

Session 10 Transcript: Moody Black

- Greetings from Upstate South Carolina of course you know who I am, but I wanna make sure before I start anything that I give you salutations hats off, all that wonderful things to you educators cause you have the toughest job in the world and nobody ever told you thank you, I want to tell you thank you right now. So we're starting a Poetry Unit, of course I don't need to tell you to make sure you have your room set up, for open-mic or something like that make it comfortable to teach poetry to your students. Now one thing I always do, no matter where I go when I start my lesson always ask students raise their hands if they ever wrote poetry, now most times out of others, maybe three or four students raise their hands most of the young ladies more so than the guys for some reason or another we think doing poetry is not that cool, and I promise you some of you students may feel that way but what I always do I asked them, how many of you like hip hop? How many of you like country music or soul music? And a lot of them they raise their hands probably the whole class raise their hands and what I normally do I do a compare and contrast let's take poetry and compare them to some genre music now what I normally do, so I love hip hop I'm a hip hop head I do a T-Chart, and I write poetry and I'll put hip hop on the side right here. Now I asked the kids to tell me some elements of poetry a lot of times they'll say is rhyme, they'll say it's a story, Or they'll tell me there's deep meaning, deep meanings I'm just gonna put a few things give you example what the students normally say, they'll say that it's their emotions involved. So and I asked him immediately I tell me something about it hip hop nine times out of 10 they'll say that's beat there's music to it, this why I have to give them a side note that there's a lot of poetry that's out there to have music like I do CDs, or my poetry or this music behind it so I had them add that later on, they'll say music, there's a story, there's rhyme to it, emotions and so forth and what happens is the students start to see that there's a correlation, there's a lot of similarities between hip hop and poetry and they discover that it's pretty much the same thing, I always tell the students you take away the beat, you got lyrics, you got poetry and they'd be like oh my god you kidding me I had one student, got very upset with me when he discovered that he'd been writing all this hip hop writing rhymes and he was like wait a minute you telling me, poetry is hip hop I'm like yeah. Hip-Hop is poetry he was so upset he was mad because some reason another they think poetry is not cool but I know what's real cool, so also advice get real familiar with a lot of artists that's out there whatever they like, whatever is popular, always study whoever's out because I'm a classical hip hop dude myself but I stay current what's going on, so I have dialogue with the student especially when I'm bridging poetry and hip hop together, so I listen to the NBA YoungBoys, the Blue Faces and they're like what you listen that so we have a connection so it's very important, to find something relative something that they can connect with cause that's the biggest thing with poetry is having some kind of connectivity. For me especially when I started writing poetry I'm a erase this as I talk, when I started writing poetry I was like 11 years old, and yeah I loved it because I discovered on my own but when I got to school, a lot of the poetry that the teachers were teaching I couldn't connect with, so you definitely want to have some kind of way to find artists and poets that the students can connect with, alright. Now to start bringing in some terms supported devices, I love starting with metaphor for a course the first

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day a lot of kids learn to similes and metaphors so of course we brush up with simile, and I write those things in a board. What simile means I'll ask them to give me a definition? What simile is? What metaphor is? And once we do that, I really focus on metaphor and I give the example with simile if I may say I get a student, I pick a student I'm like what's your name? They say John alright, I may say John runs fast as a cheetah, that's a simile we comparing two things John and the cheetah but I let them know metaphor and then give me a definition so I will write simile, a metaphor on the board they'll say comparing two things, without and I always make sure I put big letters without, like or as. So of course we use example John is as fast as a cheetah, so I say take away like or as and we gonna add is so I say John is a cheetah, we still comparing two things but now they know that John or the student in the class cause they have to make a connection, they oh John you're cheetah, you're cheetah, so we know that is so we start doing different activities if we're making a metaphor know that it is something so we comparing two things but now we saying the is. Now the first activity I do, I do an activity called the metaphor family, I love doing this exercise I do with young people and adults, because this allows them the opportunity to think about people in their lives and their characteristics and things that way, alright so the metaphor of family. Alright, so I have to compare a family member to an animal, now you can do variation to insects, plants, whatever it is, but I normally use animals, okay, so I gave them example where to follow. I'll say my dad is a lion, boom and I asked him why would I say that? So like your dad strong, he's fierce, he's mean am like he's mean sometimes but they come up all kind of characteristics of the animal but I don't know hey the my dad is this way. So I skip a space because I introduced another term to them in a minute, so I'll skip a space, I'll say my mom is a koala bear and the kids are like oh oh she's a koala bear oh and I asked them why? She's cuddly, she's lazy but no she's not lazy, she like to eat bamboo they all say silly stuff but I always took it back on them but I'm like yeah my mom she loves a hug, she's caring, so I do my sister always skip a space I say my sister, now as I'm writing I tell them do not laugh do not laugh at my sister is not what you think, alright I'll say my sister is an elephant they start laughing I'm like why would I say that? Oh she's got big, she's got big ears, I'm like no elephants have good memories they never forget, my sister never forgets then I have them compare themselves, so I would say I am a gorilla now I'm not a big dude, I'm a slim dude so they are like what a gorilla, I'm like yes because gorillas are known to be very protective of their families. I want you to come up with three relatives, compare them to the animal then last line you compare yourself to an animal but I tell them make sure you create space in between the lines, so that they do all this will share then will go back to the board. Now teach another term and I have another whiteboard a Promethean Board and I would write, I'm gonna do it real quick underneath here, pretend you have another board here so I would write present progressive verb, when I introduced this to them I asked them what's the verb? Of course they'll say it's an action word I'll ask give me an example so run, jump, talk, write, speak, lay, climb. Now I say a passive aggressive verb you just adding an ING, so it's like run, we're running they'll jump in together I will say to talk, we're talking I will say climb, we're climbing and I teach them a song, usually never have big

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advanced terms like that I teach them the songs we learn through music. So I'll say present progressive verb, present progressive verb and they jump in a singer with it now we learn a new term, now we have metaphor, now we have present progressive verb so I tell them to go back to their board, let's go back to your board alright I'm going to erase this cause this will be on another board so you have use imagination. That's another thing I didn't know that metaphors, similes all those poet devices are figurative language got take them real because a figurative language I tell them you have to use your imagination, they start laughing cause that's a SpongeBob reference so they are like SpongeBob you watch SpongeBob I'm like yeah I watch SpongeBob. I tell them we're gonna do we're gonna add a present progressive verb line here, we're going to add an action to our metaphor, so I'll make sure to go back I give my example to go back to my example, so I say my dad is a lion and I would say roaring, where's he roaring? In his room and I always go back and ask the kids what's the present progressive verb? They will say a roaring, exactly and I underline so they can see. Now go to my next example my mom is a koala bear, she is hugging my sister and I asked them what's the principal aggressive verb? hugging, that's what they would do. My sister is an elephant, she is remembering everything, so I asked them what's the present progressive verb? Remembering, what is she remembering? Everything, now say I'm a gorilla and of course gorillas protect so I'm protecting my family. What's the present progressive verb, protecting who am I protecting? My family. So I ask them add the present progressive line along with the metaphor and I asked them, I encourage them to read of course you may have one or two kids, who's really really shy but I always tell my story about how I used to be really shy, to find that nerve and I tell the kids that believe it or not, you see the grays my mama says and do but I still get up, take a deep breath and I'm still nervous even when I'm getting in front a bunch of kids cause we're human, I don't know we all humans we have those emotions, we have fear of being judged, worried about somebody's gonna critic our poems. So before we read, I go over some rules about performing, I always tell them to get grounded take a deep breath. Then I tell the audience, the listeners I say make sure you support those who are reading and by doing so if you a line you like and Poetry Community we snap our fingers, that oh I like that line I tell them and encourage them even to make steak face like ooh, I like that. Especially the hip hop community, we say bars, they got bars so if you hear a line you like snap, now if it really blows your mind tell the kids to go whoo real subtle, real soft not whooooo but whoo. So when the readers reading especially they connect, with the family members especially they talk about their brothers or sisters, they'll say my brother's a sloth or something like that the kids are laughing and you may hear whoo, whoo cause they relate because they think about their siblings or they may say, my mom is a tiger cause she's growling at me like yeah cause everybody's feel like their mom forcing them, so it's an opportunity for kids to think about their siblings, think about the family members, that they connected with but the most important thing, they think about themselves. When they compare themselves to animal they face with themselves, then what am I like? What kind of characteristic do I have? So this all exercise not only are they learning how to do certain devices in poetry but they're also reflecting on

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themselves and their families so it's a good way to introduce metaphor that way to them. Things with nature I love nature, I love using nature, I will make a list of seven or eight things on the board pertaining to nature I will say a mountain, a river, the ocean, a bird, a flower and so forth I will list seven or eight things on the board that I would say we're going to compare cause we still comparing, cause that's what metaphor is all about comparing two things. Now I'm focusing strictly on the individual, on the student so I would tell them to pick four things out of the eight, you gonna compare yourself to those things in nature, you will start by putting I am in front of each one of these items here on the board, so I would say I am and I'll always give examples for them to go by. I am a mountain alright now, how would I fix this up? By using a present progressive verb so I will say a mountain standing over everyone, now let's compare myself to a mountain I would definitely interact with the kids ask them why would I say that? cause you're tall, you tiring, you wide, you huge now you I think at the minds moving and we still comparing, we got a metaphor here and they're using present progressive verb, or I would say, excuse me I am the ocean, flowing that's my present progressive verb, within myself. So now I made it sound real cool so I gave them a couple of examples, I would tell them to go alright pick four things and they come with the most beautiful poetry in the world, especially using nature now to compare themselves with something that's in nature that we see every day now wow why don't I compare myself to a mountain or a tree or flower? Depending those particular items, now asking those questions so they start thinking about it like wow okay, I never thought about that I am like this, I am like that. Now we have dialogue in the class we made Poetry seem really, really cool, now they have a further understanding with metaphor cause a lot of times kids don't get it, so I sought out real small break it down for them then this is where you can pull out examples for other poems, that have extensive metaphors or extended metaphors now that you have an opportunity to think about it. Starting with this kind of activity you can really break it down, with the metaphor that way and segue that into other things. Especially have the students find poets they really, really like, I'll go pull out some poets have copies of poets now you break poets down, you can find the metaphor in the poem, do an activity sheets have the kids look for the metaphor, alright. And so many other ways you can go with this I've done vehicles, ambulances, a car, truck, whatever things items that you may deem as being cool or they might think is cool, you can put those things on the board. But these are just a few quick exercises with metaphor that you can do, but I always tell my story, make sure you have a way to connect with the kids I let them know hey I'm just like you, when I was young I started writing young and I was really nervous by getting in front the kids after while I began to enjoy it, I loved it. I love doing it, so I tried make them make sure that they're comfortable to be able to stand up and share their work, and to learn more about poetry. You can also show YouTube videos, you might have to screen them at first YouTube videos other poets, especially the samples more up to date, more current with issues they can connect more than the old season poets I grew up listening, reading which I love what women love, EVE Comics but you want to have a bridge, you want to have a segue get poets that they can look to now and segue to the other poets that's in the curriculum. Alright so I hope that I've helped,

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I'm sure how I use my methods to just bring the kids in, to scope them in, to make sure that they're connecting and to make it fun as possible, you can end off with a different boards have open-mic especially when the kids start snapping and hear the snapping, they hear the whoos now they encouraged to share, they feel more confident, and that's very important give the students confidence. I want to thank you all for taking your time to listen to me you have any other questions, [www. iamMoodyBlack.com](http://www.iamMoodyBlack.com) I'm on YouTube, Instagram, Twitter, Facebook and the forms all those platforms and social media. Thank you again, keep inspiring, keep motivating, keep manifesting. Thank you.