Curriculum Map: Creative Writing I

Course: CREATIVE WRITING I Sub-topic: General

Grade(s): 9 to 12

Course Description:	This elective class is designed for anyone who loves to read and write. In this class, students will learn to identify and use elements that characterize good writing and storytelling. You will write narratives, news articles, poetry, and pieces within several fiction subgenres (fairy tales, gothic fiction, dystopia, modern fiction, and more). You will also keep an online blog as well as a daily writing journal. This is a writing intensive course! That means that you can expect to write 1-2 pages PER DAY at a minimum. At the end of the semester, you will work with your peers to construct a student-led literary magazine.

Unit: Nonfiction / Journalism

Unit Description:	This unit will focus on journalism and newswriting. Students will learn to identify the ways that this genre of creative writing differs from others in form, style, grammar, purpose, and ethics.

Unit Essential Questions:

- What is news, and how is newswriting different than other types of nonfiction?
- What are common characteristics of argumentative writing, and how can I use them in my own pieces?
- What makes a successful argument?

Unit Key Terminology & Definitions :

- Impact
- Proximity
- Timeliness
- Prominence
- Novelty
- Conflict
- Audience
- Tabloid
- Inverted pyramid structure
- Storytelling structure
- Hourglass structure
- Lead (or lede)
- Summary lead
- Direct lead
- Delayed/feature lead
- Direct quote lead
- Parody lead
- Ethics
- Bias
- Copyright

STANDARDS:

STANDARDS

STATE: Pennsylvania State Anchors (2010)

R11.B.1 (Advanced) Understand components within and between texts.

R11.B.1.1.1 (Advanced) Explain, interpret, compare, describe, analyze, and/or evaluate   the relationships within fiction and literary nonfiction.

Character (may also be called narrator, speaker, subject of a biography): Explain, interpret, compare, describe, analyze, and/or evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between characters and other components of text. Setting: Explain, interpret, compare, describe, analyze, and/or evaluate the setting of fiction or literary nonfiction. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between setting and other components of the text. Plot (May also be called action): Explain, interpret, compare, describe, analyze, and/or evaluate elements of the plot (conflict, rising action, climax and/or resolution).Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between elements of the plot (conflict, rising action, climax, resolution) and other components of the text. Theme: Explain, interpret, compare, describe, analyze, and/or evaluate the theme of fiction or literary nonfiction. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between the theme and other components of the text. Tone, Style, Mood: Explain, interpret, compare, describe, analyze, and/or evaluate the tone, style, and/or mood of fiction or literary nonfiction. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between the tone, style, and/or mood and other components of the text. Symbolism: Explain,

interpret, compare, describe, analyze, and/or evaluate the use of symbolism in fiction or literary nonfiction. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between symbolism and other components of the text.

R11.B.1.2 (Advanced)	Make connections between texts.	
R11.B.2.2.1 (Advanced)	Identify, explain, interpret, describe, and/or analyze the point of view of the narrator as first person or third person point of view.	
R11.B.2.2.2 (Advanced)	Explain, interpret, describe, and/or analyze the effectiveness of the point of view used by the author.	
R11.B.3 (Advanced)	Understand concepts and organization of nonfictional text.	
R11.B.3.1 (Advanced)	Interpret, describe, and analyze the characteristics and uses of facts and opinions in nonfictional text.	
R11.B.3.1.1 (Advanced)	Explain, interpret, describe, and/or analyze the use of facts and opinions to make a point or construct an argument in nonfictional text.	
R11.B.3.2 (Advanced)	Distinguish between essential and nonessential information within or between texts.	
R11.B.3.2.1 (Advanced)	Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.	
R11.B.3.2.2 (Advanced)	Explain, describe, and/or analyze the effectiveness of bias and propaganda techniques in nonfictional text.	
R11.B.3.3 (Advanced)	Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfictional text.	
R11.B.3.3.1 (Advanced)	Explain, interpret, and/or analyze the effect of text organization, including the use of headers.	
R11.B.3.3.2 (Advanced)	Explain, interpret, and/or analyze the author's purpose for decisions about text organization and content.	
R11.B.3.3.3 (Advanced)	Explain, interpret, and/or analyze graphics and charts, and/or make connections between text and the content of graphics and charts.	
R11.B.3.3.4 (Advanced)	Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.	

Topic: Ethics

Core Lesson Description: We will discuss the meaning of the term "ethics" as it relates to nonfiction writing and journalism. Discussions will center on the SPJ Code of Ethics, which students will apply to their own writing.

Core Lesson Student Learning Objectives: Students will be able to identify ethical and unethical behaviors in journalism and will apply their knowledge of ethics in a short nonfiction piece.

Topic: Interview Techniques

Core Lesson Description: Students will learn how to write effective interview questions and conduct interviews in an effective, ethical way. Several informal practice interviews will take place in class before students are responsible for conducting their own outside of class for their journalism pieces.

Core Lesson Student Learning Objectives: Students will be able to write effective, ethical interview questions and use them in a formal interview.

Topic: Structure

Core Lesson Description: There are several different types of structures of news articles; we will spend time discussing and taking notes on those structures and then annotating news articles from local newspapers. We will analyze articles and discuss their effectiveness given their structure.

Core Lesson Student Learning Objectives: Students will be able to identify and analyze news article structures.

Students will be able to select a structure given a news topic and use it to frame their own piece.

Unit: Nonfiction / Narrative

Unit Description:	This unit will teach students how to turn their own memories and experiences into effective, meaningful narratives. The cumulative project will be a place essay in which they describe and explain the significance of a place that is important to them.

Unit Essential Questions:
- What is style? What elements of style do I prefer to use in my own writing?
- What is plagiarism, and how can I avoid it?
- What are common characteristics of autobiographical works, and how do authors typically develop significant meanings?

Unit Materials:
- "My Grandmother's Hair" - Cynthia Rylant
- "Once More To the Lake" - E.B. White

Unit Key Terminology & Definitions :
- Style
- Literary nonfiction
- Purpose
- Narrative lead
- Dead words

STANDARDS:

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R11.B.1 (Advanced)	Understand components within and between texts.	
R11.B.1.1 (Advanced)	Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.	
R11.B.1.1.1 (Advanced)	Explain, interpret, compare, describe, analyze, and/or evaluate the relationships within fiction and literary nonfiction.	
	Character (may also be called narrator, speaker, subject of a biography): Explain, interpret, compare, describe, analyze, and/or evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between characters and other components of text. Setting: Explain, interpret, compare, describe, analyze, and/or evaluate the setting of fiction or literary nonfiction. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between setting and other components of the text. Plot (May also be called action): Explain, interpret, compare, describe, analyze, and/or evaluate elements of the plot (conflict, rising action, climax and/or resolution).Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between elements of the plot (conflict, rising action, climax, resolution) and other components of the text. Theme: Explain, interpret, compare, describe, analyze, and/or evaluate the theme of fiction or literary nonfiction. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between the theme and other components of the text. Tone, Style, Mood: Explain, interpret, compare, describe, analyze, and/or evaluate the tone, style, and/or mood of fiction or literary nonfiction. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between the tone, style, and/or mood and other components of the text. Symbolism: Explain, interpret, compare, describe, analyze, and/or evaluate the use of symbolism in fiction or literary nonfiction. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between symbolism and other components of the text.	
R11.B.1.2 (Advanced)	Make connections between texts.	
R11.B.1.2.1 (Advanced)	Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	
R11.B.2 (Advanced)	Understand literary devices in fictional and nonfictional text.	
R11.B.2.1 (Advanced)	Identify, interpret, describe, and analyze figurative language and literary structures in fiction and nonfiction.	
R11.B.2.1.1 (Advanced)	Identify, explain, interpret, describe, and/or analyze examples of personification, simile, metaphor, hyperbole, satire, imagery, foreshadowing, flashbacks and irony in text.	
R11.B.2.1.2 (Advanced)	Identify, explain, interpret, describe, and/or analyze the author's purpose for and effectiveness at using figurative language in text.	
R11.B.2.2 (Advanced)	Identify, interpret, describe, and analyze the point of view of the narrator in fictional and nonfictional text.	
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R11.B.2.2.2 (Advanced)	Explain, interpret, describe, and/or analyze the effectiveness of the point of view used by the author.	

R11.B.3 (Advanced) Understand concepts and organization of nonfictional text.

Topic: Establishing Setting

Core Lesson Description:	Setting is an important part of any writing piece, and it is a foundational part of this course, especially as we move to fiction in the next unit.
Core Lesson Student Learning Objectives:	Students will be able to use descriptive details to establish the setting (time and place) of a nonfiction narrative.

Topic: Establishing Purpose

Core Lesson Description:	Purpose is the WHY of writing. Throughout this unit, students will not only learn to recognize the purpose of mentor texts, but they will also begin to decipher what they want their own narrative purposes to be. The goal is for them to always write with a purpose in mind, and they need to decide what that purpose is *before* they start writing, since it should inform every decision they make during the writing process.
Core Lesson Student Learning Objectives:	Students will be able to explain the purpose of a narrative piece.

Topic: Showing vs. Telling

Core Lesson Description:	A common mistake that untrained writers make is that they TELL their readers what is happening instead of SHOWING their readers what is happening through descriptive details. The goal of these exercises, which will take place throughout the unit, is to help students get into the habit of using details whenever possible. This practice makes their writing more interesting and believable.
Core Lesson Student Learning Objectives:	Students will be able to use descriptive details to show (not tell) story elements like plot, setting, and characterization.

Unit: Fiction

Unit Description:	In this unit, students will learn the basics of character formation and development. They will learn about several different archetypes (character, symbolic, and situational) and why archetypes are used in literature. Then, students will study and write within a variety of fiction genres and subgenres.
Unit Essential Questions:	• What are the major genres of fiction? What are conventions of each genre? • How can I create meaningful characters and stories? • How can I use storytelling techniques to get a message across and affect change?
Unit Key Terminology & Definitions :	• Characterization • Character sketch • Dialogue • Archetype (character, symbolic, situational) • Genre • Subgenre • Gothic literature • Fairy Tale

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R11.B.2.2.1 (Advanced)	Identify, explain, interpret, describe, and/or analyze the point of view of the narrator as first person or third person point of view.	

Topic: Fairy Tales

| **Core Lesson Description:** | We will start the unit by learning what distinguishes the fairy tale genre from other fiction genres. Students will become acquainted with the different types of fairy tales, conventions and common motifs of the genre, the purposes for writing fairy tales, and famous authors associated with them, like Hans Christian Andersen and the Brothers Grimm. The culminating assignment for this unit will be a "Twisted Tale" where students will choose a fairy tale like "Cinderella" and adapt it significantly in some way (changing the setting, outcome, characters, etc.). |

| **Core Lesson Student Learning Objectives:** | • Students will be able to identify and explain common characteristics and motifs associated with the fairy tale genre. |

| **Core Lesson Materials:** | The Brothers Grimm stories:

• "The Frog King"
• "Cat and Mouse in Partnership"
• "Rapunzel"
• "Rumpelstiltskin"
• "The Mouse, the Bird, and the Sausage"
• "The Wolf and the Seven Young Kids" |

| **Core Lesson Key Terminology & Definitions:** | • Foreshadowing
• Irony (dramatic and situational)
• Personification vs. Anthropomorphism
• Repetition
• Assonance vs. alliteration vs. consonance vs. sibilance
• Motif |

Topic: Gothic Literature

Core Lesson Description:	In the spookiest unit of the course, students will explore the origins of the holiday we now know as "Halloween." They will research topics related to Halloween and present them to the class in groups. Using that information and the conventions of Gothic literature that we'll study, students will develop their own gothic tales.
Core Lesson Student Learning Objectives:	• Students will synthesize information from research sources to deliver a lesson on a Halloween topic of their choice. • Students will be able to identify and explain the characteristics of Gothic literature and use them in an original Gothic story.
Core Lesson Materials:	• "The Outsider" - H.P. Lovecraft • "The Black Cat" - Edgar Allan Poe • "The Yellow Wallpaper" - Charlotte Perkins Gilman
Core Lesson Key Terminology & Definitions:	• Dark Romanticism • Psychosis • Anti-hero vs. tragic hero • Five conventions: mystery/fear, supernatural, eerie settings, heightened emotions, and anti-heroes

Topic: Creating Characters

Core Lesson Description:	Students will examine classic characters and archetypes closely and will use what they learn to develop an original character (OC). The first stage of this unit will center around learning about archetypes and why writers use them, and the second stage will involve students creating an OC to represent that archetype (which they will present to the class), and the third stage will involve students writing a story about that OC.
Core Lesson Student Learning Objectives:	• Students will be able to identify and analyze character, situational, and symbolic archetypes.
Core Lesson Materials:	• "Grandma Atkinson" - author unknown • "Two Kinds" - Amy Tan • *The Princess Bride* film
Core Lesson Key Terminology & Definitions:	• Protagonist vs. antagonist • Static vs. dynamic • Round vs. flat • Character foil • Characterization • 8 ways to characterize: physical description, attitude/appearance, speech/dialogue, thoughts, setting, action/incident, actions of others, name • Character vs. situational vs. symbolic archetype

Topic: Fiction Subgenres

Core Lesson Description:	There are countless subgenres of fiction, but we'll take a closer look at some of the most common ones in this mini-unit. Students will consider what they enjoy reading and study that subgenre in depth. Then they'll write a story that adheres to the conventions they've identified.
Core Lesson Student Learning Objectives:	• Students will be able to explain the differences between fantasy, science fiction, magical realism, and realistic fiction.
Core Lesson Materials:	• Various short stories that align with the subgenres students are studying in class
Core Lesson Key Terminology & Definitions:	• Science fiction • Fantasy • Dystopia vs. utopia vs. anti-utopia • Magical realism • Portal fantasy vs. low fantasy vs. high fantasy • Realistic fiction

Unit: Poetry

Topic: Poetry Terms

Topic: Poetry Portfolio

Unit: Blogs

This Curriculum Map Unit has no Topics to display

Unit: Literary Magazine

Topic: Student Leadership and Roles

Topic: Portfolio Selection

Unit: Writer's Workshops

This Curriculum Map Unit has no Topics to display

Unit: Peer Review

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