

CREATIVE RESPONSE UNIT OUTLINE

- Covered relevant literary terms and devices in advance
 - Introduce the story, beginning discussing and exploring the meaning and interpretations of it. Before introducing the creative response project.
 - [Link](#) (1st Canvas discussion is first page – last is the second)
1. INTRODUCE Creative Response Project ([CLICK TO GO TO ASSIGNMENT DETAILS](#))
 - a. Be sure to focus on the first steps of comprehension, brainstorm, and proposal.
 - b. Optionally, can allow the student to not just choose creation, but also if they work with a partner.
 - c. Broad strokes at first introduction, and more detailed Q&A
 - d. Round 2 of discussing what all a creative response entails (the submission of the proposal, creation, and rationale)
 - e. [LINK TO PDF OF CANVAS SCREENSHOTS](#)
 2. DISCUSS and REVIEW the options, encourage creation outside traditional artistic formats. ([CLICK TO VIEW IDEALIST](#))
 - a. Also, review a sample creative response that is complete – noting the specific rubric-based requirements.
 3. CLASSTIME for DISCUSSION/ANALYSIS of Story and BRAINSTORM of how to apply that to creative (this took at least 3 class periods)
 - a. Remind them, full understanding is not required to represent one's interpretation of something based on all or a part of a story.
 - b. What sticks out to you, the first thing that comes to mind when you think of the story, and start there.
 - c. Workshop out the different categories of struggle – Story meaning/comprehension, how to apply it, and unable to see what they are able to create
 4. PROPOSALS DUE ([sample attached](#))
 - a. No approval is necessary to proceed– just a recording for accountability and to see who may be in need of follow-up.
 - b. 100% of students completion goal!
 - c. This was used as an accountability tool and a primer for what the rationale (written part of the assignment) would need.
 - d. It was editable after submission – so they could change their mind. It fed a google sheet and would notify the instructor when updated.
 - e. Required to match final submission, so they are expected to change the proposal if they change their plan.
 - f. Variety of options provided to select from, or they could articulate their own idea.
 5. NEGOTIATE DUE DATE – TALK THROUGH CREATIVE PROCESS & TIME MANAGEMENT.
 6. MODEL THE PATH FROM READING STORY TO FINAL SUBMISSION
 - a. Break down the steps and walk through them

- b. Google slides showing how to closely read, farm for idea, apply the idea, keep notes of decisions based on the original text, and use those in the rationale, etc.
 - c. Make sure this is viewable on their own time, as not all will be able to process on first viewing.
 - d. LINKS
 - i. [Link to my example slide presentation](#)
 - ii. [My Example project](#)
7. MORE DISCUSSION – WHAT ARE THE STRUGGLES WITH THE STORY– WHAT ARE YOU NOTICING
 - a. Scaffolding those that need more & Reaffirming those who are just unsure.
 - b. Encourage those who are ahead to work on drafting/outlining rationale.
8. LOGISTICS OF SUBMISSION and Q&A
 - a. Built-in Canvas Instructions + FAQ with self-created YouTube walkthroughs - [LINK](#)
9. LET'S TALK RATIONALE
 - a. The written portion of the assignment – the second half
 - b. Graphic organizer to help define the items that need addressing.
 - i. [Link to Graphic Organizer](#)
 - c. Review the requirements & [Rubric](#)
10. INCLASS WORKSHOPS & PRODUCTIVE WORK TIME (2-3 of these)
 - a. Breaking out to support individual students, provided constructive guidance, and validation where needed.
11. SUBMISSIONS DUE – DEBRIEF – GALLERY INTRO
 - a. Class discussion, teaser of the early submissions and upcoming assignment viewing peers interpretations.
12. GALLERY WALK & SCAVENGER HUNT
 - a. Questions in Pear Deck to make it interactive, and able to compile a positive feedback folder for each creation for later distribution
 - i. [LINK to Gallery Walk Slides](#)
 - b. Subjective and search based questions to encourage peer connection and reflection
 - c. Don't forget to encourage the SEL reflection – builds bridge between empathy and how many perspectives are possible to the same piece.
 - i. [Link to Example](#) – takeaway question and responses
13. SHOUT OUTS – DISCUSSION ([Link – Canvas Example Page 2 of pdf](#))
 - a. Complete/incomplete assignment
14. SELF-REFLECTION ASSIGNMENT
 - a. Short answer Google Format – [LINK TO SAMPLE](#)
15. ([SAMPLE](#) assessment and rationales at end of PDF) GRADING & FEEDBACK COMPLETED - **THEN** – INSTRUCTOR CREATED PEER FEEDBACK GOOGLE DOC SENT TO EACH INDIVIDUAL STUDENT!
 - a. [Example 1](#). [Example 2](#). [Example 3](#)

CREATIVE RESPONSE ASSIGNMENT

Using your imagination and the medium of your choice to respond to the story, and pair that with your reasoning. This practice allows us as readers to connect in a meaningful way with the story, reflect on our own understandings, and with the virtual gallery we get to further experience the story through our classmates' interpretations as well.

A creative response has **two** parts. What you create (the creative response) and the accompanying written rationale.

GROUPS/PARTNERSHIPS:

You **MAY** choose to partner or team up with others to craft/produce the creative portion.

- EACH MEMBER must **individually complete and submit the creative response proposal** form and list group members/partners.
- Work together to complete the creative portion and have **one person post it to GimKit** according to instructions from Ms. Lee.
 - Individual non-creative posting group members, use the [FAQ](#) to submit an empty/invisible post to allow you to view the gallery without cluttering the feed of creatives.
- EACH MEMBER must **individually complete their own written rationale, which should include:**
 - Each member should identify individual contributions/decisions/ideas that were included in the creative (symbolism).
 - Each member should also explain their reasoning (connected to the text) for the reasoning behind the idea/choice/decision (why/connection) etc.
 - Submit the rationale via Canvas assignment.

DUE DATES:

- **Proposal-March 11 midnight**
- **FINAL PROJECT & PAPER-March 23 Midnight**

So here are the steps to follow, in depth instructions on them are down below.

- **STEP ONE:** *READ the story again thoroughly (take notes of your thoughts, observations, feelings, and specific text in the story supporting it).*
- **STEP TWO:** *Brainstorm your creative response and rationale.*
- **STEP THREE:** **SUBMIT** your creative response **proposal** (google form) - this is required and goes in the grade book!
- **STEP FOUR:** *Produce a draft of both the rationale and creative responses, then revise/edit and polish both to prepare for your final submission.*
- **STEP FIVE:** **SUBMIT YOUR FINISHED CREATIVE RESPONSE** in [GimKit](#) **AND FINAL DRAFT RATIONALE** in [Canvas](#) (rubric for grading can be found at the very end).

Now let's break those down steps down.

PART 1. THE CREATIVE - YOUR ORIGINAL CREATION

Whatever you create should be very clearly based on the story.

All responses must be submitted according to the technical instructions provided

Don't be scared! Creative responses are a fantastic opportunity for you to show what and how you think without having to use words (and you have been doing them since elementary, it has probably just been a while), most of all this should be **FUN**.

- Whatever you choose to do should not be a literal creation but an **imaginative/analytical** response to the story which **adds to or illustrates your understanding** of it - NOT a descriptive explanation.
- It should make use of **symbolism** in some way.
- The focus of the creative response is what you create - words should only be included as part of the creation, not to explain (your separate written rationale will explain).

BRAINSTORMING THE CREATIVE:

Allow yourself time and space to think about the text and your response. Review the notes you took during the re-read mentioned above. Think about and brainstorm several possibilities. One of these ideas may set you on your creative path. Think beyond the literal, and be realistic about time.

1. Think about **themes, characters, events, or motifs** in the story.
2. Do you want to work alone or with others?
3. You could the story as a whole or narrow your focus to even a single paragraph.
4. **Brainstorm** some ideas to explore creatively from the story. Here are some to start you off:
 - o Choose a theme to explore and develop based on how different the main character reacts to her environment.
 - o Choose an event – why is it significant? What happens in it? Who is involved?
 - o Focus on a theme or motif and think about all the ways it is used in the story. Choose some of these to look into in more detail.
 - o Select the idea or aspect you like the most. Think carefully about how the idea or aspect is developed in the text and how you could utilize it to create a response.
 - o Explore the language choices in the story, think about repeating terms.
 - o Examine what symbols are being used and what they represent.
 - o Reflect on how the piece made you feel, try to identify why it elicited that reaction
 - o Think about and decide on what your response represents or symbolizes

Contemplate the format you want to use to present your idea. Select a method of expression that you know well. Use what you do best, and make it shine!

This should be an honest and authentic expression of your response using a creative outlet. While it is important to produce a quality submission, do not let perfect be the enemy of good.

Once you have decided what you are going to do and mapped it out then...

SUBMIT YOUR CREATIVE RESPONSE PROPOSAL - A required step and a simple google form to fill out. One-sentence answers are sufficient when asked to explain.

Why are we doing a proposal?

- **Accountability:** Plan and record your choice of creatives and the aspect of the story you will be exploring.
- **Understanding:** confirm your understanding of the assignment, the short story, and how they connect.
- **Tech Support:** Your response allows us to provide you with specific instructions on how to successfully submit your creative.

PART 2. THE WRITTEN RATIONALE - EXPLAINING IT.

A written rationale is required with **all** creative responses, written and non-written. It explains the connections between your creation and the story. Each individual in a group must submit their own via the Canvas assignment.

- Traditional essay format, 200-500 words long (about a page)
- Formal style (may use "I" when appropriate for explaining reason and choice)
- Reflect on & explain your reaction to the story (or aspect of it) and how that affected your creation (**what** from the story you are responding to and **why** you responded to that).
- Explain **what** specific form of creative response you chose and **why**.
- Explain **what** symbolism you used in your creation, and explain **how** it connects to the text.
 - Use specific examples from the story in connection with your creative choices (**what** specifically from the text inspired your choice)
- If you are working with a partner/group: also explain **why** you chose to work with others, and outline **your contributions** to the project (and the **reasoning** and **text supports** for those choices)
- Use your revision process to make sure your rationale has a logical order (readability) and applies your best writing conventions (grammar like capitalization, punctuation, and spelling).
 - **USE THE GRAPHIC ORGANIZER!**
- Submit final draft written rationale
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BRAINSTORMING THE RATIONALE

Some questions to consider:

- *Why did I choose that form of response – (video, dance, poem, etc.)*
- *Why did I choose that particular part of the text on which to base my response?*
- *What are the main ideas in the text that I have used in my response?*
- *How are these ideas conveyed differently or similarly to the text?*
- *What original aspects have I added? Why did I choose to do those, in relation to the text?*
- *Why did I choose that arrangement (if non-written) of my response? What is its wider significance?*
- *Why did I choose to use certain symbols?*

- o *What aspect, themes or issues are you exploring?*
- o *How were your choices influenced by the text?*

RUBRIC

Creative Response Rubric	MASTERY	Standard	Below Standard	NOT YET
RATIONALE (content) (6) -Explains their choice and interpretation. -Addresses symbolism in story & submission -Includes & explains specific supporting details from the text	(6) -Excellent quality -Every element included. -Clear and complete explanations.	(5) -Every element included. -Explanations are unclear or -Supporting text details are not clearly identified	(4) -Missing 1-2 elements. -Misses explaining symbolism tie in or -Explanations of choice or interpretation or -Supporting text details are missing	(3) -Missing 3+ elements. -Unclear if story is even connected or if it was read.
RATIONALE (technical) (4) -Appropriate Length -Matches Creation -Appropriate tone -Proper spelling and grammar.	(4) -Excellent quality -Every element included.	(3) -Standard met -Creation unclear match/incomplete	(2) -Standard not met	(1) -No rationale submitted, but did submit creation.
CREATION (10) -Complete -Matches rationale -Supporting details from the text -Matches plan submission	(10) -Excellent quality -Every element included. -Clear and complete explanations.	(9) -Standard met -Creation unclear match/incomplete -Changed from plan w/o resubmission of plan	(8-7) -Standard not met -Creation unclear match/incomplete -Changed from plan w/o resubmission of plan	(6-5) -Creation unfinished but submitted

ASSIGNMENTS:

INITIAL DISCUSSION

GOOGLE PROPOSAL FORM (sample images included)

FINAL SUBMISSION (2 parts – Written Rationale and Creation – w/ detailed instructions)

RUBRIC ATTACHED

GALLERY WALK SCAVENGER HUNT - PearDeck participation questions

GALLERY WALK SHOUTOUTS – discussion
REFLECTION

- Image: Create a drawing or painting (digital or physical - your choice)
- Image: Series of still photos
- Image: One pager (as described on ideas page - can be created manual or digitally)
- Image: Create a collage
- Image: Concrete poem (as described on ideas page)
- Image: Sketchnotes (as described on ideas page)
- Image: Sculpture (may need several to capture all angles - could use google slides to share)
- Image: Create a book cover
- Image: Create a mobile (360 degree view using set of photos - share with google slides)
- Audio/Video: Musical composition
- Audio/Video: Podcast of your book review
- Video: Create and perform an interpretive dance
- Video: Create a trailer for the book (like for a movie).
- Video: Digital animation
- Video: Create a dramatization (your response/interpretation of the story in video form)
- E-Book: Write your own stream of consciousness short story.
- E-Book: Create a (digital) scrapbook
- E-Book: Recreate the story as if it was written for a different audience (like 1st graders)
- Write a response as if you are the therapist for the character, and you are analyzing her.
- Write a Long poem
- Write my own version of the story (similar in format, stream of consciousness style, theme etc)
- Scratch: Use code to create a visual experience illustrating my interpretation

If other is chosen above - describe your proposed form of creative response below

Long answer text

Why did you choose the above form of response. *

Long answer text

What aspect of the short story "What I Have Been Doing Lately" will you be reflecting on? *

Long answer text

I will be ... *

Working alone

Working with another E9H student (LIST ALL GROUP MEMBERS/PARTNER BELOW)!

If you will be working with another E9H student please input your partner or group members name(s) below - NOTE: EACH MEMBER of a group/partnership needs to submit this form -

Long answer text

Gallery Walk "What I Have Been Doing Lately"

This is a Gallery Walk of all the amazing Creative Responses for E9H "What I Have Been Doing Lately" assignment. - *DUE MONDAY MARCH 29 @ Midnight*

For this assignment, you will be completing the Pear-Deck Scavenger Hunt below, finding your answers from viewing the gallery in GimKit.

(best to have open in another tab).

THIS EXERCISE NEEDS TO BE SUBMITTED IN CANVAS- GO TO FINAL SLIDE (slide 7) and look in the TOP RIGHT of your CANVAS window - CLICK SUBMIT BUTTON

This is a complete/incomplete assignment, so just go through and respond to each slide below, each has a prompt for you to participate. This is with your opinion, there is no right or wrong answer, but participation is required. Responses are changeable (not locked in) so you can edit them as well up until you submit the assignment.

Once you have finished responding to all the prompts and reach the end of the slides (SLIDE 7), click the submit button in Canvas and you get your checkmark for participation today.

The PearDeck Scavenger hunt questions were:

- 1. The submission that responded to the same part of the story as you:*
- 2. The submission you found the most inspiring and why:*
- 3. The submission you found the most insightful and why:*
- 4. The submission that helped you see the story in a different way and why:*
- 5. The submission that evoked the strongest feeling in you and why*
- 6. Which submission was your favorite and why:*
- 7. IN one minute, write what struck you the strongest during the gallery walk:*

REFLECTION