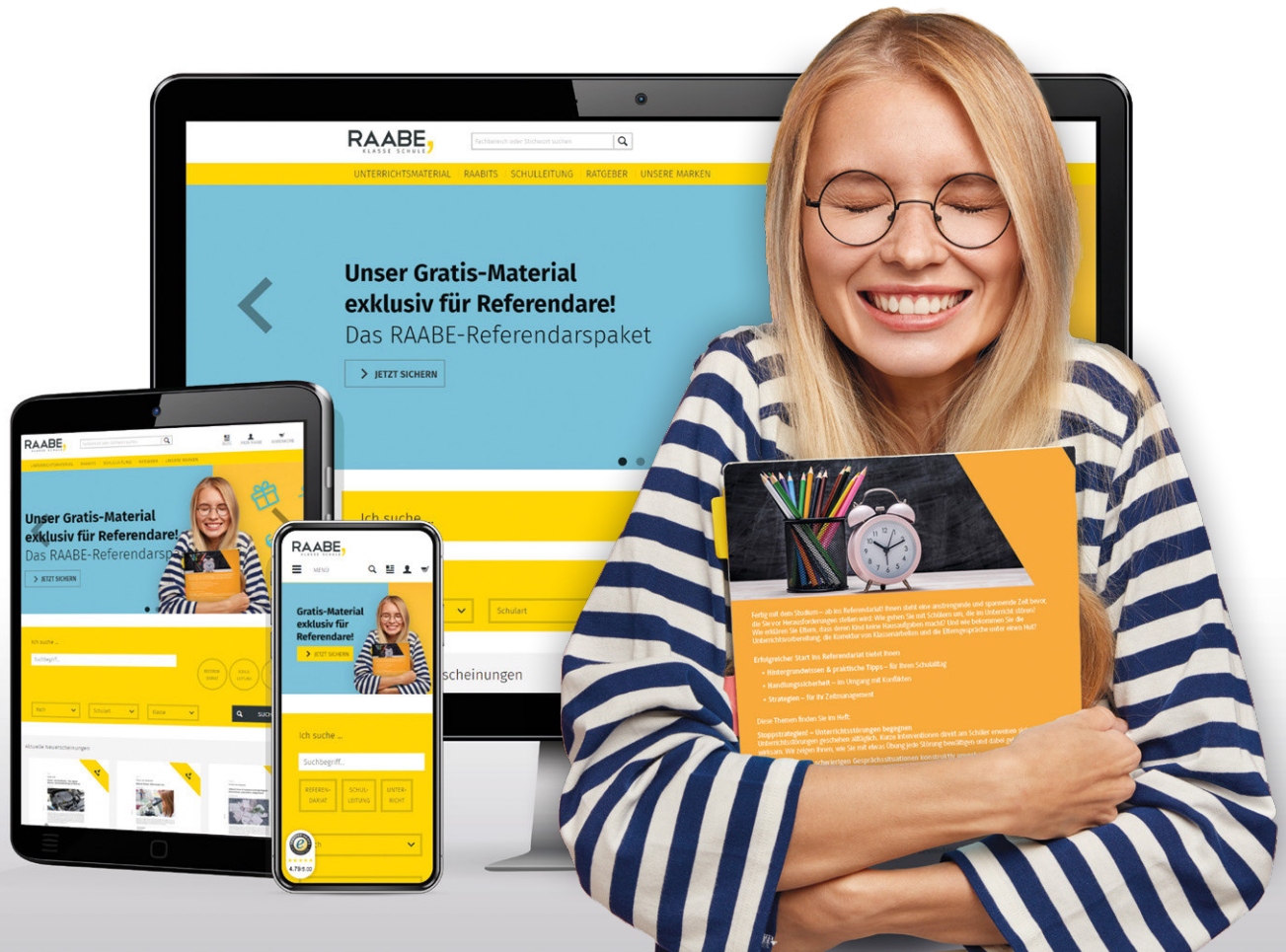


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Friends relaxing and reading together.

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