

Facilitation Guide

Lyrical Spoken Word [Google Slides](#)



Activity Summary:

In this activity, students will create spoken word and interpretive dance phrases based off of Chief Joseph's core values and beliefs as part of the EOM task.

Why the Arts:

Teaching this unit through the arts gives students a powerful and engaging way to internalize, interpret, and express complex historical ideas and emotions. By combining movement with spoken word, students are not only analyzing Chief Joseph's speech on a cognitive level but also embodying its meaning in a deeply personal way.

Assessment:

For their final assessment, students will perform an original spoken word piece enhanced by expressive movement through interpretive dance.

Teacher Background:

Teachers will need to know the basic components of interpretive dance. (see slides). Chart paper is also recommended to record text-based values.

Standards Alignment:

ELA:

RI.5.3 – Explain the relationships or interactions between individuals, events, ideas, or concepts in a historical text.

Arts:

DA:Cr2.1.5b. – Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.

DA:Re8.1.5a. – Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.

Lesson Connections:

EOM

Recommended Student Materials:

[Rubric](#)
[Peer Evaluation](#)
[Student Checklist](#)

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Brain Targeted Teaching Considerations:

BT1 – Emotional Climate:

Charades is a low-stakes game that allows students to try interpretive dance before they learn about it. This boosts overall classroom morale by setting the tone for an environment that's both safe and positive. Set the tone for students to feel free being silly! If students are able to fully engage in the warm-up activity, they will be more likely to be open to different types of movement creation later in the lesson.

BT2 – Physical Environment:

This activity works best in a space that can accommodate students working in small groups. There also should be an open space in the room that can be designated as the "stage" or performance space. Get creative! Teachers should feel free to move desks and chairs around in order to accommodate the activity. If available, it may be useful to relocate to a gym, auditorium, open space, or even outside!

Other Considerations:

This activity deepens students' understanding of the text while incorporating creative writing and movement. This activity gives students the opportunity to develop and demonstrate creativity through both spoken word and movement. Students are pushed to take artistic risks while using their own personal experiences to guide their creations.

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Steps for Implementation:

1. Warm-Up: Charades (5–10 min)

- Display a quote:
 - "I am tired; my heart is sick and sad. From where the sun now stands, I will fight no more forever."
 - Ask:
 - **What do you think Chief Joseph felt when he said this?**
 - **What value do you hear in his words? (Peace? Sadness? Dignity?)**
- Use YouTube videos to act out word phrases as a class. (Charades)
- Explain the definition of Interpretive Dance.
 - Show example video.
 - Go over the 4 components of Interpretive Dance that we will focus on.

2. Understand Chief Joseph's Message (10–15 min)

- Read a shortened version of Chief Joseph's Lincoln Hall Speech aloud together.
- The teacher will select a section to narrow in on or may choose to read the entire speech again to lead into the creation of a values chart with students.
- A **red outline** box is provided on each slide with the speech for the teacher to move and change desired shape if you elect to read sections of the speech and not the speech in its entirety.
- Create a values chart with students whole group with chart paper:
 - Peace
 - Fairness
 - Sadness over loss
 - Respect for others
 - Tired of war
- Turn and Talk:
 - How do any of these ideas connect with something you believe?

3. Write Your Spoken Word Poem/Mini Lesson (15–20 min)

- Teacher will introduce spoken word by displaying 2 clips of spoken word performances (one of which the students will have repeated exposure to in 7th grade Wit and Wisdom, Sarah Kay)
 - While watching the spoken word, students will answer the following questions independently prior to sharing out:
 - **What emotions do you feel?**
 - **What tone does the author use?**
 - **What did the author do with her body?**
 - **Is this poetry?**
- Once completed students will share out their responses in the whole group setting
- The teacher will then display the prompt for their spoken word poetry:
 - Prompt:
 - Write a poem or short piece that shares what Chief Joseph believed — and how it makes you feel or relates to your personal values and beliefs.
 - Encourage repetition, strong emotion, short lines, and voice.
 - Provide starters like:
 - "I believe..."
 - "Like Chief Joseph, I..."
 - "From where I stand..."
 - "Enough..."
 - If needed, students will engage in an exemplary reading of a teacher created spoken word poem.

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Steps for Implementation:

4. Add Movement (10–15 min)

- Teachers will arrange students in a circle, much like a socratic seminar.
- Display the “Our Turn To Perform” slide, go over directions for a successful whole group reading of the spoken word.
 - Each student will perform and embody one line of the poem, meaning they should read the line while giving a movement or gesture with their body that shows what the words mean and feel.
 - Encourage students to be as vulnerable as they can, allowing them to feel whatever their line says.
- Ask:
 - How can we show Chief Joseph’s message with our bodies?
 - Examples:
 - Arms raised → surrender
 - Kneeling → grief
 - Step forward → courage
 - Turning away → ending conflict
- Students add 3–5 intentional movements to their spoken word (Work in small groups)

5. Perform & Reflect (time varies)

- Perform spoken word with movement for class.
- Use [simple rubric](#) for feedback.
- Reflect:
 - “How did you connect with Chief Joseph’s words?”
 - “What did your voice and body help others understand?”