

# Creative Writing

Prepared by:

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*Superintendent of Schools:*

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## Creative Writing

### Semester Course

Creative Writing is a half year course open to 10 - 12 grade students. The focus is on individualized, personal writing. The class will study various genres of writing such as poetry, short stories, essays, and journal/diary writing. Students will develop their own voice in whatever genre they like the best. Each student will leave the course with a portfolio of all their writings: homework assignments, in-class writings, and any other writings that we have done during the semester.

#### Suggested Course Sequence\*:

- Lesson 1: Poetry: 5 days
- Lesson 2: Short Story: 5 days
- Lesson 3: Dada/Found Word Poems: 5 days
- Lesson 4: Whose Line Is It Anyway?: 5 days
- Lesson 5: Rants: 5 days
- Lesson 6: Jack Kerouac: 5 days
- Lesson 7: Dead Poets Society: 5 days
- Lesson 8: Documentry: 5 days
- Lesson 9: Robert Frost: 5 days
- Lesson 10: Poetry Slam: 5 days
- Lesson 11: Magnetic Words: 5 days
- Lesson 12: William Carlos Williams: 5 days

Pre-Requisite: none

*\*The number of instructional days is an estimate based on the information available at this time. 1 day equals approximately 42 minutes of seat time. Teachers are strongly encouraged to review the entire unit of study carefully and collaboratively to determine whether adjustments to this estimate need to be made.*

<b>Content Area:</b> Creative Writing	
<b>Unit Title:</b> Self Expressions	
<b>Grade Level:</b> 10 - 12	
<p><b>Unit Summary:</b> To develop the interest and talents of high school writers. To examine various styles and forms of writing - poetry, personal journals, short stories, essays, journalism - and try our hand at what suits us best. Students are encouraged to “simply write” without the “critic” and “editor” part of the brain interfering. Writers are encouraged to “first write from the heart, then rewrite from the brain” as Forrester says in the film <i>Finding Forrester</i>.</p>	
<p><b>Interdisciplinary Connections:</b>  Social Studies  Humanities and Visual/Performing Arts  Science</p>	
<p><b>21<sup>st</sup> Century Themes and Skills:</b>  CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP5. Consider the environmental, social and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP10. Plan education and career paths aligned to personal goals.  CRP11. Use technology to enhance productivity.  CRP12. Work productively in teams while using cultural global competence.</p>	
<b>Standards (Content and Technology):</b>	
NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
NJSLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
NJSLSA.W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
8.1.12.E.2	Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
8.2.12.B.1	Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review.
8.2.12.B.3	Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.
8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

**Unit Essential Questions:**

- Why is writing important?
- How do I find my own voice?
- How does thought in writing differ from thought in conversation?
- Why is it important to keep a physical hard-bound journal?
- How does one “write from the heart and then rewrite from the head?”

**Unit Enduring Understandings:**

- Are there any rules in creative writing?
- What’s the difference between essays, rants and personal observations?
- Do writers always lead miserable lives?
- Do all writers become rich and famous?
- How will taking Creative Writing help my writing for college?

**Unit Learning Targets/Objectives:**

*Students will...*

- Read text closely
- Analyze author’s purpose and effect on audience
- Evaluate rhetorical techniques and their effect
- Synthesize for main idea across multiple genres
- Develop original writing in multiple genres
- Collaborate with peers to apply rhetorical techniques in writing and discussion

**Formative Assessments:**

The students will be assessed by their journal pages. Three pages of written work every week, written work in class, class participation (which means actual writing in class as well as watching and discussing the various films and documentaries shown in class), finished pieces handed-in to the teacher, grades are determined largely on effort for there is no clear cut “right or wrong” to creative writing. All along the way the teacher will visit with each student to help with what he or she is working on - as a painting professor does in a painting class as the artist paints a picture. The art professor gives suggestions and feedback as the artist creates the piece. Instead of evaluating in the traditional way that’s been done in many English and humanities classes where a student writes a paper and then has it marked and graded for its efforts and content, this course focuses on helping the creative writer along the way to creating a polished finished piece. Some students may end up writing more pieces than other students but each will have an accumulated body of personal work at the end of the course. Many of those works will end up being included in the school’s literary magazine. Of course, this grading system is open for interpretation by future teachers who teach this course, for Creative Writing is an open-ended type of course that exists to encourage the high school student to become a writer for his or her lifetime. Each teacher will need to grade according to what that teacher’s strengths are.

**Summative/Benchmark Assessment(s):**

A summative assessment can be the assemblage of a portfolio of the entire semester’s work.

**Modifications:**

● **Special Education Students:**

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

● **English Language Learners:**

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

● **At-Risk Students:**

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

● **Gifted and Talented Students:**

- Provide extension activities
- Build on students’ intrinsic motivations
- Consult with parents to accommodate students’ interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Lesson #1	Read a few poems by a well-known poet. Discuss. The students will try their hand at creating a poem in that poet’s style. This lesson can be repeated several times using	5 days

	different poets' works as inspiration	
Lesson #2	Read a short story. Discuss. The students will try their hands at creating short stories. They can write from real life or totally fictional. This lesson can be repeated several times using different short stories and different writers' works for inspiration.	5 days
Lesson #3	Read a Dada/found-word poem. Discuss. The students will try their hands at finding words and phrases on a page of text and making a poem from what they find. This lesson can be repeated several times using different Dada poets and poems as inspiration.	5 days
Lesson #4	Watch a segment of <i>Who's Line Is It Anyway</i> where they ask questions of each other. Discuss. The students will try their hands - in small groups of 2 or 3 - asking questions of each other and responding in only another question which leads to another responsive question. Ya know what I mean? You really think I wouldn't know what you mean? I have to ask don't I? Why would you think I'd have to ask? And so on and so on. These can be written on long pieces of paper and hung in the hallways. (Which I've done using long rolls of adding machine paper with each	5 days

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	person's response written in a different	
Lesson #5	Read a rant or watch or listen to one on the internet (the Car Talk guys have rants you can listen to - they're pretty funny.) Discuss. The students will try their hands at writing a rant. This lesson can be repeated several times.	5 days
Lesson #6	Read a section of a Jack Kerouac novel that does not use periods and uses run-on sentences ( <i>Big Sur</i> is a good choice for this lesson.) Discuss. The students will try their hands at writing a loong run-on sentence. This lesson can be repeated several times. Practice makes perfect!	5 days
Lesson #7	Watch <i>Dead Poets Society</i> . Discuss the Dead Poets. Discuss how "sucking the marrow out of life" can apply to the students' lives as students and adults with a long future ahead of them. Discuss how the movie is put together - how it represents the time it was made (1980s when Ronald Reagan had us looking back towards a "better" time.) <i>Finding Forrester</i> is also a good "writer's" movie to watch and discuss. So is <i>Good Will Hunting</i> .	5 days
Lesson #8	Watch a documentary about Jack Kerouac. Discuss his life and his work and his habits of writing. Discuss his influence on writers today.	5 days



Lesson #9	Watch a documentary about Robert Frost, William Carlos Williams, and the beginning of Rap music and Rap poetry. Discuss.	5 days
Lesson #10	Watch a video about a poetry slam. Discuss.	5 days
Lesson #11	Make poems using those magnetic words you put on the refrigerator	5 days
Lesson #12	William Carlos Williams watch Voices and Visions episode about WCW and discuss his influences, his life and how he changed American poetry. Students will try writing in the WCW style.	5 days
<p><b>Teacher Notes:</b></p> <p><b>Additional Curriculum Resources:</b>  Various writings will be used in class. Examples of numerous poets such as William Carlos Williams, Raymond Carver, Billy Collins, e.e. cummings, Gerald Stern, Richard Brautigan, Wislawa Szymborska, and various others. Writings by A.J. Jacobs from <i>The Know-It All</i>. Several writing related movies will be shown to motivate and encourage the students as writers such as <i>Finding Forrester</i>, <i>Midnight in Paris</i>, <i>Dead Poets Society</i>, <i>Good Will Hunting</i>, along with documentaries about Jack Kerouac, W.C. Williams, Robert Frost, Billy Collins, Ernest Hemingway, Gertrude Stein and others.</p>		