

My Adidas

Letting your Shoes Tell your Story

Created by Northern Nevada Writing Project Consultant Rob Stone



Inspired by Run D.M.C.

Wherever you go in life, you can't go anywhere without your feet, so why not give your mouth a break and let your shoes tell your story? After listening to Run D.M.C.'s classic, *My Adidas*, students will think about everywhere their shoes have taken them and the story they have to tell. Using literary devices such as personification, point of view, repetition and rhyme scheme, students will creatively and vividly describe their life and experiences from the perspective of their shoes.

things in their possession that could help tell that story. For example, their eyes have seen the world, their ears have heard it and their feet have carried them through the world.

Since this lesson will have them practice personification, ask them to take it one step deeper and find other things that have been with them for all or parts of the journey. Some examples might include; their cell phone which has recorded interactions and relationships, their iPod which has provided the soundtrack to their life, backpacks, diaries or something symbolic like a “mask” that hides their true thoughts/feelings...or things they have worn like glasses/contacts(sunglasses), or SHOES!

Step one...sharing the song and other inspiring media: Share the song *My Adidas* by Run D.M.C in which they tell their story through the journeys of their sneakers. Students should listen and follow along with the lyrics. This song is light-hearted and fun, so as students listen, they should be thinking about whether they want to model that tone or tell a more serious story.

When they have heard the song, have a brief discussion about what they liked and found effective about this format. Obviously the song is a bit humorous, but a critical eye can see some deeper stories or truths embedded within. Have them fill out the first half of the **graphic organizer**, which has them interact with the song.

Step two...introducing student models of writing: In small groups, have your students read and respond to any or all of the student models that come with this lesson. The groups will certainly talk about the **idea development**, since it's the focus of the lesson, but you might prompt your students to talk about each model's **organization** as well.

Step three...thinking, talking, and pre-writing: The second half of the graphic organizer guides students through some thinking and pre-writing. Students can write from the perspective of any possession.

Facilitate their work and remind them of the traits of idea development and organization which will drive their final product. When they have finished the graphic organizer, they are ready to carry their poem idea through the rest of the writing process.

Students can write about the perspective of their character using a variety of formats. Browse the interactive button” on the **student instructions page** and see if there are any formats that you might recommend for your students.

To promote deeper thinking about the trait of idea development as they write, you might have your students use the **idea development drafting sheet**, which requires them to think specifically about idea development qualities before, during, and after writing. **Step six (publishing for the portfolio):** When they are finished revising and have second drafts, invite your students to come back to this piece once more during an upcoming writer's workshop block. Their stories might become a longer story, a more detailed piece, or the beginning of a series of pieces about the story they started here. Students will probably enjoy creating an illustration for this story as they get ready to publish it for their portfolios.

Step four (revising with specific trait language): To promote response and revision to rough draft writing, attach WritingFix's Revision and Response Post-Its to your students' drafts. Make sure the students **rank** their use of the trait-specific skills on the Post-Its, which means they'll only have one "1" and one "5."

Step five (editing for conventions): After students apply their revision ideas to their drafts and re-write neatly, require them to find an editor. If you've established a "Community of Editors" among your students, have each student exchange his/her paper with multiple peers. With yellow high-lighters in hand, each peer reads for and highlights suspected errors for just one item from the **Editing Post-it**.

Student Writer Instructions:

Listen to *My Adidas* by Run D.M.C. and notice how they tell their story through the perspective of their shoes which have had their own simultaneous journey.

This song shows a creative ways to tell your own story. As you listen, think about what parts of the song are effective in terms of **idea development**. What were the unique details and vivid imagery that conveyed the message clearly? How might you model that by letting your shoes, cell phone or eyes tell your story?

Also notice the **organization**. Did you like the opening and closing lines? Did you like the repetition and chorus as a way to tie the song together and remind the listener of the message?

After filling out the graphic organizer which asks you to interact with the song and then brainstorm how you might model it to tell your own story, carry your idea through the process.

When you are finished, you will have a polished piece that shares some of your life's experiences through a unique perspective.

"My Adidas" by RUN DMC

My Adidas
walked through concert doors
and roamed all over coliseum floors
I stepped on stage, at Live Aid
All the people gave and the poor got paid
And out of speakers I did speak
I wore my sneakers but I'm not a sneak
My Adidas cuts the sand of a foreign land
with mic in hand I cold took command
my Adidas and me, close as can be
we make a mean team, my Adidas and me
we get around together, rhyme forever
and we won't be mad when worn in bad weather
My Adidas..
My Adidas..
My Adidas

standin on 2 Fifth St.
funky fresh and yes cold on my feet
with no shoe string in em, I did not win em
I bought em off the Ave with the black Lee denim
I like to sport em that's why I bought em
a sucker tried to steal em so I caught em and I fought em
and I walk down the street and I bop to the beat
with Lee on my legs and adidas on my feet
and now I just standin here shooting the gif
me and D and my Adidas standing on 2 Fifth
My Adidas..
My Adidas..

Now
me and my Adidas do the illest things
we like to stomp out pimps with diamond rings
we slay all suckers who perpetrate
and lay down law from state to state
we travel on gravel, dirt road or street
I wear my Adidas when I rock the beat
on stage front page every show I go
it's Adidas on my feet high top or low
My Adidas..
My Adidas..

Now the Adidas I possess for one man is rare
myself homeboy got 50 pair
got blue and black cause I like to chill
and yellow and green when it's time to get ill
got a pair that I wear when I'm playin ball
with the heal inside make me 10 feet tall
my Adidas only bring good news
and they are not used as selling shoes
they're black and white, white with black stripe
the ones I like to wear when I rock the mic
on the strength of our famous university
we took the beat from the street and put it on TV
my Adidas are seen on the movie screen
Hollywood knows we're good if you know what I mean
we started in the alley, now we chill in Cali
and I won't trade my Adidas for no beat up Bally's
My Adidas..