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A Technologically Enhanced Introduction to Creative Writing – Instructional Unit Plan

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Technologically Enhanced Introduction To Creative Writing: A Unit Plan

EVANGELINE CAMPBELL

ENGLISH EDUCATION & CREATIVE WRITING

Introduction To Creative Writing: A Unit Plan

- 15 Lessons
- Fiction, Nonfiction, Poetry, and Prose
- Drafting, Editing, Revision, and Presentation
- Technology Focused

RESEARCH

Bell, James Scott. *Plot & Structure: Techniques and Exercises for Crafting a Plot That Grips Readers from Start to Finish*. Writers Digest Books, 2004.

Bradbury, Ray. *Zen in the Art of Writing: Releasing the Creative Genius Within You*. Harper Voyager, 2015.

King, Stephen. *On Writing: a Memoir of the Craft*. Scribner, 2000.

Singleton, John, and Mary Luckhurst. *Creative Writing Handbook: Techniques for New Writers*. Palgrave Macmillan, 2001.

Strunk, William B, and E B White. *The Elements of Style*. Outlook Verlag, 2020.

Zarr, Sara. *Courageous Creativity: Advice and Encouragement for the Creative Life*. Beaming Books, 2020.

Zinsser, William. *On Writing Well: An Informal Guide to Writing Nonfiction*. Harper Paperbacks, 2013.

METHODOLOGY

- Connected by writing area
- Connected by writing skills

	Area	Skill
1	Introduction	Story Arc
2	Fiction	Style/Tone/Format
3	Fiction	Characters
4	Fiction	Conflict
5	Fiction	Setting
6	Nonfiction	Development
7	Nonfiction	Dialogue
8	Nonfiction	Editing
9	Nonfiction	Figurative Language
10	Poetry	Imagery/Description
11	Poetry	Emotion/Sensory
12	Poetry	Wording
13	Prose	Feedback
14	Revision	Revision
15	Conclusion	Presentation/Reading

TERMS

Unit Planning

- Appendix

Challenging Students

- Extension
- Modification

Technology –Virtual vs. Traditional

- Adaption
- Enhancement

EACH LESSON

- Guiding questions
- Learning outcomes
- Content standards
 - MT Content Standards
 - NBPTS Standards
- Step-by-Step Instructional Activities
- Technology Adaption/Enhancement

INTRODUCTION TO CREATIVE WRITING

MS. CAMPBELL

LESSON	1	TOPIC	Story Arc
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LEARNING OUTCOMES

- Students can define the climax of a story.
- Students know the three major categories of creative writing.
- Students can identify elements of a story.

GUIDING QUESTIONS

- Where do we see and use creative writing?
- How is a story shaped and made?

CONTENT STANDARDS

(W.9-10.3) Engage and orient the reader by setting out a problem, situation, or observation; establishing one or multiple point(s) of view; introducing a narrator and/or characters; and create a smooth progression of experiences or events. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (Standard VI: Writing and Producing) Accomplished English language arts teachers provide instruction in the processes, skills, and knowledge about writing that their students will need to effectively produce a variety of texts for a range of audiences and purposes.

MATERIALS

- Basic Story Arc Infographic (step 4, Appendix A)
- Blank Story Arc Graphic (step 5, Appendix B)
- Story Arc Graphic Answer Key (step 5, Appendix B)
- Slips of paper -three per student
- Story Arc Graphic Organizer (step 10, Appendix C)

ADAPTIONS

- Google Docs

MODIFICATIONS

- Matching Activity
- Google Jamboard

EXTENSIONS

- Placing followup elements

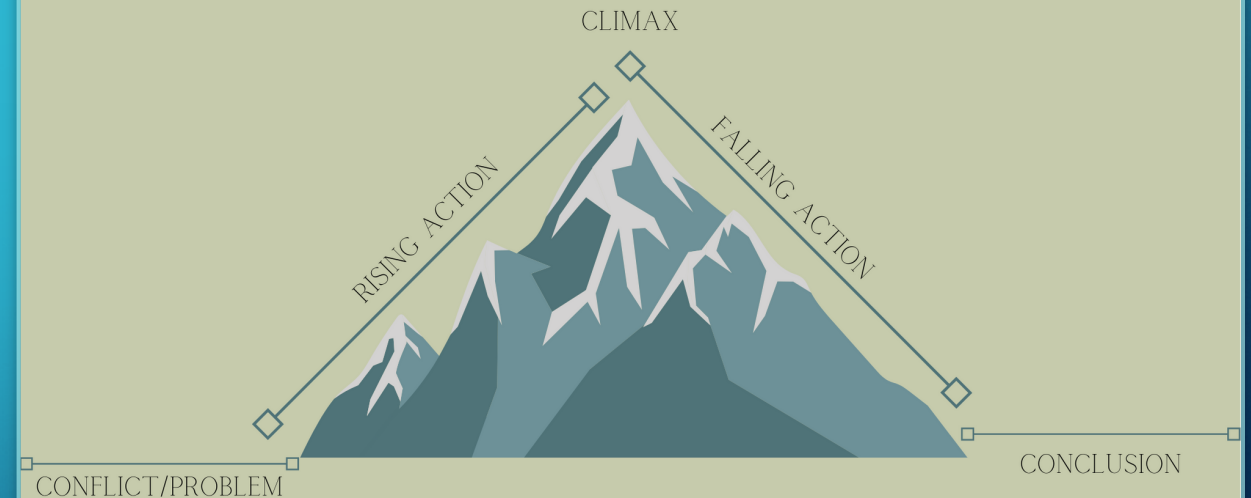
INTRODUCTION TO CREATIVE WRITING

INSTRUCTIONAL ACTIVITIES

Beginning:

1. **Hook-** Ask students to think of their favorite and least favorite book/written work that they've read. Have them silently consider why it is their favorite and least favorite. Ask for volunteers to share out with the class (Teacher should be looking for and noting story arc elements as students responds -not liking a character/portrayal of a character, not liking the problem, liking how a problem was solved, liking the setting, liking the ending, etc.). Ask students rhetorically, "Did how the story was formed impact how much you enjoyed or disliked the text?"
2. Discuss how stories are formed. Where do they come from? What pieces make up a story? Ask the class for important elements of a story, write their responses and ideas on the whiteboard (connecting to earlier notes if applicable).
3. Explain to students that while all creative writing has some sort of story. No matter how big or how small, there is a person or a thing and they are being affected by something. Define different categories of creative writing for students: nonfiction, fiction, poetry, and prose. Ask students what they know about these categories, connect what students already know to new information. Ask students which area of creative writing their favorite/least favorite texts belong to?
4. Tell students you are beginning a unit on Creative Writing and explain why it is relevant and important to their lives and education (the importance of self-expression, the ability to write eloquently, the art of storytelling, adding creativity to other areas of writing will spice it up and bring it to life, all writing is good practice, new writing skills, etc.). Tell students you will first discuss what elements make up a story. Present and explain the elements of a story arc using the Basic Story Arc Infographic. Use an example to make the concept more tangible (a recent book the class has read or a well-known film. Ask for student input as you work through the infographic to decide what parts of the story fall under which area of the infographic.
 - a. Ex. *Monster's Inc.*
 - b. **Conflict/Problem** -Mike and Sully find Boo, a human child, who is seen as a 'danger' to the monster world. She must be returned home.
 - c. **Rising Action** -Sully grows attached to Boo, Mike and Sully are fighting about what to do with the human child, and Mike finds out Randal has a secret plan that is inherently evil.
 - d. **Climax** -Mike and Sully fight Randall, Randall steals Boo, and Mike and Sully are banished.
 - e. **Falling Action** -Mike fights Randall and saves Boo, Sully discovers his boss is scheming and defeats him, and Mike and Sully unite.
 - f. **Conclusion** -Boo is returned to the human world, Mike and Sully become the new faces of the company, and Sully gets to secretly visit Boo in the human world.

STORY ARC



INTRODUCTION TO CREATIVE WRITING

INSTRUCTIONAL ACTIVITIES

5. As a class, fill in the empty boxes on the infographic to correspond with what would be happening in that part of the story.

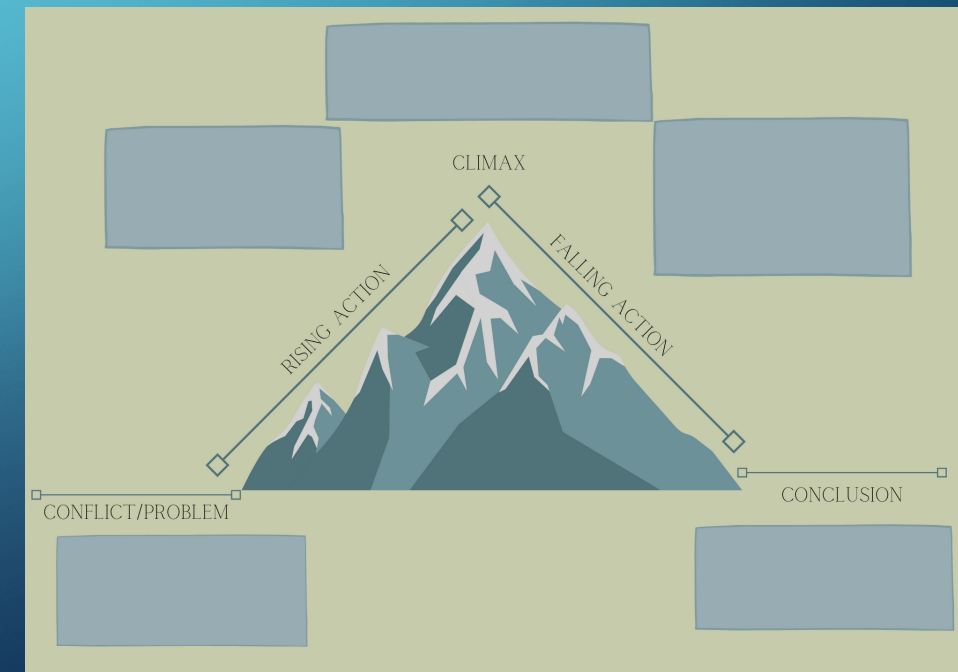
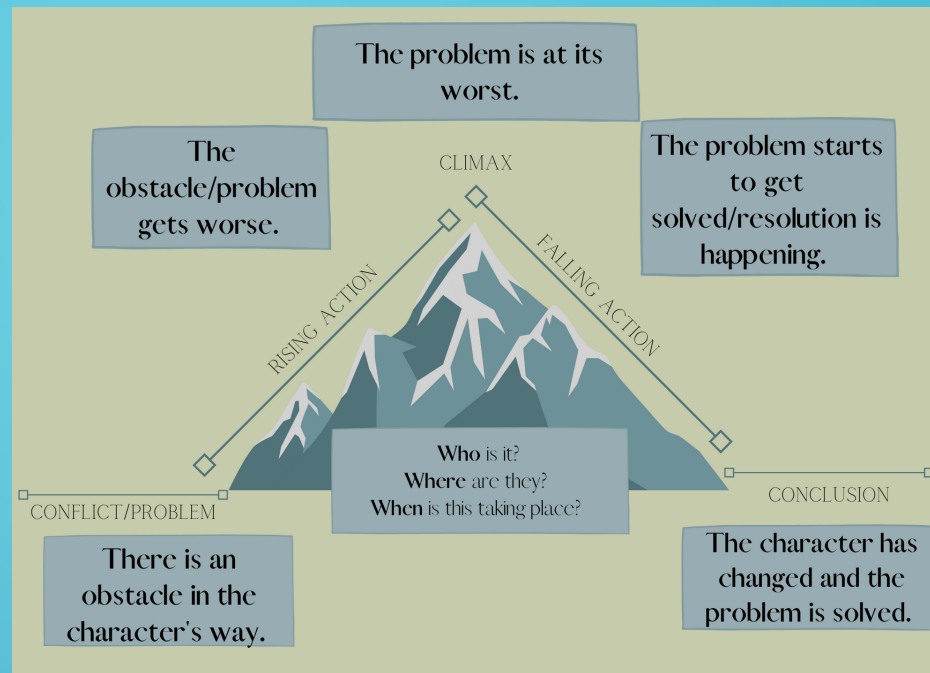
- a. Hook (not included on the blank infographic)
 - i. Who is it? Where are they? When is it happening?
 - ii. First there is a character, doing something, somewhere
- b. Conflict/Problem
 - i. There is a problem.
 - ii. An obstacle gets in the character's way.
- c. Rising Action
 - i. The problem gets worse.
 - ii. Narrative tension occurs.
- d. Climax
 - i. The story culminates to a particular moment.
 - ii. This is when the problem is at its worst.
- e. Falling Action
 - i. The problem starts to get solved.
 - ii. Some sort of resolution is happening.
- f. Conclusion
 - i. The story ends, the problem is solved.
 - ii. The character has changed.

Middle:

6. Give students scraps of paper labeled: Who? Where? & What? Explain to students that they need to create a character, a setting, some sort of obstacle, and some sort of resolution. Be as creative as you can. Emphasize that these things should not be related at all! Each of the slips will go in a different bowl and will be randomly drawn, so their responses should not be connected. For example: Who? An astronaut. Where? On a pirate ship in the Caribbean. What? They have been given a superpower. (If needed, explain that because these slips are drawn at random, one student may draw "an astronaut" and another may draw "on a pirate ship in the Caribbean", therefore, connecting your responses is unnecessary). (If students are struggling to come up with responses, ask them to refer to another text they have read or a movie they have seen for inspiration).

7. Give students time to respond. Students will be filling out these slips of paper anonymously and they will be placed in three different bowls. Students will then randomly select a piece of paper from each of the bowls and fill in their own Story Arc Graphic Organizer.

8. Collect the responses and sort them into three bowls.



INTRODUCTION TO CREATIVE WRITING

INSTRUCTIONAL ACTIVITIES

9. Allow students to choose one slip from each bowl (Teacher can decide to have students redraw if they choose their own response).
 10. Distribute the Story Arc Graphic Organizer. Instruct students to fill out the graphic with the slips they drew. Explain that they only drew three slips, therefore most elements on their infographic are up to their imagination! Have students fill in the rest of the infographic and create Rising Action, Climax, Falling Action, and Conclusion.
 11. If students are struggling, allow them to Think, Pair, Share with a classmate. -Teacher may also choose to have the Story Arc Answer Key displayed for students to refer back to.
- Ending:
12. Reconvene as a class. Ask students what was the easiest and hardest part of the activity? (Teacher, consider if the difficult elements were challenging or if this concept needs to be retaught/some students need an adaption or extension).
 13. If time allows, ask for volunteers to share their graphic organizers with the class.
 14. Ask the class about the three categories of Creative Writing. What category would their infographics fall under? Answer- fiction.
 15. Collect the Graphic Organizers, grading as preferred.

NAME:

What is the culminating moment?

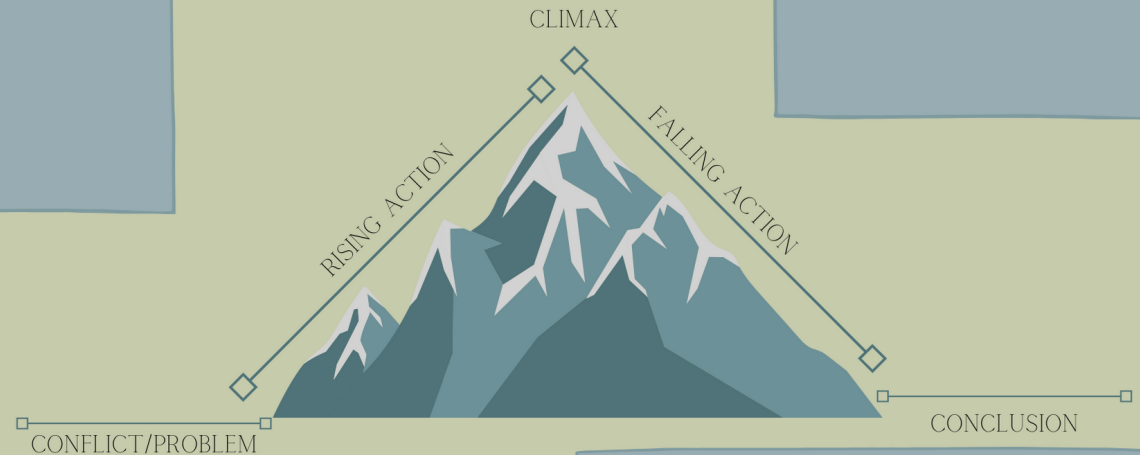
How does the problem start to get solved?

How does the problem get worse?

Who:

Where:

When:



What is the problem?

How is the problem finally solved, and how has the character changed?

INTRODUCTION TO CREATIVE WRITING

TECHNOLOGICAL ADAPTION

(step 6-9)

Rather than having students write on slips of paper and shuffling them in bowls, Teacher can utilize Google Docs. To do so, create a table three columns wide with as many rows as there are students. To share with students so that their response are anonymous, share using a “link anyone can view” (like the link/QR code included below). As a result, students will not have to login to respond and can do so anonymously. The teacher can then alphabetize the table (aka shuffling the items) or number the table and assign each student a different row number for each column in order to “draw” their story elements. Each student will then have a character, setting, and obstacle created anonymously by their classmates that they can use to complete the activity.



<https://docs.google.com/document/d/1l9yfKS0WV0LF9aVWXIY-NhBJj-xlkLaGn361MVAYQCg/edit?usp=sharing>

Story Arc Graphic Organizer -Student Creations

Directions:

Add a short description to each column (they do not have to be in the same row, and they do not have to relate to one another)

[illegible]

INTRODUCTION TO CREATIVE WRITING

MODIFICATION

(step 10/11)

If challenged by creating their own elements of a story arc, a student can apply their knowledge of this concept and be assessed by matching the sequence of a story to the graphic organizer.

Provide student with Cinderella Story Arc Matching handout. Student will number the story elements to match which part of the story it corresponds with.

Answer key: 5, 4, 2, 1, 3

VIRTUAL ADAPTION OF MODIFICATION

In a similar manner, Teacher can utilize Google Jamboard. In this, each of the story elements are sticky notes that can be dragged and dropped on the matching part of the Story Arc. Google Jamboard allows the viewer/student to move all the elements on the page. As a result, the student can shuffle the sticky notes multiple times in order to find the correct sequence. The link and QR code included are anonymous, but an instructor would require the student to log in so that they can refer back to their work for assessment.



<https://jamboard.google.com/d/1P7abyfllaYzMuTFyhXqMJqdx9uxMctXNv0wkwjovlRE/edit?usp=sharing>

EXTENSION

(step 11)

If a student finishes the activity quickly with time to spare, the Teacher can have the decide where the following elements would go on the story arc: narrative tension, relationship building, emotional turmoil. Ask the student to explain their reasoning, consider whether these elements are restricted to one section of the story arc or are applicable to place in more than one area.

Answer key: narrative tension - rising action, relationship building - rising action/climax, emotional turmoil - rising action/climax/falling action.



The prince finds Cinderella and marries her, and the stepmother and stepsisters are jealous.



Cinderella continues working and doing chores but looks fondly back on her time at the ball. Meanwhile, the prince searches the kingdom to find her.



There is a ball at the palace Cinderella is told she can go to if she finishes her chores, but her stepmother is being unreasonable.



Cinderella is unhappy. She is constantly forced to work for her evil stepsisters and stepmother.



After making a wish, Cinderella secretly escapes to the ball, falls in love with a prince who doesn't know who she really is, but must return home by midnight.

Directions:

The story elements (on the left) are shuffled. Number them 1-5 to match the order of a story arc.



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Story Arc
Drag the sticky notes to place the events in the correct spot on the



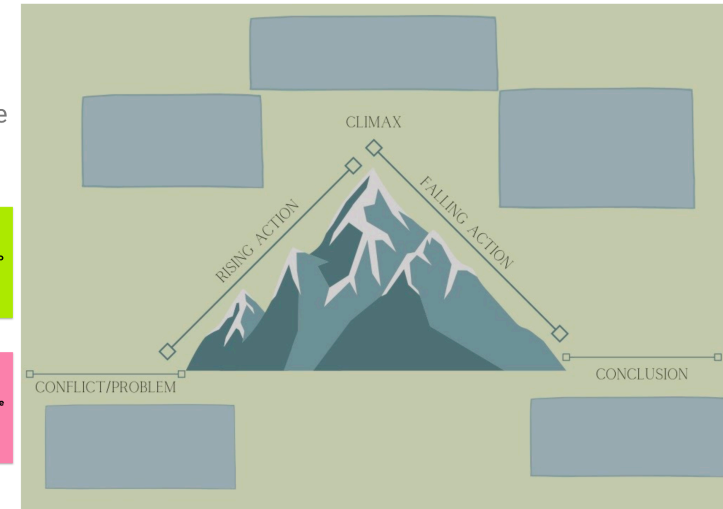
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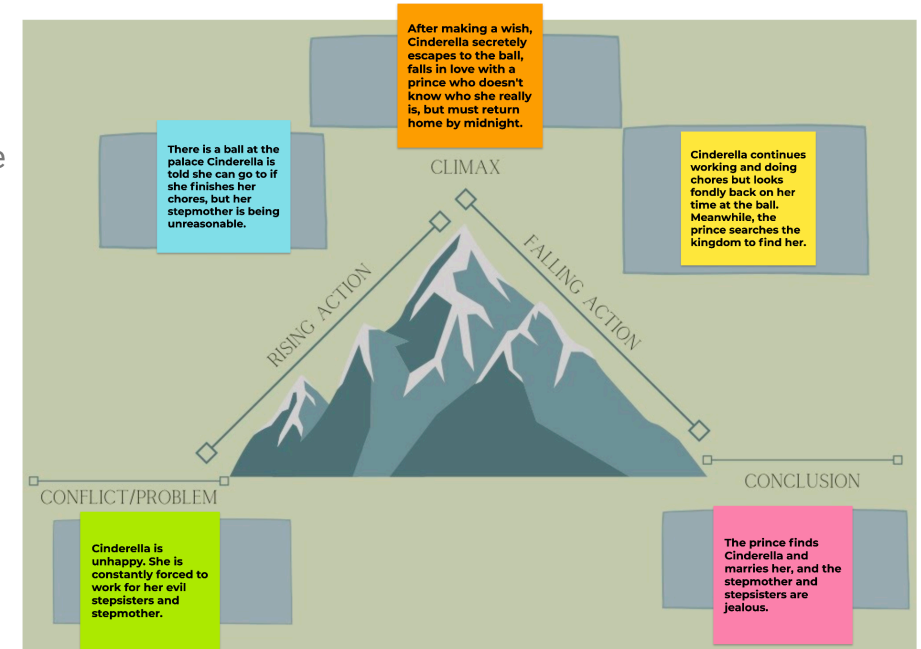
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TECHNOLOGY CONT.

Web Creaza -create cartoons, videos, podcasts, mind maps, and presentations

Digital Storytelling For All Classrooms!

Creaza enables you to easily create amazing cartoons, videos, podcasts, mind maps, and presentations.



Creaza - Creative and Playful Learning

How does it work?

The teacher sets up an assignment

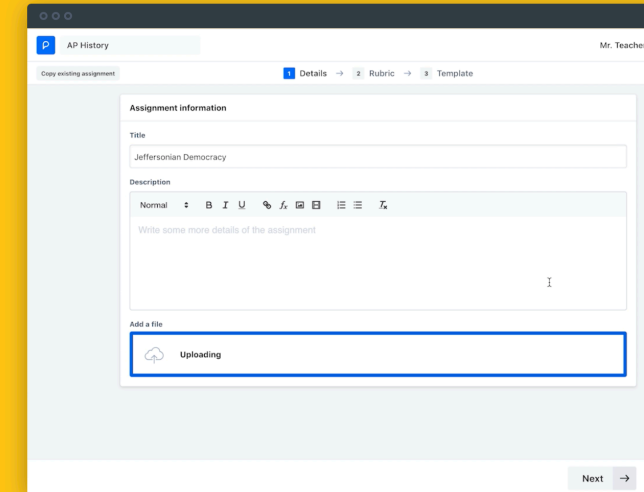
You start by setting up your assignment. You pick a feedback rubric from our library or create your own, select an assignment template and you're ready to get started.

Students submit their work

Students review each other

Students engage with their feedback

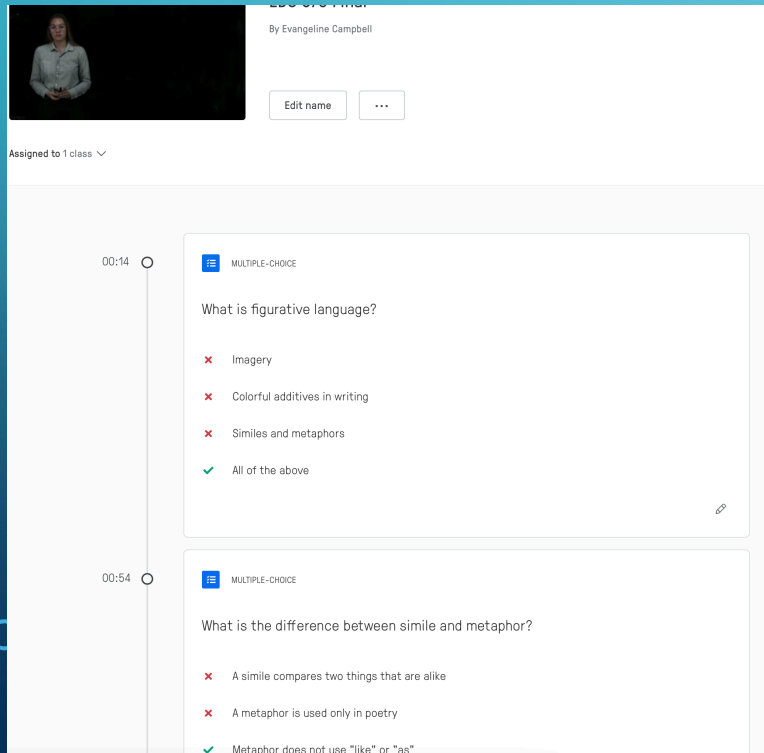
The teacher has a complete overview



Peergrade an online platform to facilitate peer feedback

TECHNOLOGY CONT.

EdPuzzle interactive video lessons for your students you can link to a virtual classroom



The EdPuzzle interface displays a video player with a woman speaking. Below the video, there are two multiple-choice questions. The first question is "What is figurative language?" with four options: "Imagery", "Colorful additives in writing", "Similes and metaphors", and "All of the above". The second question is "What is the difference between simile and metaphor?" with four options: "A simile compares two things that are alike", "A metaphor is used only in poetry", "Metaphor does not use 'like' or 'as'", and "All of the above".

By Evangeline Campbell

Edit name ...

Assigned to 1 class

00:14

MULTIPLE-CHOICE

What is figurative language?

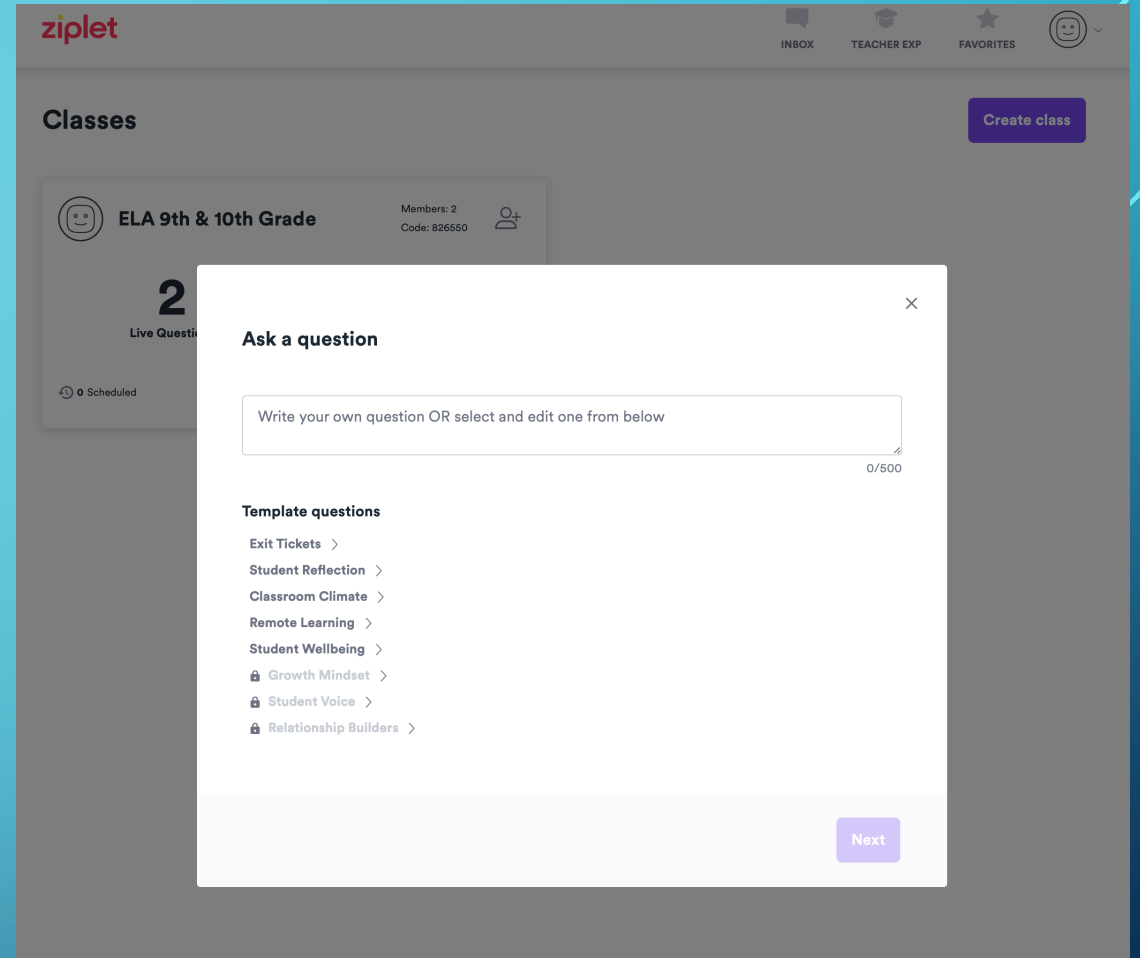
- ✗ Imagery
- ✗ Colorful additives in writing
- ✗ Similes and metaphors
- ✓ All of the above

00:54

MULTIPLE-CHOICE

What is the difference between simile and metaphor?

- ✗ A simile compares two things that are alike
- ✗ A metaphor is used only in poetry
- ✓ Metaphor does not use "like" or "as"



The Ziplet interface shows a 'Classes' page with a 'Create class' button. A 'Live Question' modal is open, displaying a text input field for writing a question and a list of template questions. The template questions include Exit Tickets, Student Reflection, Classroom Climate, Remote Learning, Student Wellbeing, Growth Mindset, Student Voice, and Relationship Builders.

ziplet

INBOX TEACHER EXP FAVORITES

Classes

Create class

ELA 9th & 10th Grade

Members: 2 Code: 826550

2 Live Question

Scheduled

Ask a question

Write your own question OR select and edit one from below

0/500

Template questions

- Exit Tickets >
- Student Reflection >
- Classroom Climate >
- Remote Learning >
- Student Wellbeing >
- Growth Mindset >
- Student Voice >
- Relationship Builders >

Next

Ziplet

Send a question to your students in under 30 seconds
Pick from a library of practice questions or write your own
Choose from a range of response types to suit your needs

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