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LLED 367

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Writing Prompts

ONE

Prompt: Create a narrative that incorporates language feature listed in the CFLAT handout. This can be in any form - a paragraph or poem, etc.

Extension: Try to use all CFLAT items

Intended outcome: Students will learn about different language features and practice utilizing them on their topic of interest. This will challenge students to use features that they might otherwise avoid.

Content constraint: must at least 10 CFLAT items

Formal constraint: none

Context constraint: 20 minutes

Grade: 11

Materials needed: CFLAT list of language features

Exemplar:

Escaping along the edges you can hear the sounds and glory that lay beyond the door. Calling, echoing inside of you. Light seeps through the bottom, hinting at possibilities. Even though the way is illuminated and you can't admit the truth. Throughout the darkness in your mind and heart; there is fear, uncertainty. Remember the door is not rock solid, it is as strong as you want and need it to be. I know a pang of guilt enters you. Thinking you are not worthy of change. Your privilege and opportunities prevents you from being honest. Let me tell you, I am by far the least intelligent, yet I know something about starting over. My pearl of wisdom is, you should never feel ashamed for how you feel, regardless of what it may be. You cannot help it. It is more than fine to be emotional, especially when you care deeply. Despite knowing this, why is it so hard to start over? Realistically, going through something as simple as that door may be the scariest moment of your life. However, remember, you have been here before. Done this before. Come to the door. The heart will guide, and the rest will follow; your body, all its parts building off one another again, collaborating in helping you. Remembering all of this, knowing all of this, I leave all the rest to you. The door is not locked but it can remain closed if you want it to.

TWO

Prompt: After reading “My Papa’s Waltz” by Theodore Roethke, write a replica of the poem from the perspective of the father. Use the same structure as the original poem (four stanzas with four lines each) with similar lengths of lines. Try to address the same key elements/descriptions in the poem but express them through the eyes of the father.

Extension: Add a fifth stanza from the perspective of the mother

Intended outcome: Students will strengthen their ability to understand and generate specific perspectives within a text. This activity will allow students to practice writing within the structural restrictions of poetry. Students will be challenged to appreciate the relationship between content, structure, and meaning, in their writing.

Content constraint: Must be written from the perspective of the father

Formal constraint: Must be a poem with four stanzas, four lines each

Context constraint: 20 minutes.

Grade: 10 or 11

Materials needed: “My Papa’s Waltz” by Theodore Roethke

Exemplar:

The future in my mind
Was never ever like this;
Yet when I hold you close:
Such worlds were never easy.

We spun to Nat, Doris,
And Glenn, all tracks were great.
Your mother’s love projected
To her only darling son.

Wrists fragile, make me humble.
Heart pure, makes me surrender.
Was I always like this?
I only knew of the buckle.

Fathers will be cowards.
Sons will be brave.
Closing the curtains, listening for sounds.
I’m sorry my son, is what should you should have found.

THREE

Prompt: Write a neutral/open script between two characters using only dialogue. Think as you write how many ways this script could be acted out.

Extension: Exchange dialogues with another group and act out one another's scripts. Change punctuation in of script to see how that could alter the interruption.

Intended outcome: Students will practice developing effective dialogue between in order to advance/enhance the narrative. This will also give students an opportunity to use correct punctuation in writing dialogue.

Content constraint: Must include only dialogue

Formal constraint: Must be 10 lines in the form of a conversation between characters.

Context constraint: 15 minutes

Grade: 9

Exemplar:

A: "Are you sure."

B: "Well look for yourself."

A: "I can't."

B: "Well maybe if we..."

A: "But what about..."

B: "Yes."

A: "Yes."

B: "You first."

A: "Watch closely."

B: "Got it."

FOUR

Prompt: Write an Ode to your favorite junk food.

Extension: Turn the Ode into a concrete poem of the junk food.

Intended outcome: Students will strengthen their emotional driven/love language. This activity will give students opportunity to practice writing within structural restrictions of poetry.

Content constraint: Must be written about junk food

Formal constraint: Must be a 10 line stanza following ABAB or AABB rhyme scheme

Context constraint: 15 minutes.

Grade: 9

Materials needed:

Exemplar:

My beloved and immortal sour keys
Do you ever please.
Big. Small.
I love you all.
Fresh out the box you are my only desire.
When I am without you I perspire.
Key is the shape you take.
Opening my heart and making it quake.
Though you make my tongue numb,
You will forever have me under your thumb.

FIVE

Prompt: Write a poem/ rap track similar to “Alphabet Aerobics” by Blackalicious. Lines of poem/ rap track will contain lines/lyrics based on each letter of the alphabet starting from A-Z.

Extension: Add another line to each letter. Student’s will perform their pieces.

Intended outcome: Students will strengthen their skills in using alliterations and understand the lyrical property of writing. Students will further understand poetry in music and develop unique word parings to enhance description. Search new words and different use of adjectives and nouns in their everyday writing to promote unique word combinations.

Content constraint:

Formal constraint: Write 1 line of lyrics based on the alphabet from A-Z

Context constraint: 25 minutes.

Grade: 10 or 11

Materials needed: Hand out with lyrics for “Alphabet Aerobics” by Blackalicious and dictionary.

Exemplar:

Angry agnostics answering aimlessly,
Actually acquiring acuteness accurately.
Brick brackets boxed by barbarians
Bequeathing before bossily burying.
Constant causalities corroding contents
Crushing creatives and their currency
Digitize demoralize demonstrate diligence
Downgrading democracy done on the down low
Eviscerating everyone ever evening
Erroneous education eyes everyone eventually
Flip flop on fundamentals
Ferocious fast frequent fumbling
Glorious gizzards grab gravity while gyrating
Granted are the go getters.
Hatch hilarious hymns hammering honorably
Hired heroes help harmoniously
Infrequently interpret imessages’ insecurities
Illustrate ingenuine interests instantly
Judgementally justifying junk by jurisdictions
Jerking jackals jabbering jackers
Knobbly kids keep Kleenex kaleidoscopes
Kamikazeing kayaks kingcups kicking
Lap loosing labradors
Living latitudinally
Mix match malicious misters
Man must meet Mr. Creator.

Never negating knowing negotiables
Nasty, nice; neither
Outrageous oppression not over
Overbearing optical illusions obverting
Powerful prose poaches public perception
Punch pinch pluck this poem
Qualms quiz inquisitive choirs
Quarter quitting quilting quandary
Rascals rapping wrong random rational
Reasons reverberate raunchily
Saturated sonnets seek smell sight sound
Souls secrete static sensory.
Xenophobes on X-axis
Excellently executing xiphoids
Yes yeah it is them that I be yearning
Ying-yang yogurt makes me yakking
Zoology zebra zapping ziploc zucchinis
Zoning out zooming in zestful ZION!

SIX

Prompt: Down shift the register in an email from your teacher or professional.

Extension: Up shift the register for a text from your friend and down shift the register from your parent.

Intended outcome: Students will practice and understand the use of formal language. Students will understand that language can be context specific and when and where to use formal vs colloquial language. Further explanation of synonym and word choice.

Content constraint: Must be an email from a teacher or professional.

Formal constraint:

Context constraint: 15 minutes.

Grade: 10

Materials needed:

OH SNAP!

Throw them doves in the air PD because we got chu!

First things first, are you in or out playa?

Second, is there heat that we should know about?

Third, holler back about our survey.

Finally, scream our gang call, CASH RULES EVERYTHING AROUND ME (C.R.E.A.M.)

Get that money, dolla dolla bill yaaaaaalll!

You got the juice now son.

-U BE SEE

SEVEN

Prompt: Select food for your perfect three course meal. Write three 3 lined stanzas, each for a starter, main course and desert. Describe the food and sell it to the reader. Just don't list the ingredients or components of each course, be wild with metaphor, similes, synonyms pitch each item as the lowest of culinary delights to be grossed out and disgusted and displeased by.

Extension: Student's will write a beverage for each course/Write a pleasing description of the food.

Intended outcome: Students will practice employing the literary devices of simile and metaphor to create description. Students will be encouraged to portray the ordinary in interesting ways, therefore increasing their ability to attend to meaningful details in their writing. Further will understand that simile, metaphors and synonyms are also a way of thinking.

Content constraint: Must be written about food with pleasing titles.

Formal constraint: Three 3 lined stanzas to describe the food.

Context constraint: 20 minutes.

Grade: 10

Materials needed: Menu samples.

Exemplar:

Local Gorgonzola, Arugula and Golden Raisin Bruschetta

Bruised blue voracious veined stench
Crumbled by hands on limp laced manure grown shrubs
With parched glowing urine pebbles.

Artisan Organic Creamy Red Wine Rose Veal Bolognese

Slaughtered virginal seared juvenile bovine
Squirring in a pits of serpent balled spaghetti
Drowning in vicious goat juice tomato blood

Fair Trade Salted Caramel Dark Chocolate Molten Lava Cake

Flourless, fun less, full of itself
Soggy raw cacao sponge
Oozing amber alkali snot

EIGHT

Prompt: Construct an original text from spam email handout

Extension: Turn written work into a scene.

Intended outcome: Students will become aware of more visual works of writing and understand how constraints or limited word choice can lead to more creativity.

Content constraint: Words must be taken from spam email handout. Must proceed sequentially in word choice and can only repeat words when appearing after the same word. If word is passed over it may not be used for rest of work. Freedom is allowed in regards to punctuation.

Formal constraint:

Context constraint: 20 minutes.

Grade: 11 or 12

Materials needed: Spam email handout

Subject

September 2, 2007 6:24:04,

Carmine Flores' Attachment Pharmacy.

"Please do not...." *click*

"Beg, the most fortunate classes will. Have no obedience?"

"False! I am inclined to believe a monarch will be able to convert America."

"Objection! Candidate Pop, the Americans..."

"The United States destruction will always contain a considerable number of people enjoying the dark predicament, retreat is impossible."

"People cannot change the Americans!"

"Men asunder justice, substitute the notion of 'right' for that of violence. Federal government stands in greater need of selection. Tomorrow..."

"Tomorrow...?"

"Tomorrow only remains for us, the Union!"

"Now suppose, that the authority orders increase public order beyond every suggestion.

Communicate in which the poor should be invested with the power. Power with making the laws.

"..."

"..."

"I am convinced that the encroaching democracy should straight kick the little they have done.

Obtain this result!"

"Politica?"

"Politica! Politica! Politica!"

NINE

Prompt: Create a concrete poem of a verb in action, showing visual element of words or the word in action using Microsoft Word.

Extension: Create a scene with the word being used is in action or representing its own meaning.

Intended outcome: Students will understand different forms of poetry and that writing is not only linear but can take on different dimensions. Poetry and words can be visual art and do not need to be constrained by lines or definite shapes.

Content constraint: Must create 3 visual/concrete poems.

Formal constraint: Must be a visual/concrete poem

Context constraint: 20 minutes.

Grade: 8/9/10/11/12

Materials needed: Computer lab and Microsoft word.

Exemplar:

ECHOHOE

S L I N K
Y

S

T

A

N

U N D E R

TEN

Prompt: Create a word of at least 50 letters long and come up with a definition for the word. Students then will create a dictionary style page definition for that word.

Extension: Create a synonym for the word.

Intended outcome: Students will become familiar with certain pronunciations and linguistic elements of words. Understand how prefixes and suffixes can manipulate the meaning of the root word. Allow students to be familiar with pronunciation of longer words.

Content constraint: Must be a word that does not exist

Formal constraint: Word and definition take the appearance of a Google search definition of the word. Word must be at least 50 letters long.

Context constraint: 15 minutes.

Grade: 8 or 9.

Materials needed: Dictionary

Exemplar:

sub'psue'do'su'per'fi'cial'prox'ï'mal're'nal'dis'func'tion'al'ï'ty

/səb'sōōdō soopər'fiSHəl 'präksəməl ' rēnl dis' fəNG(k)SHə'nalədē/

noun

1. a mental disorder where one believes they have lost the sensation to feel being tickled near/around their kidneys to cause laughter.

“Thank goodness we thought it was tumor, but the doctor assured it was subsuedosuperficialproximalrenaldisfunctionality, and that it should pass with some rest.”

synonyms: numb kidneys, laugh taxed

BONUS!!!!!!

ELEVEN

Prompt: Create 10 writing prompts

Extension:

Intended outcome: Illuminate to students that writing can fun an interesting. Placing constraints (content, formal, context) fosters creativity rather than stifle it.

Content constraint: You choose

Formal constraint: Your call

Context constraint: Up to you.

Grade: Teacher Candidates

Materials needed: You tell me.

Exemplar:

<https://blogs.ubc.ca/teachingwriting/category/writing-prompts/>