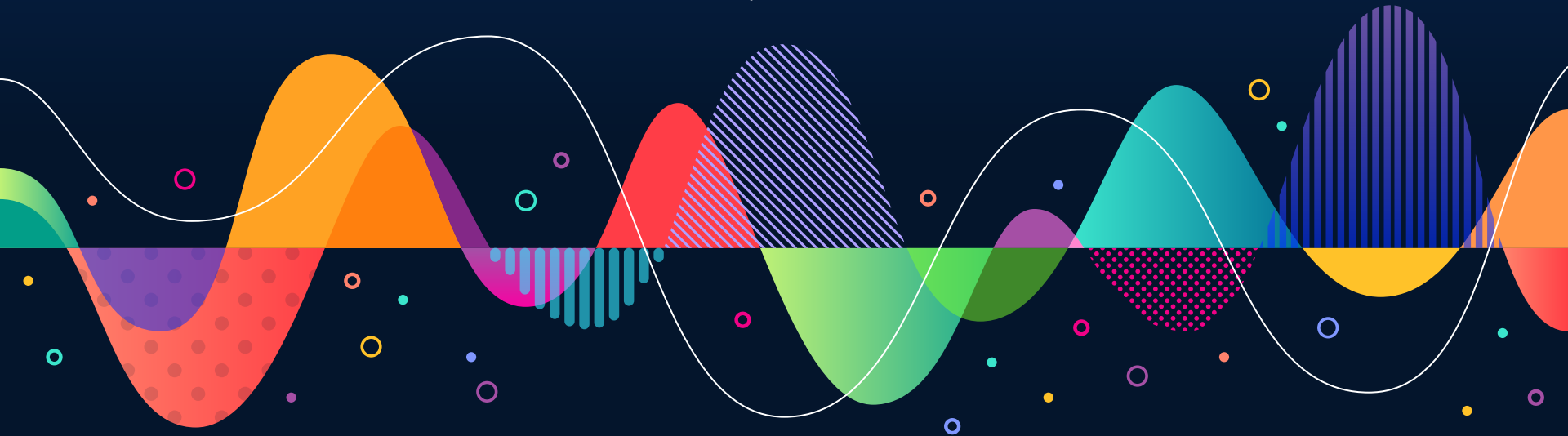
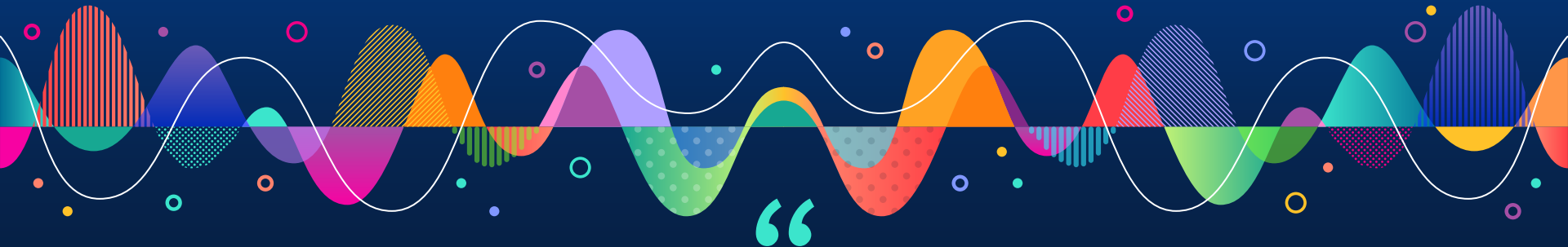


# Creative Writing Lesson: Short Fiction

SECE3210F: Creative Writing Workshop  
Fall 2021 - Nova Southeastern University  
Ashley Andersen





“


## LAFS.1112.W.1.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- ★ Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- ★ Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- ★ Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- ★ Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- ★ Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

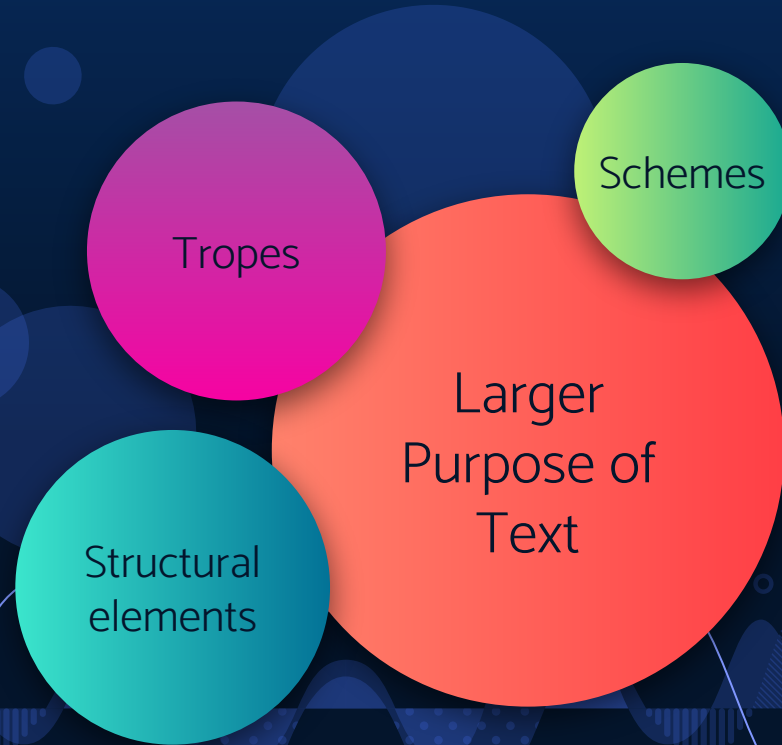
## Standards-Based Goals

★ Students will be able to distinguish the importance of the use of schemes and tropes in narratives.

★  Students will be able to connect stylistic techniques with the larger purpose of a narrative.

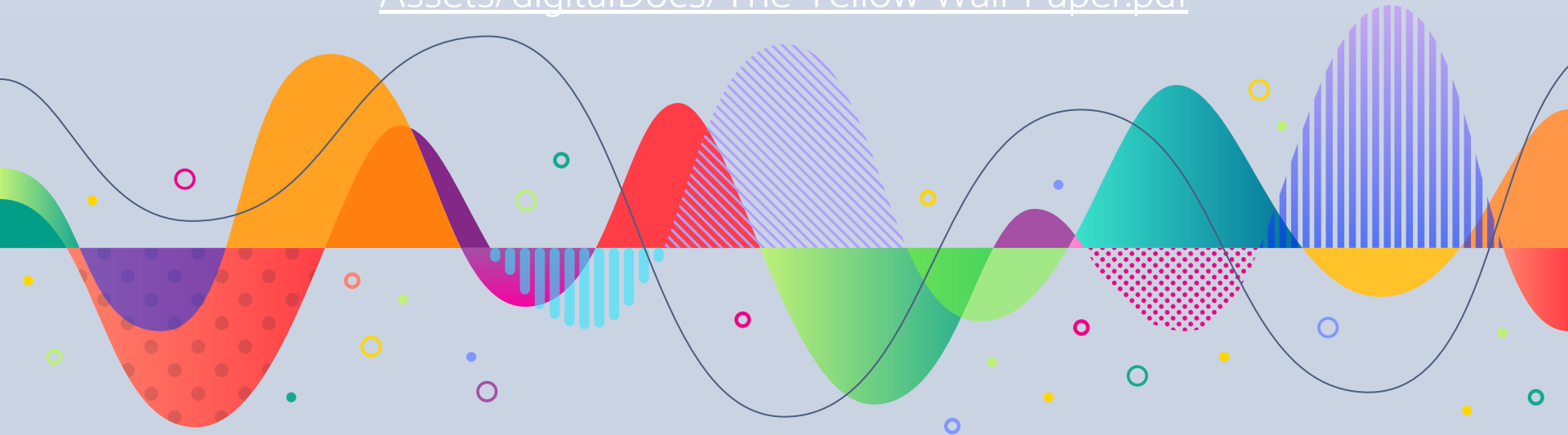
★ Students will be able to intentionally utilize literary devices within their own writing to build toward a larger purpose.

# Components of Successful Narrative



# Charlotte Perkins Gilman's “The Yellow Wallpaper”

<https://www.nlm.nih.gov/exhibition/theliteratureofprescription/exhibitionAssets/digitalDocs/The-Yellow-Wall-Paper.pdf>



## Lesson Plan



- ★ Students will read Charlotte Perkins Gilman “The Yellow Wallpaper” individually
- ★ Following reading the work individually, students will get into small groups of 3-4 and conduct research regarding the work and its statement on society’s attitude toward mental health.
- ★ After, students will present their findings as a group to the class, and the class will discuss their conclusions

## Lesson Plan (Continued)



- ★ Students will identify techniques Gilman uses to demonstrate societal concept
- ★ Students will write their own fictional narrative with a larger purpose being demonstrated by stylistic techniques
- ★ Students will then peer edit and determine if they have achieved their larger purpose
- ★ Students will finalize their narrative

## Why Write to Understand Stylistic Techniques?



- ★ “Once students understand the challenge of making their writing both interesting and meaningful, they will come to recognize the efforts in the writers being studied” (Venuta 2020).
- ★ “Responding to literature in creative ways would help the student to become a critical reader” (Venuta 2020).



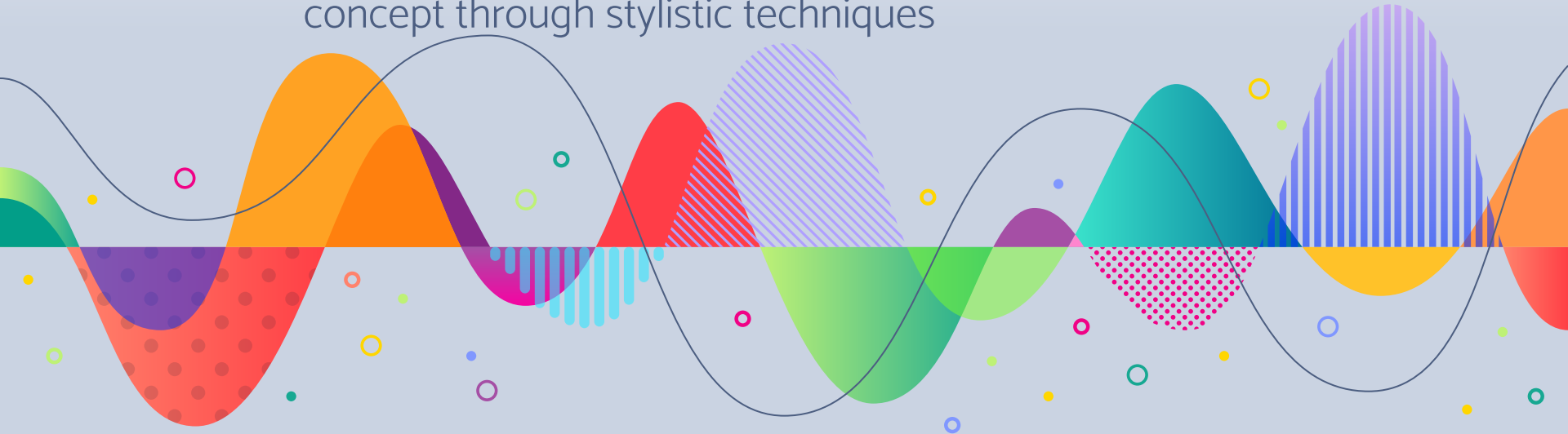
## Accommodations



- ★ Students with learning disabilities and ESOL students will be placed in groups with students who are capable of helping them to reach them the same conclusions from the text.
- ★ ESOL students will also be provided a translated version of this work if necessary
- ★ Audio versions of the text will also be provided for different learning styles

# Assessment

- ★ Formative:
  - Presentation of research findings/participation in classroom discussion
- ★ Summative:
  - Production of a narrative properly demonstrating a societal concept through stylistic techniques



# Authentic Assessment Rubric

<b>Participation in Class Discussion</b>	3 Student contributed original ideas .	2 Student followed the thought process of discussion but could have contributed more.	1 Student did not contribute to the discussion, nor seem to understand.
<b>Presentation of Group Research</b>	3 Group presented an extensive amount of research on the subject.	2 Group presented an adequate amount of research on the subject.	1 Group presented little or no research on the subject.
<b>Production of a Narrative</b>	3 Student wrote a narrative that successfully represented societal conflict by utilizing both tropes and schemes.	2 Student wrote a narrative that utilized either tropes or schemes to represent a societal conflict.	1 Student wrote a narrative that did not utilize neither tropes nor schemes to represent a societal conflict.

## References



Venuta, P. (2020). Writing the wrong in the ELA classroom: The role of performance through creative writing. *LEARNing Landscapes*, 13(1), 237-248. Retrieved from <https://ezproxylocal.library.nova.edu/login?url=https://www.proquest.com/scholarly-journals/writing-wrong-ela-classroom-role-performance/docview/2459000094/se-2?accountid=6579>



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