

SOLUTION KEY

– #instapoetry –

A1

Solution 2¹:**What kind of (overall) genre are we dealing with?**

- literary genre: poetry → specific: instapoetry

Are there other related genres or sub-genres?

- variety of literary genres of which Instapoetry is one digital format; other related formats published on Instagram: fan fiction, spoken word poetry, 'bookgram'

Where does this text/genre appear? In which medium?

- first published online on the Instagram App (sometimes also Twitter); a lot of instapoems are published later in e.g., a poetry collection → access to the platform/app via smartphone/laptop/tablet

In what context? What topics is the text/genre involved with?

- the context depends on the author but mostly the poems should show potential for identification, be accessible and relatable for the majority of the audience, reflect socially relevant and/or current topics and issues
- the topics, as mentioned before, display a huge variety of thematic fields, they can be broadly allocated to the following categories:
 - LGBTQIA+
 - Feminism
 - minority, cultural aspects, BLM
 - family, unity
 - depression, anxiety, insecurity, struggle, pain/sorrow
 - hope, love, happiness, freedom, passion, reality
- Rupi Kaur assigns her poems into thematic categories, which she calls:
 - wilting, falling, rooting, rising, blooming
 - the hurting, the loving, the breaking, the healing

Who creates the text/genre? What are the circumstances of the creation (e.g., place, type of device, alone/in teams)?

- although there are authors who achieved a certain status as 'famous Instapoets' (cf. list in task 1) from a purely definitional point of view everyone who publishes on the platform according to the conventions can be considered a creator of the genre and therefore an Instapoet
- the texts can be created anywhere at anytime

¹The list is in no way exhaustive and can be supplemented.

- usually on a digital device (smartphone, laptop, computer) but some authors also use pen and paper. The texts are always published digitally and therefore depend on a digital device to be read
- usually authors write on their own; sometimes there are writing workshops or exchanges to gather information; some poems are co-authored

Who is the audience? What are the circumstances of consumption (e.g., place, time, duration)?

- anyone who uses the Instagram App ('news feed'), especially the followers of the authors; usually readers scroll through their feed and scan the content
- if the authors use a public profile the texts are freely accessible on the internet for anyone, even without an Instagram profile
- the readers can access the texts anywhere and anytime (as long as they have a mobile device and access to the internet)

What is the purpose of the text/genre?

- 'shareable' and 'likeable'; should be memorable and stick out in the feed
- artistically appealing, easy, and nice to read
- inspirational, emotional engagement, opportunity for identification and moral support for the audience

Does the text have a central idea/theme?

- yes, most of the poems have a central theme or a message they want to convey
- the central idea is often linked or displayed in the caption

What may the reader's interests be?

- accessibility, identification, affordable, vulnerability, creativity, combination of words and illustrations, community/linked-minded people, thematic focus

How is the text structured (including visual or audio text)? What are its parts, how is it organised?

- always the same basic format: one image/video/audio field and one associated text field
- the text field allows a maximum of 2200 characters and a maximum of 30 hashtags; emojis can be used to accompany the plain text
- most authors combine a visual and their poem into an image; they often add a caption at the end of the image or in the text field
- Some authors, like Rupi Kaur, use consistent optics (font, font size, colour scheme) and a certain constellation (text, accompanied by an illustration, a linked caption, a signature)
- most authors publish the poems with their name, signature, or initials next to it

What is the tone of the text? What kind of language does it use (colloquial, informal/casual, formal, intimate)? What are typical chunks or word fields?

- more intimate and informal/casual, sometimes also colloquial
- it can sometimes appear formal due to the special choice of words which are most likely very melodious and euphonious



- often figurative and sensual language; make the poem seem vivid and interesting; evoke feelings/help to identify with the feelings being addressed; still most Instapoems are straightforward and have a literal meaning
- some words seem exaggerated or extreme

Are there typical features, such as stylistic devices, figurative language, stanzas/enjambment, punctuation?

- enjambments/line breaks, as well as similes, metaphors, and symbolism
- isocolon/tricolon, antithesis as well as parallelism (c.f. Rupi Kaur: “if you are not enough for yourself you will never be enough for someone else”)
- pun (e.g., Rupi Kaur ‘*women of colour*’)
- due to the length, only few, most likely one stylistic device (if there is one at all)
- Rupi Kaur always uses lower case and the period as the only punctuation mark

Does the text have a specific sound and rhythm?

- Often melodic or memorable, use of word plays and figurative language/embellished style of speech
- In general, the texts/poems do not have a fixed rhythm or rhyme scheme

A2

Solution 1 (cf. also A2.1 ‘Language support sheet’):

- a. The illustration by Rupi Kaur published on her Instagram account presents a scene in the mountains. The illustration consists of a single element that shows a person standing on the top of a mountain looking at the sun which is half covered by the mountain landscape. In the foreground the person, a black figure, is standing on top of the mountain, hand over their eyes as if overlooking everything in front of them. Behind the person there is a large backpack. In the centre on the right and left side are smaller mountains that collectively form a vast mountain landscape. In the background a big sun is half visible as it is either rising or falling.

The illustration is black and white and although a sun is depicted it looks rather cool and pure. As only the person is coloured black the illustration has a light and calm look. The lines are thin and consistent although more curved than perfectly straight. Some lines are overpainted/overdrawn which gives the illustrations a self-crafted, free-handed look. Because most of the landscape are similar looking mountains the illustration can be described as balanced and harmonious concerning the principles and the overall composition. Although not realistic and detailed, small simple details (e.g., the hand, the backpack, the curves on the mountain in the foreground) give the illustration a rather simplistic but clear and straightforward look. The mood the elements convey are rather positive. The atmosphere depicted looks peaceful and impressive.

- b. freedom, effort, beginning, end....

Solution 2:

- a. A legacy is something which is left to a person after someone died. In the classical sense this is often money or property. In relation to the illustration the word legacy might be used in a wider context, including what kind of world we as people leave to our descendants.
- b. responsibility, future, challenge, world community...

Solution 3:

- a. The poem is about the urge of the protagonist to contribute to the achievements of her many female ancestors whose sacrifices have allowed her to live the life she is living now and what might allow her descendants to live an even better life.
- b. The caption serves as a categorization of the content and gives the poem a thematic focus. Together with the illustration it helps the reader to visualize and imagine what is described in the text. Of course, the protagonist is not literally standing on the sacrifices of its ancestors, but the mountains represent these sacrifices. That the mountains are huge and massive might be because “a million women” constituted to this legacy that now allows the protagonist to stand on the top and look out. The hand gesture of the black figure indicates the goal, to “see farther”. The caption especially suites the composition of the poem in “women before me” and “women after me”, indicating a true and long-lasting legacy the protagonist wishes to be part of.

A3

Solution 1: Individual answers, may include:

- appealing content or visualisation, identification, accessibility...

Solution 2:

The analysis is slightly different for all poems (concerning content and language) but should ultimately contain the common features (or aspects that can be linked to the features) listed below. However, it should be noted that a special feature of Kaur's poems is the consistent use of lower case letters and the sole use of full stops as punctuation. She always uses the same font and black letters on white background. The author claims this style reflects her world view of equality and is a reference to her own mother tongue Punjabi (which is written in Gurmukhi script). A stylistic device almost always used is line break. Moreover, in her poems usually a first-person speaker relates her own emotions, experiences and thoughts which creates a kind of “confession poetry” which is the reason for its relatability. All the visual artworks are unique drawings by the author herself which are connected to her poems as they further visualize, describe, or represent the situations and themes addressed in the poems giving it a sense of originality.



The following list of common features comprise the most important characteristics of Instapoetry:

- minimalistic, short and app appropriate
- 'shareable' and 'likeable'
- relatable (e.g., personal/autobiographical elements or universal issues)
- simple and accessible
- straightforward and unambiguous
- use (display) appropriate spelling
- illustration, captions, and/or hashtags should foster the process of reception
- visualization (e.g., illustrations) as eye-catcher and complementation of the poem's message
- no actual titles: use short captions or keywords below the poem to sum it up/give it additional meaning/make a point/make it easier to be shared (cf. hashtag)

Solution 4: Individual answers, may include:

- appealing content or visualisation cf. eye-catcher, simplicity, and accessibility, straightforward and unambiguous
- identification: relatable (e.g., personal/autobiographical elements or universal issues)

A7

Solution 1: Individual answers, may include:

- the poet is standing in the middle of the stage, dressed nicely
- moves carefully, sweeping movements, open and friendly posture/attitude
- speaks freely (although carrying the book); waits for applause; makes intended pauses
- soft and melodic voice, closes eyes and seems to feel her words
- makes connection with audience through pointing at them; interacts
- thanks audience

Solution 2:

The poem is about the realization of the person speaking as "I" that women are often complimented on their outer appearance and visual attributes when (regardless of their beauty) they should firstly be complimented for features such as strength, intelligence, resilience. The author notes that she had done the same to other women but from now on wishes to change that to attribute the full qualities of a woman that extend her beauty.



Solution 3:**How can the performance be related to the text?**

- emphasis on word such as “pretty, intelligent, brave” e.g., to meet the content of the poem
- pointing towards the audience when saying “you are...”
- reading from her perspective; she takes the position of the protagonist

How does Kaur interact with her audience?

- eye contact/looks through the crowd, gesture, and mimic suiting her words
- addresses the audience
- pauses, waits for reaction and applause

How does Kaur behave/move on stage?

- confident, speaks freely
- moves carefully, sweeping movements, closes eyes
- open body language; smiling
- uses one hand to reinforce what she says (e.g., “not because I don’t think you are pretty” → wiping away hand motion)

What can you note about her language/the way she speaks?

- speaks slowly and pronounces every single word clearly; puts an emphasis on words through intonation and volume (e.g., “crushed mountains”)
- she creates a rhythm through her citation of the poem

What else is special about the performance?

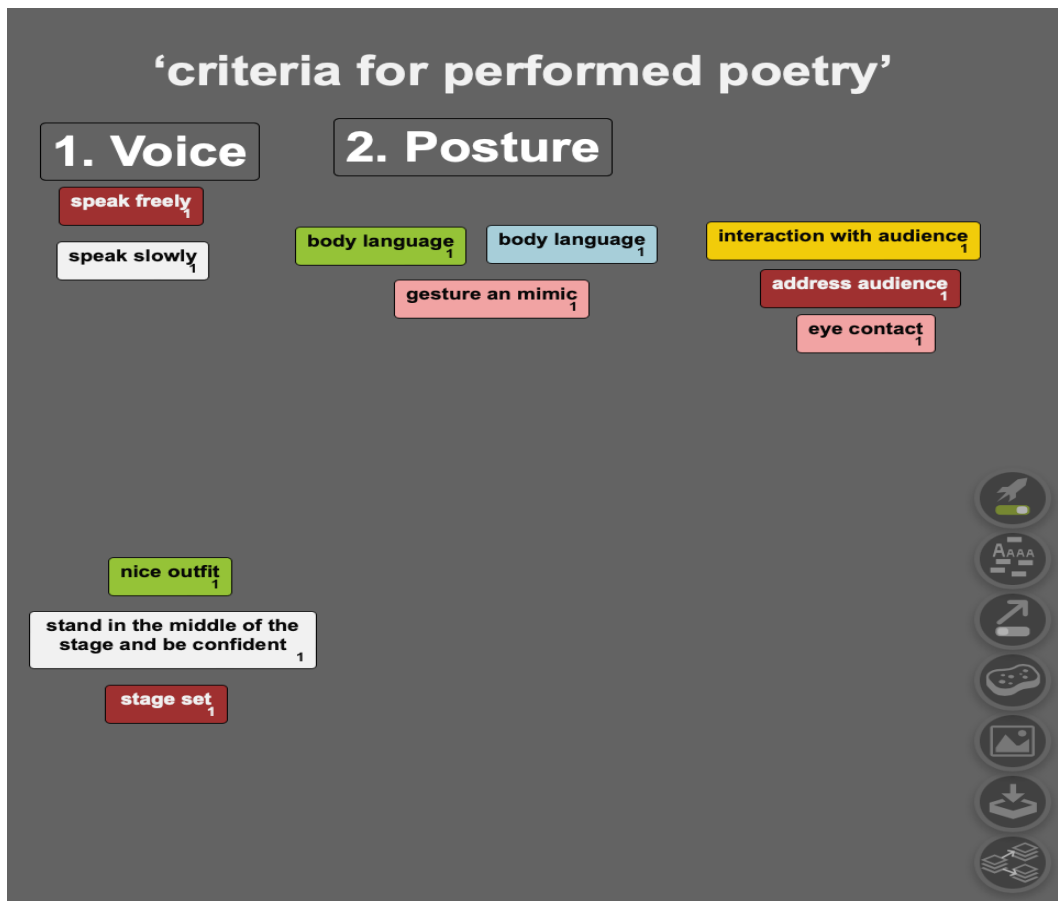
- she is in the spotlight, alone on stage
- the camera only shows selected aspects; view of the audience (we cannot see the performer’s view)
- smooth, yellow lightning → wears a beige gown with a crown and jewellery that suit the stage arrangement (one piece of art)
- caption of the video: “dedicated this one to the audience before i read it” shows her goal of the performance

Solution 4, ‘criteria for performed poetry’:

- perform confidently and speak freely
- create your own rhythm: speak slowly and clearly
- use your voice to stress or put emphasis on important words through volume, intonation or pause
- keep eye-contact with your audience and make them feel part of the experience; if they react to your words, allow that, and shortly pause your recitation; you may interact if that suits your message
- use your body language: gestures and facial expressions are an important part of your performance and should reinforce your words
- create an appropriate setting that suits your poem (e.g., through stage arrangement, outfit, positioning on the stage)



The figure shows a re-enacted, potential panel painting on *Oncoo* during the discussion of the students' findings. The teacher might add headings or ask the students to suggest suitable headings to collect and summarise the different contributions. The different colours indicate the different group contributions:



Solution 5:

This task asks for creative and unconventional products and apart from the criteria listed in 4. there should not be any restrictions. The time is limited by the shortness of the poem. The links given in the worksheet can be seen as potential results, although the quality may vary depending on the students' ability to produce and present the digital material (cf. MBWK, 2018, S. 13-14).

A8

Solution 1:

- the poems and the parody poems share their visual appearance/have a high resemblance:
 - same font
 - same layout/page division
 - similar styled illustrations
 - short texts written in lower case letters
 - similar title of the book
- what distinguishes them are content (!) and author
 - texts are taken from six-second looping videos of the no longer existing app *Vine* (video portal) that once went viral and are therefore known by a huge audience
 - Emily Beck and Adam Gasiewski (first-year students at Temple University in Philadelphia when they self-published their book on Amazon)
- reasons:
 - anyone can craft such 'poems' (even first year students)
 - visual and text type do not constitute a good poem
 - instapoems and the parody poems equally don't transfer meaningful content
 - the parody poems don't give credit to the creative work of the authors of the vine videos and equally many Instapoets copy and mimic their colleagues' instapoems
 - if anyone can just publish something on Amazon and call it 'poetry' the genre loses its value and prestige

Solution 2, which is also the basis for task 3²:

Arguments	Supporters	Critiques
Access	Democratic nature <ul style="list-style-type: none"> not 'gate keeper' or monopoly: anyone can publish under the same conditions place for especially female empowerment more diversity (LGBTQIA+, minorities) inclusive: anyone can get free access to read the poems feedback culture (comments) that helps to improve one's own writing 	<ul style="list-style-type: none"> loss of quality in the genre; no supervisory authority → Instapoets avoid critical evaluations plagiarism and easy to copy feedback culture can easily lead into hate comments and social hostilities
Originality	<ul style="list-style-type: none"> every poet uses a distinct style of writing (within common features) that make the poems unique pieces of art 	<ul style="list-style-type: none"> poets become 'brands' only for financial aspects
Contemporary	<ul style="list-style-type: none"> modern take on poetry and traditional poetic principals that appeal especially to a younger audience 	<ul style="list-style-type: none"> only because it is in a digital format doesn't make it modern/contemporary or suited for academic purposes
Selling	<ul style="list-style-type: none"> record high poetry readership (who don't have to pay for reading the poems online) many Instapoets released their books which became no.1 bestsellers critics only envy the success and popularity 	<ul style="list-style-type: none"> commercial aspects are put before creative/artistic aspects famous poets become even more famous whereas poetry published by new authors is often overseen (algorithm) capitalist approach to poetry
Straightforward and unambiguous	<ul style="list-style-type: none"> easily understandable, to the point, still leaves room for interpretation 	<ul style="list-style-type: none"> lacks multiplicity of interpretations lacks meaningful content; only written to attract followers
Simplicity	<ul style="list-style-type: none"> appeal to a wide audience anyone can read and understand it 	<ul style="list-style-type: none"> not everyone has to 'understand' poetry immediately (not in the nature of poetry)
Inspirational	<ul style="list-style-type: none"> gives opportunities for identification and inspiration helps people to overcome trauma and anxiety 	<ul style="list-style-type: none"> similar to inspirational quotes and not poetry no proper platform for addressing depression and anxiety (can trigger readers)

² The table is in no way exhaustive and can be supplemented.

B1

Solution 1:

- A girl (Sophie) does her morning routine (washing, brushing her teeth, make-up etc.) after which she lies in bed again and takes a selfie which she posts using the hashtag #wokeuplikethis (which is also on her t-shirt)
- A boy (Chris) sitting in a car sees the picture of Sophie online, likes it and leaves the car with a helmet in his hand. He takes a selfie wearing the helmet and dressed in a grey sports suit and posts it with the caption “30km bike ride done”
- A girl (Becky) sees Chris’ posts and starts cleaning up and organising part of her desk which she also photographs to post the picture online with the hashtags #cleardeskclearmind and #officemotivation although the rest of her desk is messy and unorganised (which you cannot see on the photo)
- A boy (James) likes Becky’s post and takes a picture of a healthy and trendy green smoothie/juice he just bought. After taking just one sip of the unappetising drink he immediately puts it into the bin and posts the picture of the smoothie with the caption “super healthy breakfast” and hashtags like #tastesbetterthanitlooks
- A boy (Michael) likes James’ post and starts taking many photos from different outfits/perspectives. He uses different filters before posting the picture with the hashtags #effortlessselfie and #oneshotwonder
- A group of friends sits together at a table in a restaurant, and everyone is on their phone scrolling through their feed (phubbing) and merely interacting. While a waitress is clearing the table, they ask her to take a picture. A girl (Annie) posts the group picture with the caption “Love spending quality time with these guys” and the hashtag #goodtimes.
- A boy (Jack) saw Annie’s post and left the couch to put on a dramatic make-up, a wig, and high heels. He took a photo which he posted online from an account called “Lydia” with the caption “big night ahead” indicating to go out partying. After the post went online, he continually checked the likes and comments and started to take off his make-up again showing no intention of leaving the house
- A girl (Sophie) comes home to a boy sitting on the couch watching something on television while scrolling through his social media feed on the laptop. She tries to take selfies which apparently annoys him as he pushes her away pointing at the TV and indicating he is watching something. She leaves the room and uploads the first selfie with the words “my man” and #relationshipgoals when in reality she seems miserable until she receives multiple likes

Individual answers, may include:

- I have experienced similar behaviours either with friends or/and myself
- I can/can’t understand the need or wish to only show positive aspects of life online
- I can/can’t understand the need or wish to have a different online personality
- I think the video was exaggerated / I think the video was realistic
- I think the people only interacted that way because they were comparing themselves to others on social media
- I think using social media has infected people’s mental wellbeing and their personal interaction



Solution 2:

- Consume social media, produce content, check feed, like and/or interact with other posts
- Aims/intentions may be:
 - more likes (feeling liked/better)
 - new/more followers → greater audience
 - nice comments and compliments (comfort/encouragement)
 - appear 'better' (e.g., fitter, healthier, more beautiful, relaxed, in a happy relationship/friendship)
 - demonstrate a happy and fulfilled social life
 - overcome insecurities
 - increase in self-confidence
 - overplay reality with which the characters are not satisfied/happy
- Expected reactions may be:
 - like, comment and react to the post in a nice, supporting and encouraging way
 - envy: wish to be included or experience the same
 - feel part of life/being in contact
- "Insta Lie" (verb): an intentionally false representation of real-life on social media.
Examples include:
 1. Tagging an edited and made-up selfie with #IWokeUpLikeThis;
 2. Taking a million selfies before deciding on just one to post as #Effortless" (Ditch the Label, 2020)

Solution 3:

- mental health struggles (anxiety, depression etc.)
- social media addiction
- increase in envy/jealousy
- peer pressure
- increased loneliness
- more lying and pretending; rumour spreading
- more self-doubt, struggle in identity formation
- loss of reality and unrealistic views of other people's life
- exposure to problematic role models

Solution 4:

Task four is a reflection of personal behaviour that will vary for every student which is why no sample solutions are given. The author recommends not comparing the students answers in a class discussion so they are encouraged to answer truthfully when doing the task on their own.



Solution 5:

Task five depends on answers given in 3. and therefore, no definite solutions can be given although it can be expected that there are similarities to the scenes depicted in the video.

Students will most definitely have used a social media account before, even though some will only have used it passively. According to findings of the JIM-Study 2021 (cf. MFS, 2021) the younger the student the more likely they use social media such as TikTok. Older students might also use Facebook. What's App, Instagram and Snapchat are used throughout the age range from 12-19 years of age. Answers may also include Discord, Twitter, Telegram, Skype, Signal, Threema and Clubhouse. The active users have potentially used filters before and experienced the wish to receive nice and encouraging comments for the content they have posted. Similar to the characters in the video they are likely to follow their friends and classmates to be updated on their activities and lives. For Instagram users especially they might also follow celebrities or accounts that post content similar to the student's interests (e.g., scientific/news/fashion/sport/comedy accounts).

The task deliberately asks the student to exchange with a trusted peer in order to ensure a safe and secure space to talk about personal and private behaviours that might also be connected to negative habits or feelings. If the teacher considers it is unsuitable for their specific learning group, the task can be skipped or adapted accordingly.

Solution 6:

- Know yourself and don't compare your life to others
- Think twice before sharing content. Maybe you have taken a photo which you only use as a memory or to capture the moment, not everything needs to be shared online.
- If you decide to post something, try to avoid superficial and filtered posts, and align your post with your caption.
It might also be funny and most importantly true to post a picture saying "I didn't wake up like this #styled" or "Next time I'll drink hot chocolate again #nogreenjuice"
- Take regular breaks from social media or set times for social media use (e.g., through the setting in the app/your phone, or don't use the phone before 10 am. and after 6 pm.)
- Spend equal time with both your analogue 'digital friends'
- Be aware of the reasons for your media usage and don't overshare personal information online
- Try to ask yourself what your content might evoke in someone else and act accordingly responsible
- Set your profile settings to private so you don't feel under pressure to post something special



Solution 7:

Instagram or *Zeob* can be used to design the posts for the homework. The following figure could also be used as a template for Instagram posts to insert photos (the grey text boxes can be edited):



B2

Solution 1:

- Instagram account of the user maax_muster16
- public account, 95 followers and 122 following
- description gives the following information: place of residence (Kiel), occupation (student), age (16), pronouns (he/him)
- short description indicates the user is a football fan and enjoys partying
- a total of five posts of which we can see three

Solution 2 combined with Solution 3:**Profile:**

- indication of personal information (age, place of residence, clear/full name) is dangerous in terms of data protection and security (e.g., name and age could be used by third parties to register somewhere online)
- profile description “party addict 🍷” is problematic because anyone can read it and it doesn’t make a particularly good impression
- public accounts have no data protection and security at all; anyone can easily screenshot or copy postings, comments or other information given in the profile which will never again vanish from the internet

Postings:

- indication of location (such information may be used to find out more about the user (stalking))
- indication of personal information of third parties (e.g., the teacher’s name, classmates, and school name) violates personal rights and can result in legal consequences
- problematic hashtags and comments (e.g., #gettingwasted indicating excessive consume of alcohol, #pot/#smoking indicating substance abuse or #schoolsucks might create a bad impression with prospective employers)
- violation of image rights of third parties (people photographed are not made unrecognizable or have been asked for permission)
- name tag: tagging another profile i.e., the profile of this user can be accessed directly from this marker. Other users should only be tagged if they have been asked beforehand and agreed.
- (public) attempts of cyber bullying and insults (#bootlicker and #teacherspet to insult a classmate as well as “all against one”) can cause serious damage to the health of anyone affected and can be prosecuted with legal consequences for the bullies but also attending parties that didn’t help)
- content of the postings (party photos, smoking with sixteen): some of the images should not be publicly accessible and should also be avoided on a private account (still 95 followers)



Solution 4:

- Always stick to the EU data protection and copyright law and respect personal rights and image copyright when using and posting content on social media.
- If you haven't done so, adjust your profile settings to private.
- Don't share personal information online (e.g., full name, address, phone number, school relevant data) and keep your password private. Remember, data security is also about your private life.
- Take threats of cyberbullying, harmful content, and trigger warnings seriously. Report, block and unfollow profiles that show such harmful or bad behaviour and talk with an adult.
- Do as you would be done by! Adhere to the netiquette and always be respectful and positive.
- You are responsible for your own content but also for any content that others leave on your profile. Remember to run your account accordingly.
- If you see anything suspicious, say something and don't "look" away when others need help or support.
- Content check: only share photos, videos, messages that align with the impression you want people to also have of you in real life. Don't share content that is or depicts something illegal and/or might influence your future (e.g., party photos, substance abuse)
- Don't forget that once something is posted it will most likely remain somewhere on the internet.

Solution 5:

- switch profile settings to private
- delete geolocation tags from postings or make them more general (e.g., not Kiel but Germany)
- delete or switch personal information to a more general level (e.g., do not give your age, instead use the symbol/emojicon of your zodiac sign ("♋" for cancer))
- change username; instead of using the full name use for example your nickname, initials or leave out all vowels in your name (mxmstr)
- avoid questionable statements such as "soccer and party addict", instead present the information in a more positive way, e.g., "love spending time with friends" or "huge football fan"
- delete posts and tags that show or link people who haven't given their consent or are not okay with appearing on your profile
- delete comments that display cyber bullying
- do as you would be done by! Stick to the netiquette and always be respectful and positive. Never participate in acts of cyber bullying again and respect people choice and opinion
- report, block and unfollow profiles that show such harmful or bad behaviour. If you know the users make them aware of their wrong behaviour and ask them to not do that again.
- delete posts that display inappropriate or illegal behaviour (underage smoking, substance abuse)

