

# STUDY GUIDE



**DISCIPLINE:**  
**LITERARY ARTS**

**ARTIST:**  
**JUSTJAMAAL THEPOET**

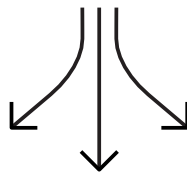


**The following package is provided as a supplemental resource to enhance and support the artist’s visit.**

It includes curricular connections, assessment strategies, and suggested classroom extensions. All materials are intended for use at the teacher’s discretion and may be adapted as necessary to suit the specific needs of the students.

## THIS STUDY GUIDE

Discipline / Artist Example:



**Curriculum  
Connections**



**Suggested Classroom Extensions**



**Assessment  
Strategies**

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# STUDY GUIDE: LITERARY ARTS

## FROM PAGE TO STAGE: HOW WORDS BUILD WORLDS

### Program Overview

**Artist Name:** JustJamaal ThePoet

**Artist Bio:** JustJamaal ThePoet is an award-winning poet, educator, and performer who served as Ottawa’s poet laureate (2017–2019) and Carleton University’s Artist in Residence (2019–2020). Co-founder of Origin Arts + Community Centre, he connects deeply with audiences through workshops and performances on topics like emotional growth, parenting, and world issues. He lives in Ottawa with his wife and six children.

**Program Description:** This dynamic one-hour workshop invites students in Grades 6 and above to explore how writing and performance can be powerful tools for expression, creativity, and personal growth. Led by professional poet and performer JustJamaal ThePoet, participants will receive practical guidance on setting goals as young writers and presenters. Students will learn how to take their words from the page to the stage—discovering pathways to publication and opportunities to share their voices in public forums. The workshop also includes interactive writing activities designed to spark imagination and build confidence in storytelling and spoken word. Note: The ideal space for this performance is the library or learning commons. Students should have access to paper, pencils, erasers, and tables to write during the session.



**Artistic Discipline:** Literary Arts

**Recommended Grade Levels:** 6 - 12

**Session Logistics:** In person or online

**Cultural Context:** Black, Culturally Diverse,  
Men+, Person of Colour

**Vocab bank/glossary:** [Click here](#)



# FROM PAGE TO STAGE: HOW WORDS BUILD WORLDS

## Curriculum Connections

### Learning Themes:

- Strand A – Creating and Presenting
  - Apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music. (Grades 4-8)
  - Use a variety of techniques and technological tools when performing music and composing and/or arranging music. (Grades 9-12)
- Strand B – Reflecting, Responding, and Analysing
  - Apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences. (Grades 4-8)
  - Demonstrate an understanding of how performing, creating, and critically analysing music has affected their skills and personal development. (Grades 9-12)
- Cross Curricular Connections
  - English
    - Oral Communication, Writing, Media Literacy

# FROM PAGE TO STAGE: HOW WORDS BUILD WORLDS

## Extend the Learning (Discussion Prompts)

Here are optional discussion prompts to extend the artist session in the classroom. These are recommended and are not mandatory. Please use what is best for your classroom. You can also find suggested activities in the additional resources package.

GRADES  
**6-8**

### Pre

- What helps you feel confident when you share something you've written?
- Why do you think some writers perform their work instead of just publishing it?
- What are some ideas or topics you might want to write about?

### During

- What writing exercise challenged or surprised you?
- How does spoken word use rhythm and voice differently than written poetry?
- What emotions did you try to express through your writing?

### Post

- How did it feel to share your work?
- What's one way you could keep growing your writing or performance skills?
- Would you consider performing your work publicly? Why or why not?

**GRADES**  
**9-12**

**Pre**

- What's the difference between writing for personal reflection vs. writing for performance?
- How can storytelling be a form of empowerment or activism?
- What's something you've always wanted to write about but haven't yet?

**During**

- How did JustJamaal help you reframe the idea of "voice" as a writer?
- What techniques did you use to make your writing more powerful out loud?
- How did audience presence (even if just peers) change how you delivered your piece?

**Post**

- What would you change or refine in your piece if you were to publish or perform it again?
- What kind of public platforms could you explore to share your writing or spoken word?
- How can creative writing and performance help you process personal or social challenges?

# LITERARY ARTS OVERVIEW

Literary Arts education consists of storytelling, poetry, and creative writing and is foundational to developing literate, reflective, and critically engaged members of society. By engaging with diverse stories, students gain insight into complex perspectives and histories, fostering inclusion and emotional resilience. Writing and sharing stories also supports mental health and builds a sense of community and belonging.

**The creative and critical analysis process** guide students in imagining, crafting, and reflecting on literary work. These frameworks align with MASC's core values and, when paired with artist-led sessions, empower students to become thoughtful creators and engaged learners.

Literary arts naturally support cross-curricular learning. In social studies, students explore historical context through narrative; in science they use writing to explain concepts. These interdisciplinary links help students see knowledge as interconnected and relevant to real-world applications.



# APPENDIX

## Vocabulary bank/glossary:

- **Spoken Word:** A style of poetry meant to be performed out loud using rhythm, emotion, and expression.
- **Page to Stage:** The process of turning your written work into a performance piece.
- **Voice (Writing):** Your unique style, perspective, and tone as a writer.
- **Stage Presence:** The confidence, energy, and awareness you bring when performing for an audience.
- **Expression:** Sharing thoughts or feelings through writing, movement, or speech.
- **Imagery:** Descriptive language that helps your audience imagine sights, sounds, or feelings.
- **Rhythm:** The beat or flow of your writing, especially important in poetry and spoken word.
- **Performance Writing:** Creating work designed not just to be read but heard and experienced by others.
- **Poetic Devices:** Tools like repetition, rhyme, metaphor, or simile used to enhance poetry.
- **Narrative:** A story or sequence of events, real or imagined.

# Student Health and Well-Being

## How did today's activity make you feel (body and mind)?

- Choose a colour to describe that feeling. Use one word to describe how your energy changed after the activity.

## Mini-Activity: Feelings Freeze Frame (Tableau)

- Ask students to create a freeze-frame (tableau) that shows how they're feeling right after the activity.
- Then, they can:
  - Share it with a partner or small group
  - Draw their freeze-frame in a journal
  - Write or talk about what made them feel that way

## Additional Resources

- Assessment Guide
- Cultural Protocol/Sensitivity Guide
- Evaluation Document
- Resource Database for Further Learning