

Creative Imagination in Writing

English Language Arts and Reading: English One

Note to Instructor: Writing fiction or non-fiction revolves around an individual's imagination. Students tend to have their own imagination that releases at the drop of a pen; or due to it being stuck in a box, needs the Jaws of Life to aid in a release. This lesson is to be taught as a foundation for creative writing. In preparation for essays, stories, TAKS, and future collegiate work, students need to define and claim their voice in a written piece. Let's be creative and have fun with writing.

Objectives

Students will focus their attention and listen to the person(s) speaking of historic events regarding Sam Houston.

TEKS § 110. 42. English Language Arts and Reading, English One. (b) (14) (A, C)

Students will use the internet, Texas Tides site, to research and print one of Sam Houston's items that they will become. [i.e. his shaving mug, ivory letter opener...THE LIST GOES ON]

TEKS § 110. 42. English Language Arts and Reading, English One. (b) (13) (B, D, E)

STUDENTS WILL WRITE! Students will begin the writing process (i.e. prewriting, rough drafts, editing...) in hopes of describing to their audience what it is like to be that particular item. (They may expand on a particular event, day, or even their entire life span as that object.)

TEKS § 110. 42. English Language Arts and Reading, English One. (b) (1) (A, B)

As writing progresses, students will evaluate their own rough drafts as well as their peers. Now on to the FINAL DRAFT! [Instructor, you may structure this time to your liking, or just allow students to exchange pieces, add comments and then return to author.]

TEKS § 110. 42. English Language Arts and Reading, English One. (b) (2) (A, B, C, E); (b) (5) (A, B)

SHHH! As Extra credit, (volunteers only) students may present their finished pieces!

TEKS § 110. 42. English Language Arts and Reading, English One. (b) (15) (A)

Pre-teaching Activities: (Instructor Only)

Teachers, collect some "bullet-point" history facts on Sam Houston using resources such as the Texas Tides website, The Handbook of Texas (located through Texas Tides), or your school history text. An extensive collection of pictures and items are located on the site as well.

- **NO** class-wide technology access: make a Collection Worksheet (copy and paste) where students may pick an item they will become.

Journal On You (J.O.Y.) Time

- During the first 6 minutes of class, students must report to their desks to begin their journal entry of: "If I could be anything, I would be.... (If time allows, a few students may present on a volunteer basis.)"

Teaching Activities:

- Read aloud the facts about Sam Houston. You should suggest to students to take notes (this would help by adding background in their story).
- **Computer Time!!!** Students are to check-out the Texas Tides website to find and print an item that belonged to Sam Houston. (You may have to use some discretion or supply guidelines such

as: each student must have a different object OR each student must pick at least three and then instructor decide for the individual).

- Now discuss as a class some possible creative writing approaches i.e. during an event in Sam Houston's life, a typical day, an obstacle that the item had to face. Allow students to be creative in their own **positive** way.
- Now students begin the writing process: Prewriting, Rough Drafts (1 and 2), edit and more editing, and then go on to the Final Draft (Published piece). Designate appropriate amounts of class time for proofreading and editing.

Assessment Activity

- In order for students to go on to their Final Draft, they must show that their drafts were proofread by at least two of their peers.
- At the end of this creative writing section, students will present their stories to the class; volunteers first and then assign students to read.