

# Creative Writing

## Extension Activities

At your discretion, you may choose to complete extension activities throughout the year. Whichever option you choose it will be scored using the [project rubric](#). Think of these as extension activities you can choose to do on your own time or any free time you have during Writer's Workshop. Remember, you must complete what is required first. If you choose to do a project each semester, you may not complete the same option twice--please try to stretch yourself into trying something unique to you. You might learn something new!

<i>Vocabulary Options</i> (L4: I can determine the meaning of unknown words)	
<i>Word Collection</i>	From your reading for class as well as in your Pinterest, collect words that you find aesthetically pleasing. Create a "board" where you pin these words, turn them into a Quizlet set, learn the words, get 100% on the test and show where you used at least four of your words from your collection in your writing of short stories, essays, or poems for class. Turn in your test and the writing with the words in it in a neatly organized file folder.
<i>Quizlet</i>	Go to our <a href="#">Literary and Poetic Devices Quizlet</a> sets and practice, practice, practice! Begin with the required sets, but once you have accomplished those, you can work through the others. Each time you earn 100% on a FULL test (you must show me your completed test with all of the terms), you will earn optional points. You can earn these as we go--no need to wait until you have completed them all!
<i>Art &amp; Writing Journal</i>	Combine your writing skills with your artistic skills! This should be done in a separate journal. The idea is that you include both illustration or collages as well as writing/reading you are doing both in and outside of class. This should be the place where you can really be you! To connect this work to class, please use tabs or post-its to indicate which of our devices you are utilizing from our <a href="#">Literary and Poetic Devices Quizlet</a> sets. Then write a reflection that explains how being able to add your visual artistic talent to the writing process enhanced your learning of the devices.
<i>Read a Poetry Collection</i>	Read a collection of poetry (or create a 20 page collection) and illustrate the pages with the images (at least 2/poem) that come to your mind as you are reading. If you are not an artist, you can add color images from magazines or printed out. Identify, in a unique handwriting, at least one device/poem--try to have a variety of devices from the <a href="#">Poetic Devices Quizlet</a> throughout the collection, at least 7 different devices should be represented. At the end of the book, write a response on the back page(s) describing which poems/poets were your favorite and why. Your book doesn't have to be by one author, a collection of authors could be interesting as well and give you a better sense of more types of poetry.

## Writing Options

(W2: I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.)

### *Contest Entry*

Review the contest websites and identify a contest that fits your style and audience. Narrow it down to one you would like to enter and meet the requirements for. Complete the [Google Doc](#) and the writing required for the contest. Submit the Google Doc to the teacher *before* you submit it to the contest. Be aware of your deadline! You must turn it in to the teacher at least two weeks prior to submitting it to the contest in order to receive feedback.

- [Writing Contests](#)
- [National Student Poetry Contest](#)
- [Princeton Poetry](#)
- [Bennington College](#)
- [Scholastic Art and Writing](#)
- [Others](#)

### *McDermott Scholarship*

This is a very unique opportunity for Cheney High School seniors only. One of our former English teachers passed away in 2019, and as a part of her legacy her family created a scholarship fund. In its first year, one of our very own students from Creative Writing won the \$500 scholarship at a Time to Honor! Both this scholarship and event are unique to our school, so you are only competing with your peers. Please review the [template carefully](#), make a copy, and complete all of the steps in order to be considered for this scholarship.

### *Attend an Open Mic*

[The Mason Jar](#) in Cheney and [Aunties' Bookstore](#) in Spokane both host Open Mic Nights. This is an excellent opportunity to see local poets in action! You could even participate yourself if you are feeling extra brave, but the purpose is to have the experience and write an [article](#) about it as if you were writing for a publisher. Make a copy of this [template](#) to format and know what to include in your article. Make sure you review all of these requirements before you attend the event! Make sure you bring a way to take notes and pictures in order to write your article.

### *Attend a Reading*

[Aunties' Bookstore](#) in Spokane hosts author readings throughout the year as well as other [Spokane Events](#). Review the options by clicking on the links and select one that is of interest to you because of the reading you like to do or the writing style you are developing. As the introduction of your [article](#), explain why you selected the author/event you did. Make a copy of this [template](#) to format and know what to include in your article. Make sure you review all of these requirements before you attend the event! Make sure you bring a way to take notes and pictures in order to write your article.

### *Writing Career Exploration*

If you are interested in making writing your career pathway, review the Jobs for Creative Writers from [Prospects](#) and [Trade-Schools](#). Complete the [Future Decisions Outline](#) to research the degree(s) and career(s) you are interested in. If you complete it fully, it should help you come to a decision about what schooling you might need post high school as well as which career you are most interested in. Quit stressing about what comes next and get excited about the possibilities!

<p><i>Write and Illustrate a Children's Book</i></p>	<p>Read some of the children's books in the classroom and analyze for <a href="#">Poetic Devices</a>. Compile a list of the devices which are most often employed then write a draft of your own children's book. Be sure to underline and label the devices you are using (at least 5). You must turn in this draft with the book itself. The book should be at least 10 fully illustrated pages with unique images relevant to the story. Since it is a children's book, the story should be something that would help children understand their place in the world. Remember that children deal with all of the same universal themes in their lives that adults do--try writing a story that simplifies one of these complex themes and use your illustrations to bring the story to life for them. Create a hardcover for your children's book with the title, an illustration that hints and what's inside, and both your name. This can be a project that is completed with a partner if one of you is the author and the other is the illustrator, but it must be clear who contributed what for you both to earn credit.</p>
--	---

*Technology Options*  
(W4: I can use technology, including the Internet, to produce, publish, and update individual writing products.)

<p><i>PowToon Video</i></p>	<p>Utilize <a href="#">PowToon</a> to create an informational YouTube video about a group of our poetic or literary devices that are more difficult for you to remember. For example, you might struggle to decipher between alliteration, assonance, and consonance, or you might want to delve more deeply into Southern Gothic Literature in comparison with Horror. Whichever you choose, your video needs to include the definition(s) from our class sets as well as give detailed, accurate information to help someone learn more about the devices you select.</p>
-----------------------------	---

<p><i>Website</i></p>	<p>Take your ideas from your anthology to the web! Create a website using weebly following these <a href="#">step-by-step directions</a>. You may use another platform you are comfortable as long as it includes all of the same components as those described within the directions. This is your way to share your style with the world-wide-web! Each time you complete a new page of your website, be sure to send the link to your teacher, so she can continue to give you feedback along the way. This is a <i>big</i> undertaking which takes a lot of commitment to complete. Make sure you are invested. This is the only option that can be completed for the whole year.</p>
-----------------------	---

<p><i>Game Creation</i></p>	<p>Take your story idea and turn it into a video, card, or board game. Fully <a href="#">develop</a> and visually create at least 2 characters and as well as the setting then show how your characters interact within the game following a clearly written <a href="#">plot</a> that takes into consideration the possible outcomes of the game. The attached documents are <i>tools</i> that must be completed to help you create your game--they are not the finished product! The finished product should be a game at least two players can play that reveals the plot as a whole and the characters within and must be submitted with the tools you created.</p>
-----------------------------	---

## Speaking and Listening Options

(L1: I can initiate and participate effectively in a discussions with diverse partners, building on others' ideas and expressing my own clearly and persuasively.)

### Poetry Out Loud

#### READ

#### LISTEN

#### WATCH

Work together with a small group of students to have a poetry reading contest. Discuss and write a paragraph explaining how the contest winner will be chosen. Individually, select a published poem you would like to perform. Type a short paragraph explaining why you chose that poem--consider why it is meaningful to you. Have your reading TOGETHER and record the event. As a group, choose your winner based on the rules you described in the paragraph. Post your reading to [YouTube](#) privately, and email the link to me along with the individual paragraphs/poems read and the winner, explaining why (s)he won, and an individual response.

### Poetry Ted Talk

Watch [Why People Need Poetry](#) and utilize the [speech evaluation](#) to reveal its effectiveness. Then, write and record your own speech (at least 5 min.) on a topic that is important to you. After you record it, share it with at least one adult and have them evaluate it with the speech evaluation before you email the link. You can post your link to Youtube privately if you prefer, but you must turn in both speech evaluations and the written draft of your speech. Please do not polish the draft; it should be clear that you made edits before you recorded the speech.

## Reading Literature Options

(RL2:I can determine two or more themes or central ideas of a reading and analyze their development including to provide an objective summary of the reading.)

### Banned Books Reading

Books have been banned throughout history for many and [ridiculous reasons](#). Review the lists of banned [classics](#) and [popular](#) books. Select one to read and create a diary of your experience reading it with daily entries for each day you read. Your first entry should explain why you selected that particular banned book and why it was banned. "Use Anna Quindlen's [Op-Ed from 1994](#) as the model for [your diary] about personal experiences reading banned books and thoughts about book banning in general" (Brown). The last entry should explain your opinion about whether or not it should be banned in relation to the reason(s) it was banned.

### Read a Short Story Collection

Read a collection of short stories and create a prezzi of at least 15 of the [Literary Devices](#) from the Quizlet set as they appeared throughout the stories. For each story be sure to include the author and title, the device(s) used, a description or quote of how the device was used, and how the use of that particular device added to the message of the story. Do not merely summarize, but make a point of using your analytical skills to explain why the author did what (s)he did. For each device you should include at least one image that is related to either the device itself, the author, title, or the story to make your prezzi visually appealing. In some cases, you may include short video clips as long as they are very relevant. Last, explain which story was your favorite and why--what did the author's use of the devices add to the overall story?

<p><i>Graphic Novel Excerpt</i></p>	<p>Select a favorite novel excerpt and recreate it as a graphic novel. This can be for any book, story, or poem you have read for class. You must include a copy of at least 6 pages of the original text which needs to be annotated to show how you decided what your illustrations would be and the text that you would use in the illustrations to convey the story. Your finished product must include the annotated copy, three full-page color illustrations and your <a href="#">reflection</a> with the devices you employed explained.</p>
<p><i>Dystopia Reading</i></p>	<p>After learning the <a href="#">Dystopia characteristics</a>, select one of the following novels to explore the genre more thoroughly: <a href="#">1984</a>, <a href="#">Fahrenheit 451</a>, <a href="#">Brave New World</a>, <a href="#">The Handmaid's Tale</a>, or <a href="#">Station Eleven</a> (other novels must be approved by your teacher). Read the novel and complete the dystopia characteristics for it. Be sure to claim, cite, and clarify with a quote for each characteristic. After you are finished, write a review of the novel you selected as a dystopia using evidence from the handout.</p>
<p><i>Gothic Reading</i></p>	<p>After learning about the <a href="#">Gothic Elements</a>, select one of the following novels <a href="#">Frankenstein</a>, <a href="#">Jane Eyre</a>, <a href="#">Pride and Prejudice and Zombies</a>, or <a href="#">Sense and Sensibility and Sea Monsters</a> (other novels must be approved by your teacher). As you read use post-its to mark the Gothic Elements which appear. Then create a map on a piece of butcher paper of how the novel incorporates at least 5 of the gothic elements. Each should be represented with a quotation from the novel, and each element should be represented with at least one picture that is relevant to the quotation. The author should also be depicted with a short biography and why she may have incorporated gothic elements into her writing because of her life experiences.</p>
<p><i>Informational Text Options</i></p> <p>(RI2:I can determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis.)</p>	
<p><i>Found Poetry</i></p>	<p>Take the subject you love and turn it in to poetry! Whether it be space, the environment, music . . . whatever it may be that you read information texts about, go through your reading with a highlighter and pull out the lines that speak to you. Be sure you turn in what you read (which should be annotated to show what lines you took) with your POSTER-SIZED <a href="#">found poem</a>. The purpose of this poem is to educate others about the content of your favorite subject and bring it into the world of Creative Writing in a visual and unique format.</p>

Works Cited

Brown, Amanda Christy, and Katherine Schulten. "Ways to Celebrate Banned Books Week." *The New York Times*, The New York Times, 23 Sept. 2010, [learning.blogs.nytimes.com/2010/09/23/10-ways-to-celebrate-banned-books-week/](http://learning.blogs.nytimes.com/2010/09/23/10-ways-to-celebrate-banned-books-week/).