

Creative Writing & Perspective

Duration

One 40-minute class session

Resources

1. Student Handout: Creative Writing & Perspective Activity



2. Teacher Handout: Creative Writing & Perspective Activity Teacher Handout



3. Optional Supplies: 6-sided dice



Objectives of Lesson

- To write an effective narrative by establishing a clear point of view
- To use precise words, details, and sensory language to convey an experience, event, setting, and/or characters

Common Core Objectives

- **CCSS.ELA-LITERACY.W.9-10.3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Student Activities

- Students will draft a creative writing narrative using provided options.
- Students will participate in a peer-editing group discussion about their writing.

Lesson Plan

This lesson provides students an opportunity to practice skills used in literary analysis by writing their own creative narrative. Students will practice characterization, writing to an audience, and tone by selecting the following components: role of the speaker, setting, topic, and tone. This activity can be repeated and will vary each time based on student choice or randomization using dice. This strategy can also be adapted to pair thematically with current novels or other topics during the year.

NOTES

Write or type in this area.

Step One

Provide the Creative Writing & Perspective Activity handout to each student. If available, provide a 6-sided dice to each student or have them share in a group/row/etc.

Step Two

Students will roll the dice for each column with a descriptor for their assignment. Alternatively, students can freely choose one option per column, or you may roll the dice and everyone in the class receives that choice.

Step Three

Students will work through the brainstorming questions to begin planning a scene. Once finished, students will draft a scene depicting their character in the chosen setting, experiencing the chosen topic and conveyed through the chosen tone. You can limit this to 1–2 paragraphs or extend it longer, depending on time available and student needs.

Step Four

Once finished, students should get into pairs or small groups, depending on class size. Students will trade scenes and read each other's work. Students can give feedback using the Peer Feedback section of the Student Handout.

Step Five

Groups may choose one or two examples to share with the class.

Optional Extensions

Students could revise their scenes or extend them into longer writing projects.

NOTES

Write or type in this area.

Creative Writing & Perspective

Instructions: Roll a dice to pick the option in each column. Circle the corresponding word. Then, follow the steps to draft a creative narrative using your selections.

	ROLE OF THE SPEAKER	SETTING	TOPIC	TO NE
1	Circus performer	Haunted house	An object is missing	Amazed
2	Mouse	Sometime in the future	Someone has died	Concerned
3	Clock	Modern high school	Discovering something new	Annoyed
4	Elderly person	Forest	Wooing a romantic interest	Furious
5	All-star athlete	Tropical island	Hosting a special event	Jealous
6	Presidential candidate	Top secret government facility	Being a hero	Exuberant

How can you clearly convey your speaker's characterization? Think about *direct characterization* (how they will be described explicitly, like physical descriptions) and *indirect characterization* (how they will be described through their words and actions).

Write or type your response in this area.

What key features would help vividly describe your setting? Brainstorm your ideas below.

Write or type your response in this area.

Define the tone you circled in your own words.

Write or type your response in this area.

What kinds of words would help convey the tone you circled? Brainstorm descriptions or specific words below.

Write or type your response in this area.

Now, draft a scene that depicts your speaker in the chosen setting, speaking about the chosen topic in the chosen tone. For example, a circus performer discovers something is missing in a haunted house and is amazed by it. Use your brainstorming as a starting point.

Write or type your response in this area.

Peer Feedback

	DEPICTION OF THE SPEAKER	SETTING	TOPIC	TO NE
Things the writer did well	<i>Response:</i>	<i>Response:</i>	<i>Response:</i>	<i>Response:</i>
Areas the writer could improve	<i>Response:</i>	<i>Response:</i>	<i>Response:</i>	<i>Response:</i>

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How can you clearly convey your speaker's characterization? Think about *direct characterization* (how they will be described explicitly, like physical descriptions) and *indirect characterization* (how they will be described through their words and actions).

Direct: small, quick, grey, long tail, ear with a nick, female and mother

Indirect: skittish, loves cookies, wants to provide for her family

What key features would help vividly describe your setting? Brainstorm your ideas below.

Old mansion with eerie atmosphere—dark, dingy, rundown. Ghosts wander around.

Define the tone you circled in your own words.

Annoyed is getting mad easily over something small, being irritated by something.

What kinds of words would help convey the tone you circled? Brainstorm descriptions or specific words below.

Sarcasm and somewhat irritated words. Maybe the mouse twitches her ears or nose when she is annoyed too.

Now, draft a scene that depicts your speaker in the chosen setting, speaking about the chosen topic in the chosen tone. For example, a circus performer discovers something is missing in a haunted house and is amazed by it. Use your brainstorming as a starting point.

Mother Mouse slipped from the hole in the baseboard, shuffling through the dusty floors in search of crumbs. Her family was hungry and their tiny squeaks made her move quickly. The sooner she found food, the quicker she would have some peace and quiet. A white, shadowy figure floated in front of the doorway for a moment and she froze, her nose twitching furiously. These beings looked like people but never did anything useful. No cleaning, no crumbs, and no guests with snacks in their bags. They were pointless!

Suddenly, a knock on the door echoed through the mansion. At last! Maybe someone with food! A child poked his head in the door and she was instantly disappointed. A child! The best she could hope for would be some pocket lint and old bubblegum. Her nose twitched furiously again. Her mind raced for a solution. A child would have a home—a home with food. All she had to do was leave the safety of her own home to see if she could find something somewhere else. That was it! In a surge of confidence, she raced across the floor, keeping to the shadows and ignoring the flickering white figures in her peripheral vision. As he wandered further into the abandoned house, she noticed his backpack on his shoulders. As quickly as she could, she steeled her nerves and climbed up the back of his jeans and into his back, feet barely touching his pants to avoid him catching her. She made it! Now off on the rest of her adventure to find food!

Peer Feedback

	DEPICTION OF THE SPEAKER	SETTING	TOPIC	TONE
Things the writer did well	<i>Obviously a mouse</i>	<i>Know it's a haunted house</i>	<i>Gives a hint of heroism</i>	<i>Gave a couple of examples of being annoyed</i>
Areas the writer could improve	<i>Could give more detail</i>	<i>Show us instead of tell us</i>	<i>Not fully finished, needs more information about how she's a hero</i>	<i>Could give more examples and better word choice to show it</i>