

STUDY GUIDE

DISCIPLINE:
LITERARY ARTS

ARTIST:
MEHDI CAYENNE



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:

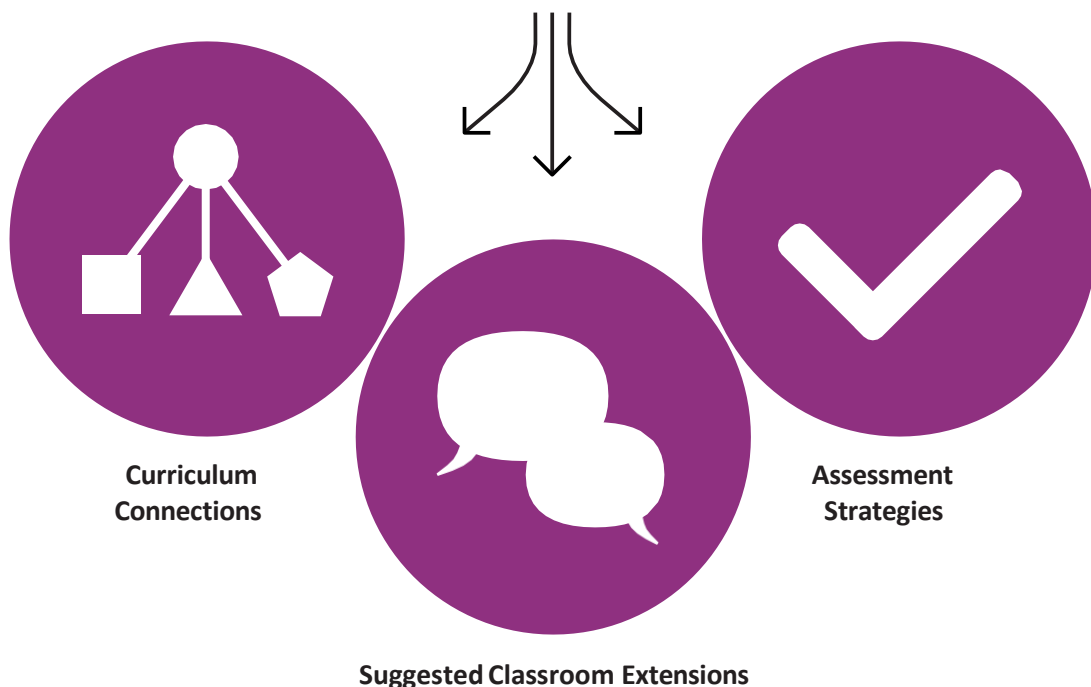


TABLE OF CONTENTS

STUDY GUIDE: LITERARY ARTS.....4

 Program Overview 4

 Curriculum Connections 5

 Extend the Learning (Discussion Prompts)..... 6

LITERARY ARTS OVERVIEW.....8

APPENDIX.....9

 Vocabulary bank/glossary:..... 9

 Student Health and Well-Being 10

 Additional Resources 10

STUDY GUIDE: LITERARY ARTS

A POETRY SLAM

Program Overview

Artist Name: Mehdi Cayenne

Artist Bio: Mehdi Cayenne is a Francophone singer-songwriter, poet, and actor known for his eclectic, minimalist style. With four albums and over 10 years of teaching writing workshops at MASC, he has performed across Canada and internationally, including France, Belgium, and Russia. Charismatic and energetic, Mehdi has won several awards and captivates audiences with his edgy performances.

Program Description: A friendly and competitive performance poetry show; a magical opportunity for free thought and free speech. Students express and impress themselves as they write their own poems individually or in groups, which they present at the end of the workshop.

Artistic Discipline: Literary Arts, Music

Recommended Grade Levels: 7 – 12

Session Logistics: In person or online

Cultural Context: Culturally Diverse, Francophone, Men+, Person of Colour

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



A POETRY SLAM

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Writing and performing original spoken word poetry.
 - Using voice, rhythm, and movement to communicate emotion and meaning.
- Strand B – Reflecting, Responding and Analyzing
 - Listening actively to peer performances and providing constructive feedback.
 - Recognizing how tone, pacing, and emphasis influence audience understanding.
 - Analyzing how language choice shapes the message and emotional tone.
- Strand C: Exploring Forms and Cultural Contexts
 - Understanding the history and cultural significance of poetry slams.
 - Exploring spoken word as a form of social commentary and self-expression.
 - Connecting poetry performance to traditions of oral storytelling across cultures.

A POETRY SLAM

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
7-8

Pre

- How can poetry be used to share personal experiences or speak about social issues?
- What makes a slam poem powerful?

During

- How does the poet combine language, movement, and voice to make an impact?
- What poetic devices do you notice?

Post

- How did the performance influence your understanding of the poem?
- How could you apply these techniques to your own writing?

GRADES
9-12

Pre

- What role do poetry slams play in contemporary culture?
- How do performance and written text interact in slam poetry?

During

- How does the poet's use of metaphor, pacing, and audience engagement strengthen their message?
- How do they establish their voice?

Post

- How does live performance change the meaning or impact of a poem compared to reading it?
- How might you adapt your own work for a slam setting?

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:

- **Poetry slam:** A live competition where poets perform original work.
- **Spoken word:** Poetry written to be performed aloud.
- **Stanza:** A group of lines in a poem.
- **Verse:** A single line or section of a poem.
- **Metaphor:** A comparison that says one thing is another to create imagery.
- **Simile:** A comparison using “like” or “as.”
- **Imagery:** Descriptive language that appeals to the senses.
- **Cadence:** The rhythm and flow of spoken words.
- **Projection:** Speaking loudly and clearly so the audience can hear.
- **Emphasis:** Stressing certain words for impact.
- **Pacing:** The speed at which words are delivered.
- **Gesture:** Using body movement to express meaning.

Student Health and Well-Being

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

- Choose a color 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