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**MIDDLE GRADE INITIATIVE**

**College and Career**

**C O N N E C T I O N S**

**C R E A T I V E W R I T I N G**

The Performing Arts provide many opportunities for writers. This **C O N N E C T I O N** is designed to promote Writing Across the Curriculum, and could be used in any subject area. It ties the Eighth Grade Writing Standard to courses in the School of Theatre, Film and Television at The University of Arizona.

**AZCCRS addressed in this C O N N E C T I O N:**

**Writing Standards, Eighth Grade**

* **Additional connections to Standards in Mathematics, Science or Social Studies**

|  |  |
| --- | --- |
|  | **School of Theatre, Film & Television at The University of Arizona**  **From their website:**  <http://tftv.arizona.edu/students/areas_of_study/film_television>  “*Boasting three outstanding theatres, production shops, production facilities and post-production laboratories, state of the art equipment, and a faculty made up of working professionals, the School of Theatre, Film & Television at the University of Arizona provides an exciting opportunity to learn about the art and craft of storytelling and the workings of the entertainment industry in an incredibly rich learning environment.*  *Professional screenings like "I Dream in Widescreen," and our professional theatre training company, Arizona Repertory Theatre, provide real, hands-on creative opportunities and experiences to practice your craft. The pages that follow will lead you into the exciting programs and opportunities that will make your dreams come to life!*  *The BA in Film & Television Producing and Studies encourages students to pursue the study and creation of informed, dynamic, and innovative film and television arts and to understand the professional expectations of the field. The BA provides students with a foundation in film and television history and contemporary aesthetic, narrative, and industry practices. Through close textual analysis of formats and genres, students develop a deeper understanding of film and television creativity and storytelling.*  *Through industry and history courses, students appreciate how film and television are shaped by the global media economy (production, distribution, and exhibition) and by artistic and cultural forces. BA students experience best practices, standards, and the collaboration necessary to the creative process of film and television. Throughout their time in the program, BA students have opportunities to participate in student productions as a producer or other creative contributor.*” |
|  |  |

**Degree Program:**

**Bachelor of Arts in Film & Television** (Courses include:)

**FTV 364; Writing The Short Screenplay -** Development of scripts for short films and videos.

**FTV 452A; Mixed Media Stories: Stories in Text and Film -** In Mixed Media Stories, we will study novels and short stories that have been transformed into feature films.  The selected stories and films are diverse in terms of genre, place of origin, and intended audience. Stories include works by Indigenous writers from the United States, Canada, Australia, and New Zealand, as well as several mainstream classic stories about Native peoples and issues. For each text and film pairing, we will begin by reading the text then watch the film version for an opportunity to examine how the stories are changed/adapted to fit the audience and medium. We will explore changes in point of view, presentation of Native themes and issues, character development, stereotypes, etc., and the implications of these changes.  Through class discussions, assignments, and papers, students will have opportunities to develop their analytical, writing, and professional skills which may be applied to other areas of literary, film, and American Indian studies.

**The Lesson:**

**Oftentimes, students’ perceptions of topics as dull or irrelevant have more to do with the sanitation and summary process common to educational subjects than the topics themselves. Rapper Lin-Manuel Miranda’s Broadway mega-hit, Hamilton, with its rap/hip hop musical score and racially diverse cast has run away with public imagination, taking a story about the founding fathers out of history class and making it a cultural phenomenon.**

In this lesson, students will research people, ideas, and events from social studies, science, mathematics or elective classes. Standards for the subject area will be assessed along with writing standards, when the students use unexpected writing projects to demonstrate their understanding.

For example:

When students are studying the topic *POW and internment camps* (Strand 1 PO. 5e) in Social Studies, the assessment could be to re-write at least one stanza of “The Raven” by Edgar Allen Poe (keeping the meter, rhyme scheme and the line “Nevermore”) **or** write a series of questions which could be used for an interview with someone who was interred at the Gila River Relocation Center.

In Science, students will becomparing the s*ymbiotic and competitive relationships in organisms within an ecosystem* (Concept 4, PO. 3). The assessment might be to write a comedy skit comparing grazing to predation **or** a eulogy for a Palo Verde tree as delivered by mistletoe.

In Mathematics, students learning about *irrational numbers* (8.NS.A.1, 8.NS.A.2) can show their understanding by writing a Country Western song **or** the transcript of a debate, where irrational numbers argue their utility compared to rational numbers.

Other writing products might include sonnets, news releases, limericks, marketing materials, letters of introduction, resumes, rap songs, product reviews, commercials, free verse…the list can go on and on!

Students break into working teams and choose roles.

Leader – Makes sure everyone is included; Keeps the team on task

Monitor – Keeps track of time, supplies, questions to the teacher and so on.

Recorder –Records team work on the research outline.

Presenter –Edits the outline. Speaks for the team.

Group members will explore curricular and non-curricular sources of information, take notes citing sources and create an outline of significant information that must be included in the final product. (A copy of the outline will be submitted to the teacher for approval and evaluation.)

When the outline is complete, and has been approved, the group will chose a creative writing project to share their information with classmates. They will discuss the specific rules for the writing product they are using; tone, structure, length, etc., and make a plan for finishing the project.

The team will compose the final writing product using the outline and plan they created. Once it is complete, each team member will exchange projects with a student from a different group for peer editing. **(Rubric example attached.)** Students will consider their classmate’s feedback, make desired changes, and finally, each will submit his/her own version of the project (along with the feedback) to the teacher for evaluation.

The class will produce and share their work.

**Deliverables and Assessment**

Standards by assignment

**Research Outline**

**(8.W.7)** Conduct short research projects.

**(8.W.8)** Gather relevant information from multiple print and digital sources.

**Feedback Rubric**

Teachers will use the rubric as formative assessment for the reviewers, based on the understanding they demonstrate in providing feedback to a classmate.

**Writing Product**

**(8.W.3)**Write narratives to develop real or imagined experiences. **(8.W.5)** With some guidance and support from peers and adults, develop and strengthen writing as needed.

**From the Arizona Department of Education Website:**

**AZCCRS Writing Standards, Eighth Grade**

**(8.W.3)**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

* 1. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  2. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
  3. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
  4. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  5. Provide a conclusion that follows from and reflects on the narrated experiences or events.

**(8.W.5)** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

**(8.W.7)** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**(8.W.8)** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**Peer Editing Rubric** Writer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Provide constructive feedback for your classmate. In each case, explain your feedback.

|  |  |  |  |
| --- | --- | --- | --- |
| Outcome | Excellent | Acceptable | Needs Polish |
| **(8.W.3a)**  Context, Point Of View, Characters, | Context and point of view are strong and characters are well-developed. | It is sometimes difficult to understand the context, or characters. | Context, point of view and characters are unclear or difficult to follow. |
| Comments: | | | |
| **(8.W.3b)**  Narrative Techniques: Dialogue, Pacing, Description, Reflection | The project uses a variety of interesting techniques to enhance the narrative. | Narrative techniques are used, but not strongly. They don’t help develop the project. | The narrative does not use narrative techniques successfully. |
| Comments: | | | |
| **(8.W.3c)**  Convey Sequence, Signal Shifts, Show Relationships among Experiences and Events | The project moves smoothly and is well-sequenced. Relationships are well described. | Most of the project moves well, but there are some rough spots. Most relationships are clear. | The project is choppy or disconnected. Relationships are unclear. |
| Comments: | | | |
| **(8.W.3d)**  Precise Words and Phrases, Relevant Descriptive Details, Sensory Language | The language is interesting and descriptive. It enriches the project. | The language is ordinary. It is sometimes vague or draws incomplete pictures. | The language is lackluster or inappropriate to the topic. |
| Comments: | | | |
| **(8.W.3e)**  Conclusion that follows from and reflects on the narrated experiences or events | There is a clear conclusion that makes sense and ties the finished project together. | There is a conclusion that makes sense, but it is predictable or uninteresting. | There is no conclusion or the conclusion is incomplete or abrupt. |
| Comments: | | | |

Reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**C O N N E C T I O N S**

**Feedback**

**C R E A T I V E W R I T I N G**

Thank you for taking a moment to share your feedback regarding the **College and Career** **CONNECTION, Creative Writing**. We appreciate your time! Please send the completed form to Dawne.Spangler@nau.edu

Participant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What grade(s) and subject(s) do you teach? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please share your thoughts: Was this **CONNECTION**

**Relevant**? Yes Somewhat No

Comments

**Interesting to students**? Yes Somewhat No

Comments

**Practical**? Yes Somewhat No

Comments

What suggestions do you have to improve this **CONNECTION**?

What requests or suggestions do you have for new **CONNECTIONS**?