

teacher resource guide

schooltime
performance
series

**DODGE
POETRY** 



dodge poetry
young artist day

arts
education
njpac

about young artist day

Young Artist Day is a multi-venue arts experience that includes poetry readings, workshops, discussions and musical performances. Each school or group has a unique program for the day. The line-up of poets includes U.S. Poet Laureates, Pulitzer Prize and National Book Award winners, slam champions, and some of the most talented emerging voices. The festival line-up includes Kazim Ali, Mahogany Browne, Aracelis Girmay, Tyehimba Jess, Douglas Kearney, Claudia Rankine, Sonia Sanchez, Vincent Toro, Afaa Michael Weaver and more.



about dodge poetry

Dodge Poetry is a collaboration between the Dodge Foundation and the New Jersey Performing Arts Center that celebrates poetry as a catalyst for communities to advance social change.

Through this initiative, Dodge Poetry will expand beyond the biennial festival to include year-long programming in Newark. Dodge Poetry events will:

- Mobilize communities and fuel movements for social change.
- Amplify poet activists who challenge and reframe existing narratives and norms.
- Create spaces for empathy, healing, and repair for individuals who have experienced systemic racism.

Building on 40 years of poetry programming, this collaboration between NJPAC and the Dodge Foundation will extend Dodge Poetry's footprint across the city of Newark. The events are designed to engage residents, young people, and community partners and to highlight the intersection of poetry and social justice.

about the dodge foundation

Established in 1974, the Geraldine R. Dodge Foundation envisions a just and equitable New Jersey where people of all races and communities have equitable access to opportunities to thrive. Over its 50-year history, the Dodge Foundation has distributed more than \$500 million in grants and technical support to New Jersey nonprofits. Today, building on decades of learning, the organization focuses its support on those who are directly addressing the root causes and repair of structural racism and inequity to transform lives in New Jersey.

njpac on the mic podcast

with NJPAC Senior Poetry Consultant,
Ysabel Y. González



About NJPAC On the Mic

NJPAC On the Mic invites your students to expand their experience of attending a SchoolTime Performance show. We provide three podcast episodes for each production, suitably aligned with New Jersey Student Learning Standards (NJSLS) and New Jersey Social and Emotional Learning (SEL) Competencies. With NJPAC On the Mic, the learning begins before — and continues beyond — your visit to the New Jersey Performing Arts Center!

How to listen to this episode of NJPAC On the Mic
Scan the QR code or visit njpac.org/arts-education/teacher-resources to access the podcast and the following show notes:

Part 1: About | Pre-show audio, 7 minutes

Includes: An introduction to the experience and a welcome message

Welcome message voiced by Ysabel Y. González

Original poem by Aracelis Girmay;
read by Ysabel Y. González

Part 2: Connect | Post-show audio, 10 minutes

Includes: Reflection question, a look at the evolution of spoken poetry, and poetry samples

Opening question voiced by Treasure Borde

Original poems written and read by
Amiri Baraka, Peggy Robles Alvarado,
and Treasure Borde

Part 3: Spotlight | Post-show audio, 10 minutes

Includes: An interview and discussion starter

Interview guest: Ysabel Y. González

Additional Episode Credits

Series producers: Michael Aquino and Dania Ramos

Written and hosted by Dania Ramos

Theme and outro music:
NJPAC Hip Hop Arts & Culture program

Additional music from Epidemic Sound

**Sound editing, sound design
and voiceover by** Michael Aquino

inspired ideas in the classroom

Teacher Focus

Student Activity

NJ Student Learning Standards

P

Prepare for the performance

Read the definition of poetry from the vocabulary list. As a class, discuss students' previous knowledge about poetry, the kinds of poetry they've experienced and how poetry has impacted them. Encourage students to discuss the questions in the student section.
Play the **TEDx video "What Makes a Poem ... a Poem?"** After, discuss how the video expands students' understanding of poetry.
Listen to **NJPAC On the Mic: About** to learn more about Young Artist Day.

Discuss what you and your classmates know about poetry. Consider these questions: what does poetry look like? What does poetry sound like? What poets are you familiar with?

Watch the **TEDx video "What Makes a Poem ... a Poem?"** and listen to **NJPAC On the Mic: About**.

English Language Arts
NJLSA.SL1.
NJLSA.SL2.

E

Experience the performance

Based on the schedules provided by NJPAC, divide your class into groups so they know which chaperone to follow during the festival. Review audience etiquette, safety guidelines, the festival map and the day's schedule. Highlight that, in poetry, audiences can snap their fingers instead of clapping when a performance resonates with them.
During the festival, have students complete **Activity Sheet 1** during one of their sessions.

Learn about your schedule and expectations for Young Artist Day. Respect the venue and the artists. If you enter a session after it has begun or leave before it is over, please do so as quietly as possible. Attend the festival and complete **Activity Sheet 1**.

English Language Arts
NJLSA.SL1., NJLSA.SL2.
RL.TS.11–12.4., RL.9–10.10.
Visual & Performing Arts
Anchor Standard 7
Social-Emotional Learning
Social Awareness
Theater
1.4.8.Re7a.

R

Reflect, respond and read

Listen to **NJPAC On the Mic: Connections**. Based on which themes students find most interesting, have them individually choose one of the following activist poems to listen to. Instruct students to turn on closed captions to bring attention to the language in the poem.
1. Topic: gun violence, capitalism | **Poem:** Aiya Meilani, 2019 Youth Speaks Teen Poetry Slam Finals
2. Topic: Black experience, femininity | **Poem:** "Sisterhood" by Stephanie Pacheco
3. Topic: environmentalism, consumerism | **Poem:** "We Can be More" by Solli Raphael
4. Topic: racism, police brutality | **Poem:** "Letter to Your Flag" by Royalty
Give students 10 minutes to write their answers to the questions listed in the student section.

Listen to **NJPAC On the Mic: Connections**. Choose a spoken word video to watch. Reflect on how this poem made you feel by answering the following questions:
1. What stood out to you in the poem?
2. What feelings are you left with after experiencing this poem?
3. Is there anything you would add or change in the poem?
4. Why might the writer have chosen poetry to tell this story over other forms of writing?
5. If you wrote a poem about what matters most to you, what would you write about?

English Language Arts
L.VI.9–10.4., RL.CI.9–10.2.
RL.TS.11–12.4.
Visual & Performing Arts
Anchor Standard 7
Social-Emotional Learning
Self-Awareness
Theater
1.4.8.Re7a.

F

Focus

Listen to **NJPAC On the Mic: Spotlight**.
Have students follow the prompts in the student section and complete **Activity Sheet 2**.
Allow students to reference **common literary devices** while completing the activity.

Listen to **NJPAC On the Mic: Spotlight**. Poets write about what matters most to them. What matters most to you? Does a memory come to mind? Or a goal for the future? Using your answers to these questions, complete **Activity 2**. Choose whether you would like to write about your past or future. If you're focusing on your past, answer the prompts written in past tense. If you're focusing on your future, answer the prompts in the future tense.

English Language Arts
NJLSA.SL2.
Visual & Performing Arts
Anchor Standard 6, 10
Social-Emotional Learning
Self-Awareness

O

Originate

Using their brainstorm from **Activity 2**, have students write their own poems. Encourage students to write in the tense of their choice (past, present and future) regardless of what prompts they followed in **Activity 2**.
Optional: Students may write block poems first if they are not as comfortable with poetry. Have those students write a paragraph about their chosen topic, then break their block poem into separate stanzas. Allow students to move around and sit how they like to inspire creativity.

Begin writing your own poem based on the literary devices, themes and poetic form you chose in **Activity 2**.
Optional: You may write a paragraph reflecting on your answers from **Activity Sheet 2**. Then, add line breaks and break your block poem into stanzas to experiment with how your thoughts can be arranged on the page.

English Language Arts
W.NW.9–10.3., L.KL.9–10.2.
9.4.12.CI.1, NJLSA.W4.
NJLSA.W5.

R

Rehearse

Have students edit and revise their work. Once they have revised drafts they are comfortable sharing out loud, they can decide whether to continue working alone or in pairs.
Students should rehearse reading their poems aloud. How does it sound? How did it feel? If working with another student, have students ask their partner how the poem impacted them. Allow students to continue rehearsing and revising until it is time to share with the class.

Edit and revise your work until you are ready to share it aloud. Practice reading it on your own or with a partner. How does it sound? How does it feel? Continue rehearsing and revising until it is time to share with the class.

English Language Arts
L.KL.9–10.2., NJLSA.W5.
SL.PE.11–12.1., 9.4.12.CI.1

M

Make magic

Hold a classroom poetry reading. Encourage students to respect each other and follow the audience etiquette from Young Artist Day. Let students choose a flexible seating option and dim lights if they choose. Allow students to share their writing aloud, post their poems in the room, or upload them to a drive where their classmates can read them.

Choose whether you would prefer to share your poem aloud or post it for your classmates to read. Attend your class poetry reading. Be respectful of the writers sharing their poems. After the presentation, read the poems of the students who posted their work.

English Language Arts
SL.ES.11–12.3.
Visual & Performing Arts
Anchor Standard 6, 10



curriculum standards

NJ Visual & Performing Arts Standards

- 6:** Conveying meaning through art.
- 7:** Perceiving and analyzing products.
- 10:** Synthesizing and relating knowledge and personal experiences to create products.

FIND THE STANDARDS

For more detailed information on the standards, visit these websites:

NATIONAL ENGLISH LANGUAGE ARTS STANDARDS

corestandards.org/ELA-Literacy

NATIONAL SOCIAL STUDIES STANDARDS

socialstudies.org/standards

NATIONAL CORE ARTS ANCHOR STANDARDS

nationalartsstandards.org

common core state standards

English Language Arts

9.4.12.CI.1

Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

L.KL.9–10.2.

Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

L.VI.9–10.4.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

NJSLSA.SL1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.W4.

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

NJSLSA.W5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

RL.CI.9–10.2.

Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.TS.11–12.4.

Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RL.9–10.10.

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

SL.PE.11–12.1.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.ES.11–12.3.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

W.NW.9–10.3.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Social-Emotional Learning

Social Awareness

Demonstrate an awareness of the expectations for social interactions in a variety of settings

Self-Awareness

Recognize one's feelings and thoughts.

Theater

1.4.8.Re7a.

Describe and record personal reactions to artistic choices in a theatrical work.

vocabulary

Acrostic

A poem in which the first letter of each line spells out a word, name, or phrase when read vertically

Activist

A person who uses direct or confrontational action, such as a demonstration or strike, to call attention to a cause, such as civil rights, labor rights, or climate change

Allusion

A brief reference to a person, place, thing, or idea of historical, cultural, literary, or political significance.
Ex: "You would have to be Einstein to understand this!"

Art for social change

Any creative expression that discusses or challenges norms, such as scenes, murals, songs, poetry, and more. Art for social change is often created in response to significant social movements and reflects the artist's feelings about political, social, or economic situations.

Block poem

A poetic form in which lines are not divided into stanzas or verse paragraphs. This form is usually compact and has a block paragraph of text



Contrapuntal

A poem that weaves together separate but related poems. When presented together, a contrapuntal change the understanding of the individual pieces. Layout is often used (e.g., columns, blocks, shapes) to show distinction between the two poems

Erasure poem

A poem where the writer takes an existing text and erases, blacks out, or otherwise obscures large portions of the text, creating a whole new work from what remains (also known as blackout poetry)

Metaphor

A figure of speech that makes implicit, implied, or hidden comparisons between two things that are unrelated. For example, "He is an open book" instead of "He has no secrets"

Poetry

A form of artistic expression that uses language to evoke emotion, paint vivid imagery, and convey complex ideas. It is a means of communicating human experiences and emotions in a powerful and evocative way

Satire

A poem that uses humor, irony, exaggeration, or ridicule to expose and criticize a person or group of people's shortcomings

Slam poetry

A form of performance poetry that combines the elements of performance, writing, competition, and audience participation. It is shared orally and often addresses social issues

Stanza

A group of lines arranged together in a poem

Tone

The writer's attitude toward the reader or subject matter, as interpreted by the reader. Tone creates the emotional atmosphere of the work and is determined by poetic elements like word choice, rhythm, figurative language, etc. (Ex: Joyful, aggressive, ironic, formal, sentimental, etc.)

resources

NJPAC

About NJPAC
njpac.org/about

NJPAC's Arts Education programs
njpac.org/arts-education

NJPAC Resources | Dodge Poetry: Young Artist Day
njpac.org/education-program/young-artists-day-resources

Dodge Poetry Festival
njpac.org/series/dodgepoetry

Website

Dodge Poetry
grdodge.org/our-work/dodge-poetry

About the Geraldine R. Dodge Foundation
grdodge.org/about-us

Amiri Baraka
modernamericanpoetry.org/amiri-baraka

Peggy Robles Alvarado
robleswrites.com/index.php/about

Ysabel Y. González
ysabelgonzalez.com

Library of Congress; Poetry & Literature
loc.gov/programs/poetry-and-literature/about-this-program

Glossary of Poetic Terms
poetryfoundation.org/education/glossary

Common Literary Devices
striveacademics.com/2020/07/13/common-literary-devices/

Poems of Protest, Resistance, and Empowerment
poetryfoundation.org/collections/101581/poems-of-protest-resistance-and-empowerment

Protest Poetry
poets.org/protest-poetry

The Benefits of Poetry Reading
irrc.education.uiowa.edu/blog/2023/11/benefits-poetry-reading

Found Poems: Creating Poems from Words Around Us
scarfedigitalsandbox.teach.educ.ubc.ca/found-poems-creating-poems-from-words-around-us/

TED | 10 spoken word performances, folded like lyrical origami
blog.ted.com/10-spoken-word-performances-folded-like-lyrical-origami

Videos

Dodge Poetry on YouTube
youtube.com/@grdodgepoetry

CNN | Spoken word: The roots of poetry
youtu.be/G9qaVXE30FU?si=_jQ2rNUaBpRepwzP

Amiri Baraka - "In Town"
youtube.com/watch?v=T6we6rAYyW4&t=203s

Peggy Robles Alvarado - Soy Boricua"
youtu.be/BnghMuEmGs4?si=fNT72OolmhW4II9n&t=4296

Melissa Kovacs - What makes a poem ... a poem? <https://youtube.com/watch?v=JwhouCNq-Fc&t=5s>

Aiya | Youth Speaks Teen Poetry Slam Finals 2019
youtube.com/watch?v=aWbERIVc7BM

NYC Youth Poet Laureate Stephanie Pacheco Performs an Original Poem - Sisterhood
youtube.com/watch?v=5UfWwRhB8w

Solli Raphael | We Can Be More A 13-Year-Old Poet's Campaign To Save The World
youtube.com/watch?v=lm0r3yFh0zU

Royalty "Letter To Your Flag"
2018 Youth Speaks Teen Poetry Slam
youtube.com/watch?v=IJB09jdUJiY

njpac staff

Charles F. Lowrey & Carmen S. Villar
Co-Chairs, NJPAC Board of Directors

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President & CEO

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Senior Vice President, Social Impact

Jennifer Tsukayama
Vice President, Arts Education

Shannon Pulusan
Special Assistant to Vice President,
Arts Education

Rosa Hyde
Senior Director, Performances &
Special Events Operations

Victoria Revesz
Senior Director, Arts Education Operations

Taylor Masamitsu
Senior Director, Research & Impact

Mark Gross
Director, Jazz Instruction

Natalie Dreyer
Director of Curriculum &
Collaborative Learning

Roe Bell
Director of Program Operations
& Advancement

Kristine Marrone
Director, CRM & Business Operations

Ashley Mandaglio
Assoc. Director,
Professional Learning & Programs

Treasure Borde
Senior Manager,
Programming & Performances

Daniel Silverstein
Senior Manager, On-Site Programs

Randal Croudy
Manager, Youth & Emerging
Artist Development

Steven Hayet
Manager, CRM & Business Operations

Alonzo Blalock
Manager, In-School Programs

Angela Peletier
Manager,
Professional Learning & Training

Justin DePaul
Office and Facilities Manager

April Jeffries
Outreach & Sales Manager

Antonella Sanchez
Senior Coordinator, Program Operations

Demetria Hart
Senior Coordinator of Faculty Relations

Lucas Jeron
Coordinator,
Youth & Emerging Artist Development

Kendall Lipham
Coordinator,
Programming & Performances

Josef Woodson
Creative Lead, On-Site Programs

Ysabel González
Senior Poetry Consultant

Paul LaTorre
Assistant Producer,
Dodge Poetry in the Community

Jennie Wasserman
Producer, Office of the President

NJPAC Arts Education performances team:

Rosa Hyde, Treasure Borde, and Kendall Lipham. On the Mic is an NJPAC Arts Education production, produced in partnership with CM Studios. CM Studios producers: Michael Aquino and Dania Ramos. NJPAC and CM Studios are located in Essex County, New Jersey, situated on the traditional territory of the Leni Lenape people.

the arts in your school

In-School Residencies: NJPAC teaching artists come right to your school to teach the performing arts to your students. Our super-flexible in-person residencies are designed to meet your needs and you'll have a dedicated program manager to help you every step of the way. It's the perfect program to keep your students creating, connecting and expressing themselves through the magic of the arts.

Professional Development: Calling all educators! Expand your teaching skills, deepen your curriculum and give yourself a creative boost in NJPAC's forward-thinking professional development workshops. Our virtual PD programs are for teachers all the way from pre-K to high school and include hip hop, dance, storytelling, theater, music and more. Not only will you learn something... you'll also have fun and be inspired.

For more information or to schedule an appointment, please email our education sales team at artseducation@njpac.org. Or visit njpac.org/education

study the arts at njpac

Saturday Programs: NJPAC's Saturday programs are geared towards students at every level — from those who dream of starring on Broadway to those who are still learning their scales. Students work with professional artists to build technique and develop their own creative style in hip hop, jazz, theater, musical theater and symphonic band.

Summer Programs: Want to begin to explore the arts? Or immerse yourself in the study of one genre? Then join us at NJPAC next summer in one of seven programs that spark the creativity in every child through the study of music, dance and theater.

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+ deceased