

## Writing Prompts

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October 26th, 2016

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## Writing Prompt #1

**Activity:** Write a cubic poem on the topic of your choice. A cubic poem contains three words per line, three lines per stanza, and three stanzas.

**Constraint:** Use twenty seven different words that can be used both as a noun and a verb (E.g. a person can drink their drink).

### Intended Outcomes:

- Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation.
- Select and use appropriate features, forms, and genres according to audience, purpose, and message.

**Materials:** Paper, pencil.

### Example: Square Times Square

Drink paint water

Cook fish eye

Frank felt foul

Rent text book

Pen note page

Bike past class

Watch train pass

Study record speed

Play track tag

## Writing Prompt #2

**Activity:** Create a piece of blackout art by marking off words, letters, or punctuation marks successively from an outside text offered by the teacher.

**Constraint:** Black out as much or as little as you want. There is no requirement for length but the new text must read successively.

**Extension Activity:** Students are offered a Shakespeare text to attempt to black out.

### Intended Outcomes:

- Transform ideas and information to create original texts
- Select and use appropriate features, forms, and genres according to audience, purpose, and message.

**Materials:** Copies of text, markers.

**Example:** Political Gobbledegook (using an internet pop up ad)

The tired accession of power, in my opinion, is evident in the course of the existence of a nation. A government exacting obedience, lies. I am inclined to believe religion is perhaps met by an objection derived from democracy. The habitual intercourse of wild Americans and easy key nations have a natural tendency to hate the United States. Destruction will always contain a number of great political parties. To retreat is impossible for a people cannot restore free institutions of equality to keep justice if a federal government stands in need of the support of judicial institutions. In european civilization it remains filthy to apply these general principals to the American Union. Let us now suppose that the modern legislative authority shrunk in the lowest orders. Two lawyers are obnoxious to beyond every other consideration. I angrily am therefore convinced encroaching democracy unquestionably displayed natural order to obtain this result. Fruit.

### Writing Prompt #3

**Activity:** Re-write a piece of literature or text from another's point of view. Students have free reign over choice of text.

**Constraint:** Change the register of a text to be more or less formal without changing the meaning.

#### Intended Outcomes:

- Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking
- Respond to text in personal, creative, and critical ways

**Materials:** Self-chosen text (can be found online), paper, pencil.

**Example:** I Adore Gargantuan Posteriors (Intro) - From the perspective of an actor playing the role of a 1600's noble who didn't do any research on the actual language of the time.

O God!  
My dearest Rebecca,  
Gaze upon her posterior  
It would appear she is intimate with one of those hoodlum poets  
The behemoth proportions of it!  
but, alas, who could hope to understand such a mind as a poets?  
Would they waste a breath  
if she wasn't seen as though a lady of the night?  
Ah, her derrière!  
Its circumference, vast  
Reaching to the heaven's above  
The thought, repulsing  
But I must look  
Her shade of ivory

**Original Text:** I Like Big Butts (Intro) - Sir Mix-a-Lot

Oh, my, God Becky, look at her butt  
It is so big, she looks like  
One of those rap guys' girlfriends.  
But, ya know, who understands those rap guys?  
They only talk to her, because,  
She looks like a total prostitute, 'kay?  
I mean, her butt, is just so big  
I can't believe it's just so round, it's like out there  
I mean gross, look  
She's just so, black

## Writing Prompt #4

**Activity:** In the story 'The Rabbit' by R.P. Macintyre, the story's ending implies that the son is, in a way, smarter than the parents, as he would have had us believe all along. Write about a time when you were smarter than a person of authority. (Students have taken turns reading out loud to the class before activity).

**Constraint:** Use as many adjectives as you can without repeating any.

Intended Outcomes:

- Respond to text in personal, creative, and critical ways
- Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation

**Materials:** Copies of 'The Rabbit', paper, pencil.

**Example:** I Hope I'm Wrong

On an agreeable morning, around the sunny 16th of June my father melodically laughed and said, "This is just an obnoxious publicity stunt, he couldn't get a thoughtless five percent of the republican vote."

laughed in return and said sarcastically, "You just watch. He'll be president."

My father and I happily sat in a bar in Croatia a few short months later. He heartily chuckled as several red faced and spittle-covered candidates bickered heatedly on stage and said, "This wont last long. Even the bewildered republicans can't put up with this callous circus. They'll have to get rid of him."

I said, still with a hint of sauciness, "You just watch. He'll be president."

December came and he said he wanted to ban all Muslims from entering the United States. My father snorted wetly and said, "See? He's whole-heartedly sabotaging his own campaign. They have to get rid of him now."

I said, somewhat sorrowfully now, "You just watch. He'll be president."

The debates began and my father called me and said, "There is no way people could still vote for that embarrassing goon after that. He's irreparably racist. He's loathsomely sexist. He's every '-ist' you can be but more importantly people know now he has no formed policies. How he even got this far is unfathomable! They'll have to drop him"

I replied dejectedly, "You just watch."

## Writing Prompt #5

**Activity:** Re-title movies by adding a single word to drastically alter their plot. Give the movie's new name and a sentence describing its new plot.

**Constraint:** Add a noun or adjective anywhere in five movie titles to make it a totally different movie and then write sentence on the new plot.

### Intended Outcomes:

- Transform ideas and information to create original texts
- Select and use appropriate features, forms, and genres according to audience, purpose, and message.

**Materials:** Paper, pencil, possibly give access to internet.

### Example:

A) Schindler's Grocery List - (Drama) A german officer stationed in Poland becomes concerned that he has invited too many people to his Bar Mitzvah and realizes he will have to go back to the grocery store to buy more food.

B) Cock Fight Club - (Documentary) A look at the vicious world of underground cock fighting amongst potato farmers in PEI, Canada.

C) Adult Toy Story 3 - (Adult Film) Follows the adventures Woody and Buzz, two toys. This one didn't actually really need to be changed much...

D) The Juice Purge - (Horror) A health nut holds her community hostage feeding them nothing but detox juices after they laugh at her for bringing sugarless cookies to a school bake sale.

E) Teenage Mutant Cyborg Ninja Turtle - (Action/Comedy) What's cooler than adolescent, kung-fu using, mutant turtles? Cyborg adolescent, kung-fu using, mutant turtles.

### Original Texts:

- A) Schindler's List
- B) Fight Club
- C) Toy Story 3
- D) The Purge
- E) Teenage Mutant Ninja Turtles

## Writing Prompt #6

**Activity:** Change a passage in one of Shakespeare's tragedies OR comedies to attempt to convert it to the opposite style.

**Constraint:** Change only nouns.

### Intended Outcomes:

- Respond to text in personal, creative, and critical ways
- Transform ideas and information to create original texts
- Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation

**Materials:** Shakespearean text, paper, pencil.

**Example:** Hamlet, after realizing coaching his son's little league team was a terrible idea.

"To be, or not to be: that is the question:

Whether 'tis nobler in the loins to suffer  
The bats and baseballs of outrageous little leaguers,  
Or to take cover against a sea of mis-hits,  
And by opposing end them? To weep: to moan;  
No more; and by a wail to say we end  
The crotch-ache and the thousand natural blows  
That stomach is heir to, 'tis a consummation  
Devoutly to be obviate'd. To gasp, to plunge;  
To die: perchance to relax: ay, there's the rub"

### Original Text:

To be, or not to be: that is the question:  
Whether 'tis nobler in the mind to suffer  
The slings and arrows of outrageous fortune,  
Or to take arms against a sea of troubles,  
And by opposing end them? To die: to sleep;  
No more; and by a sleep to say we end  
The heart-ache and the thousand natural shocks  
That flesh is heir to, 'tis a consummation  
Devoutly to be wish'd. To die, to sleep;  
To sleep: perchance to dream: ay, there's the rub;

## Writing Prompt #7

**Activity:** Create the dialogue that has led to the look seen in the picture.



The Scream of Nature by Edvard Munch

**Constraint:** Use a different noun, verb, and adjective in each line .

### Intended Outcomes:

- Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking
- Respond to text in personal, creative, and critical ways
- Select and use appropriate features, forms, and genres according to audience, purpose, and message.

**Materials:** Copy of picture, paper, pencil.

### Example:

"A moose!" cried Big Bald Bob frantically.

"A mouse?" Out-of-Shot-Sally asked nonchalantly.

"No, a Capreolinae!" lamented Big Bald Bob woefully.

"No, no. They are murines." stated Out-of-Shot-Sally, matter-of-factly.

"I SAID A..." Big Bald Bob screamed as the Alces Alces ran him over in her excitement to greet her two faceless friends at the end of the pier.



## Writing Prompt #8

**Activity:** Write a paragraph describing the events of this past morning using examples of exaggerative speech.

**Constraint:** Write this paragraph in the second person.

### Intended Outcomes:

- Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation
- Select and use appropriate features, forms, and genres according to audience, purpose, and message.

**Materials:** Paper, pencil.

### Example:

You slam your feet to the floor, stretching your arms to the skies above, releasing a screech resembling that of a new born dinosaur hatching from it's shell. The frigid air attempts to halt your procession but the impending drudgery of class looms over you. Downstairs, an uncountable number of coloured hoops rain down from the box into your bowl. An ocean of milk comes after. The regret you feel for not beginning with a shower drags you spirit through the depths of hell only to resuscitate it by stabbing you from all sides with the icicles of air current pulsing past you. The blackness consumes you as you feast. Mainly because you threw a blanket over your head to keep warm. You make your way to the stairs and peer up through the early morning haze and begin the hike. You've lost track of the steps you've taken and contemplate setting up camp at the first landing and heading for the top after a day's rest. The only thought that moves your feet upward is the knowledge that just beyond your view is a hot geyser of relief from this daily torture. A sound hits your ears. A terrible sound. Each droplet of water hits the tub with a distinct splash flooding your mind with memories of that time you peed your pants during an assembly in kindergarten. The water smacks against the floor just as your pee did before. Your roommate is in the shower.

## Writing Prompt #9

**Activity:** Write on any topic you choose but it must contain as many elements of the CFLAT exercise as possible.

**Constraint:** See CFLAT exercise.

**Extension Activity:** Write a poem using all the elements of the CFLAT exercise.

### Intended Outcomes:

- Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation
- Select and use appropriate features, forms, and genres according to audience, purpose, and message.

**Materials:** Copy of CFLAT exercise, paper, pencil.

**Example:** Untitled

I've tried so many different lines  
and written words on top of words down on this sheet.  
But i'm about to have a break down  
if this Wednesday evening shakedown  
causes other class' work to be incomplete.

It says, "having a blast"  
but alike examples are all escaping  
and this newly-prepared poem  
looks like a bottom-feeder's scrapings.

How can I use "bone dry"  
in a sensible sounding sentence?  
I tried to do this as a poem  
and now all i feel is repentance.

Is a measuring cup a gerund and noun?  
How can I make a sequence  
of smoothly electric adjectives  
balancing clarity and infrequency.

Is this poem better  
than the poems of my peers?  
I learned that "the election politics  
are annoying for people" this year.  
Whats that have to do with this?  
I still haven't figured that out.

But wikipedia said, so it must be true!  
Please don't nominalize "argue"  
or whine or cry or pout.

Do you know who is actually  
a better poet than I?  
Realistically everyone  
but i like it  
and furthermore, I try.

Poems are often fun  
when you don't have to sift through information.  
But if i don't post something soon  
James'll kick me out  
for my insubordination.

I'm almost done this poem  
though it may not make much sense.  
So Kendrick let me sleep in class  
know I've tried my best  
in my defence.

I wish someone  
would do all this work  
and just give me the A  
but teaching people to fish is better  
then buying them a McFillet ← (sarcasm)

I guess i'll sit here moping  
while crying out, "why me?"  
Screw the last two lines  
I don't feel like doing  
a metaphor or simile.

## Writing Prompt #10

**Activity:** Pick a piece of literature (or another text E.g. photo, movie, etc.) that contains a homograph, homonym, or homophone in the title. Students will be able to peruse the internet to find a usable text. Use this title to create a new poem about that homograph/homophone.

**Constraint:** Use five different homographs or homophones.

E.g. A homograph is two words that have different meanings but are spelt the same.

Lead (as in 'to do first') is a homograph of lead (the metal in your pencil).

A homophone are words that are spelt differently but sound the same. To, too, and two are homophones of each other.

### Intended Outcomes:

- Respond to text in personal, creative, and critical ways
- Transform ideas and information to create original texts

**Materials:** Self-chosen text, paper, pencil.

**Example:** The Fly by William Blake (Contains: Fly/fly, eye/I, tie/tie, know/no, murder/murder)

The fly flew round the sky.

"I fly!"

said he,

when catched

my eye.

So I

tucked belt,

tucked tie.

Tied up

the fly.

"D'you know,

dear fly,

why I chose to tie

and not let

you fly,

you dirty fly?"

"But why, sir, why?"

And don't try to lie.

Know as I lie here

bound and tied here

if a spider comes

I just may die here!

Oh my family, my dear

is so worried, I fear,

screams from I  
near spiders, my fear.  
I just escaped a hungry murder!  
A group of ugly, jet-black bird-ers.  
You're as talented at tying  
as a southern herder  
but don't turn this fly-napping  
into a murder."  
So I let the fly fly.