# Lawrence High School
# Creative Writing

## Course Description

Creative writing is designed to aid students in their written expression and delivery of a variety of creative forms, including poetry, drama and the short story. Students will read and discuss articles on the craft of writing and read and evaluate the effectiveness of fiction of varying styles to use as models for their own writing. Through workshops and peer editing, students will complete a final portfolio.

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| **Unit 1** | **August 20– September 26**<br>*Personal Narrative and Non-Fiction* |
| **Overarching Essential Questions:** | ❖ **How does the written word help is define who we are?**<br>❖ **What the connection between literature and real life?**<br>❖ **What can we learn about ourselves, and/or about society from the stories that others tell?** |
| **MA ELA Standards** | **RI2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.<br><br>**RI5:** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).<br><br>**RI6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.<br><br>**W3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| **Concepts and Skills** | Central Idea<br>Imagery<br>Details<br>Objective Summary<br>Development of Topic and Ideas in Non-Fiction<br>Author's Point of View<br>Author's Purpose<br>Narrative Writing<br>Conflict<br>Pacing<br>Descriptions<br>Reflection<br>Plot Lines<br>Events<br>Conclusion<br>Coherence | **Students will:**<br><br>❖ Use oral language with clarity, voice and fluency to communicate a message.<br>❖ Read a variety of examples of narrative writing to use as models for their own narratives.<br>❖ Use the appropriate features of narration in their own original piece of writing.<br>❖ Determine the purpose, point of view, and audience, and take each of these into consideration when constructing their own narrative.<br>❖ Apply the most effective process to create and present a work of narration.<br>❖ Revise writing for organization, clarity, and grammar.<br>❖ Publish and present final writing products in a variety of formats, including oral, electronically, and through peer review. |

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| **Content Objectives** | **Students will:**<br>❖ Know the central idea of a text and analyze its development over the course of the text,<br>❖ Analyze how the central idea in a work of short non-fiction emerges and is shaped and refined by specific details, and use said structure and details as a model for their own personal narrative.<br>❖ Create an original piece of narrative writing, which engages the reader in a situation or a problem, and establishes a clear point of view.<br>❖ Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop events, and/or characters.<br>❖ Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.<br>❖ Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative piece. |
| **Assessments/ Products** | **Types of Writing**<br><br>**Routine Writing:** Students should extract information from texts and react to that information through daily note-taking strategies such as Content Response Notes and Cornell Notes. Notes of this sort should be completed for each of the literary concepts outlined within this unit. In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals and the Frayer Model.<br><br>**Narrative Writing** – Students write a narrative of publishable quality for their portfolio. The format, length, and mode of presentation of said narrative is at the discretion of the teacher. |
| **Texts** | **Teachers are encouraged to choose works of personal narratives for students to read over the course of the unit that will serve as models for their own writing. Some suggested authors and titles may include:**<br><br>Paul Austere – Winter Journal<br>Vladamir Nabkov – Speak Memory<br>Joan Didion – A Year of Magical Thinking<br>Art Spiegelman – Maus<br>Maxine Hong Kingston – The Woman Warrior<br>Ernest Hemingway – A Moveable Feast<br>Tobias Wolf – This Boys Life<br>George Orwell – Homage to Catalonia<br>Frank McCourt – Tis<br>Augusten Burroughs – Running with Scissors |

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| **Unit 2** | **September 29 –October 31 (Term 1 Ends October 24)**<br>*Poetry* |
| **Overarching Essential Questions:** | ❖ **How does the written word help is define who we are?**<br>❖ **What the connection between literature and real life?**<br>❖ **What can we learn about ourselves, and/or about society from the stories that others tell?** |
| **MA ELA Standards** | **RL2**: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.<br><br>**RL6**: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.<br><br>**RL5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time create such effects as mystery, tension, or surprise.<br><br>**MA.8.A:** Relate a work of fiction, or poetry to the seminal ideas of its time.<br><br>**W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, audience and purpose<br><br>**W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience |
| **Concepts and Skills** | Theme<br>Imagery<br>Word Choice<br>Rhyme Scheme<br>Figurative Language: Simile, Metaphor, Personification, Hyperbole, Alliteration, Assonance, Onomatopoeia<br>Free Verse Poetry<br>Spoken Word Poetry<br>Sonnets<br>Iambic Pentameter<br>Line<br>Stanza | Students will…<br><br>❖ Use oral language with clarity, voice and fluency to communicate a message.<br>❖ Listen to and read a variety of examples of poetry to use as models for their own poems.<br>❖ Use the appropriate features of poetry in their own original piece of writing.<br>❖ Determine purpose, point of view, and audience, and take each of these into consideration when constructing their own poetry.<br>❖ Apply the most effective process to create and present a work of poetry.<br>❖ Revise writing for organization, clarity, and grammar.<br>❖ Publish and present final writing products in a variety of formats, including oral, electronically, and through peer review. |
| **Content Objectives** | Students will:<br>❖ Determine the theme(s) in multiple works of poetry, and compare and contrast said themes.<br>❖ Be able to identify examples of figurative language in multiple poems, and apply said forms of figurative language in their own poems. |

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|  | ❖ Be able to identify the different forms of poetry, and explain the characteristics that make each of these poetic forms distinct from one another.<br>❖ Create a collection of poems, which engage the reader in a situation, and establishes a clear point of view and theme.<br>❖ Use poetic techniques such imagery, rhyme scheme and figurative language to develop events, and/or characters. |
| **Assessments/ Products** | **Types of Writing**<br><br>**Routine Writing:** Students should extract information from texts and react to that information through daily note-taking strategies such as Content Response Notes and Cornell Notes.  Notes of this sort should be completed for each of the literary concepts outlined within this unit.  In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals and the Frayer Model.<br><br>**Creative Writing:** Several publishable poems for their portfolio |
| **Texts** | **Teachers are encouraged to choose works of poetry for students to read over the course of the unit that will serve as models for their own writing. Suggested authors include:**<br><br>Langston Hughes          Julia Alvarez<br>Robert Frost               Lord Byron<br>Emily Dickinson           Richard Blanco<br>Walt Whitman              Martin Espada<br>E. E. Cummings            Maya Angelou<br>William Carlos Williams   Paul Laurence Dunbar<br>Edgar Allan Poe           Thomas Lux<br>Sylvia Plath              Yussef Kominyakaa<br>Elizabeth Barrett Browning   Richard Blanco<br>T. S. Eliot               Carlos Contreras<br>Gwendolyn Brooks          John Keats<br>W. H. Auden               Anne Bradstreet<br>W. B. Yeats               Naoimi Shihab Nye<br>William Shakespeare<br>William Wordsworth<br>Pablo Neruda<br>Dylan Thomas<br>Wallace Stevens<br>Claude McKay |

| Unit 3 | **November 3 – January 9<sup>th</sup> (End of Term 2)** *Short Fiction* | |
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| **Overarching Essential Questions:** | ❖ **How does the written word help is define who we are?** <br> ❖ **What the connection between literature and real life?** <br> ❖ **What can we learn about ourselves, and/or about society from the stories that others tell?** | |
| **MA ELA Standards** | **RL5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time create such effects as mystery, tension, or surprise. <br><br> **MA.8.A:** Relate a work of fiction, or poetry to the seminal ideas of its time. <br><br> **W2**: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content <br><br> **W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, audience and purpose <br><br> **W5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience | |
| **Concepts and Skills** | Short Fiction <br><br> Exposition <br><br> Climbing Action <br><br> Conflict <br><br> Antagonist <br><br> Protagonist <br><br> Climax <br><br> Falling Action <br><br> Imagery | Students will… <br><br> ❖ Use oral language with clarity, voice and fluency to communicate a message. <br> ❖ Listen to and read a variety of examples of poetry to use as models for their own work of short fiction. <br> ❖ Use the appropriate features of short fiction in their own original piece of writing. <br> ❖ Determine the purpose, point of view, and audience, and take each of these into consideration when constructing their own short fiction. <br> ❖ Apply the most effective process to create and present a work of short fiction. <br> ❖ Revise writing for organization, clarity, and grammar. <br> ❖ Publish and present final writing products in a variety of formats, including oral, electronically, and through peer review. |

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| | Organization<br><br>Foreshadowing |
| **Content Objectives** | Students will:<br><br>❖ Read and analyze a variety of short fiction, identifying how key literary elements shape the text and the reader's experience<br>❖ Write frequently in response to prompts and models as well as freely, to develop their own voice<br>❖ Revise and edit their pieces in response to teacher and peer feedback<br>❖ Produce writing of publishable quality |
| **Assessments/ Products** | **Types of Writing**<br>**Routine Writing:** Students should extract information from texts and react to that information through daily note-taking strategies such as Content Response Notes and Cornell Notes.  Notes of this sort should be completed for each of the literary concepts outlined within this unit.  In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals and the Frayer Model.<br><br>**Creative Writing:** Students will produce several pieces of publishable short fiction for their portfolio. |
| **Texts** | **Teachers are encouraged to choose works of short fiction for students to read over the course of the unit that will serve as models for their own writing. Some suggested authors may include:**<br><br>JD Salinger<br>Italo Calvino<br>Nadine Gordimer<br>Jhumpa Lahiri<br>Sherman Alexie<br>Joyce Carol Oates<br>John Updike<br>Amy Tan<br>Sandra Cisneros<br>Junot Diaz<br>Louise Erdich |