



Novice Creative Curriculum

Semester A Lesson Plan **A2**

In Class	Objective
1. Choose Your Own Adventure: Plot <i>Lost Jewels Of Nabooti</i> and <i>War With The Evil Power Master</i> R.A Montgomery	To force the students to justify the rationale behind their decisions in order to demonstrate the importance of stories making sense.
2. Style In Plot <i>The Westing Game</i> Raskin; <i>Charlie And The Chocolate Factory</i> Dahl	What makes a good plot? What about a bad one? How can authors make decisions to obtain a good one and avoid a bad one? How much is told and how much is shown?
3. Genre: Comedy <i>Calvin And Hobbes</i> Watterson; <i>The Importance Of Being Earnest</i> Wilde	Crash Course on this genre and the elements it uses that can be employed by the student for his/her work
4. Mystery Murder	Students must design in great detail a character and a room in a mansion. Clues will follow and the writer must react as their character. Finally, the students will attempt to use the clues to solve the mystery. Later, the entire works can be put together into a complete narrative.
5. Editing and Sharing Class	Expose students' works to outside opinion and improve their project
6. The Travel Agent	Each student will have 100,000¥ and must do their best to write an attractive setting of their own choosing. Then the students put a price on the vacation to their setting, and the students spend their money on any settings but their own. Whoever's setting earns the most wins.
7. Style In Setting <i>Hatchet</i> Paulsen; <i>The White Mountains</i> Christopher	What makes a good setting? What about a bad one? How can authors make decisions to obtain a good one and avoid a bad one? When, how much and what type should of description be used?
8. Genre: Tall Tales And Myths <i>Paul Bunyan</i> ; <i>Various Greek Myths</i> <i>Pecos Bill</i> ; <i>Various Norse Myths</i>	Crash Course on this genre and the elements it uses that can be employed by the student for his/her work
9. Mystery Murder	Continuation from 4

10. Editing and Sharing Class	Expose students' works to outside opinion and improve their project
11. Interview Your Favorite Character	Students read an interview so they see the format, then they come up with 10 questions they would ask to the fictional character of their choice. After, they trade with another student and that person answers the questions as the character. This class helps students understand character's motivations, encourages them to go deeper into a character, and imagine how someone else may react.
12. Style In Character <i>Catcher And The Rye</i> Salinger; <i>Huckleberry Finn</i> Twain	What makes a good character? What about a bad one? How can authors make decisions to obtain a good one and avoid a bad one? When, how much and what type should of description be used?
13. Genre: Satire <i>True Born Englishman</i> Defoe; <i>Gulliver's Travels</i> Swift	Crash Course on this genre and the elements it uses that can be employed by the student for his/her work
14. Mystery Murder	Completion of Mystery Murder; If time, begin to compile and organize work for book
15. Sharing and Competition Class	Categories for Stories: Best Setting Description Most Interesting Setting Character's Best Motivation Character's Best Background Funniest Character Most Interesting Plot Most Advanced Word Used Properly Worst Setting To Live Most Interesting Job Of Character Best Character To Travel With Makes The Most Sense

Semester B Lesson Plan **B2**

In Class	Objective
1. Choose Your Own Adventure: Character <i>Trouble On Planet Earth</i> ; <i>Escape</i> R.A Montgomery	To force the students to base their decisions on the character's background in order to have a story that makes sense.
2. Style In Theme & Symbolism <i>Watership Down</i> Adams <i>Sir Gawain and the Green Knight</i>	What do authors use symbolism for? How and when is the right way and time to use it? How do authors keep a theme throughout their work?

<p>3. Genre: Fantasy <i>The Lion, The Witch And The Wardrobe</i> Lewis; <i>Alice's Adventures In Wonderland</i> Carroll</p>	<p>Crash Course on this genre and the elements it uses that can be employed by the student for his/her work</p>
<p>4. Mystery Spy 1914</p>	<p>Students must design in great detail a character and a room in the opulent Spielbank casino in Wiesbaden where a diverse group of foreign nationals are playing, working, socializing. A spy seeks to give one of them a crucial object that can spark a great war and make him or her rich. Clues will follow and the writer must react as their character, while trying to find out who seeks to receive the object from the spy. Later, the entire works can be put together into a complete narrative.</p>
<p>5. Editing and Sharing Class</p>	<p>Expose students' works to outside opinion and improve their project</p>
<p>6. Turn A How-To Into A Story</p>	<p>The class will take a recipe or directions to a (relatively) far away location and turn the instructions into a story. The student will understand how to push a plot forward by using characters and showing, not telling, the reader what happens. Further, the students will see how instructions that are clear to them may not be clear to a 3rd party.</p>
<p>7. Style In Description <i>Red Wall</i> Jacques; <i>Wizard Of Earthsea</i> Le Guin</p>	<p>What makes a good description? What about a bad one? How can authors make decisions to obtain a good one and avoid a bad one? When, how much and what type should of description be used?</p>
<p>8. Genre: Tragedy <i>Romeo And Juliet</i> Shakespeare; <i>The Great Gatsby</i> Fitzgerald</p>	<p>Crash Course on this genre and the elements it uses that can be employed by the student for his/her work</p>
<p>9. Mystery Spy 1914</p>	<p>Continuation from 4</p>
<p>10. Editing and Sharing Class</p>	<p>Expose students' works to outside opinion and improve their project</p>
<p>11. You As A Character</p>	<p>Students will turn themselves into a character, choose a life event as a setting, and turn it into prose fiction. Imagination is wonderful, but it also is important to 'write what you know'</p>
<p>12. Paint With Words-Setting</p>	<p>Focusing on just one image, the class will describe to a hyperbolic degree a setting, making use of a dictionary and thesaurus. Then, students will compare their writing to show how different authors will have different ways of describing,</p>

	different areas of focus, different levels of attention to detail, and different variety of vocabulary despite the original content remaining constant. Furthermore, the students will see how subjective description is added based not on the image, but on how the viewer and author feels about it.
13. Genre: Melodrama <i>Robin Hood</i> Various Authors; <i>Mark Of Zorro</i> McCulley	Crash Course on this genre and the elements it uses that SHOULD NOT BE employed by the student for his/her work
14. Mystery Spy 1914	Completion of Mystery Spy 1914; If time, begin to compile and organize work for book
15. Sharing and Competition Class	Categories for Stories: Best Setting Description Most Interesting Setting Character's Best Personality W/O Description Character's Best Physical Description Most Complicated Character Most Interesting Plot Most Advanced Word Used Properly Worst Villain To Meet Most Interesting Secondary Character Best Character To Get Advice From Makes The Most Sense

Semester C Lesson Plan C2

In Class	Objective
1. Choose Your Own Adventure: Setting <i>Lost On The Amazon; Journey Under The Sea</i> R.A Montgomery	To force the students to justify the rationale behind their decisions based on the setting.
2. Structure: Beginning to End, End to Beginning? <i>The Bible; Time's Arrow</i> Amis <i>How the García Girls Lost Their Accents</i> Alvarez; <i>Great Expectations</i> Dickens	The most familiar and most unfamiliar organization of storytelling. Is it better to know the ending before you start writing? Students can begin to explore with organizations. The primary lesson is to reinforce the importance of the plot making sense as the narrative moves forward, regardless of the order.
3. Genre: Epistolary Novel <i>The Sorrows Of Young Werther</i> Goethe; <i>Dracula</i> Stoker <i>Dangerous Liaisons de Laclos; Hyperion</i> Hölderlin	Crash Course on this genre and the elements it uses that can be employed by the student for his/her work
4. Literary Devices I	Students will learn the definitions, see examples of, and know when to use literary devices from

	Alliteration to Understatement. Then they will incorporate them into a piece of writing like a poem or <i>The Phantom Tollbooth</i> .
5. Editing and Sharing Class	Expose students' works to outside opinion and improve their project
6. Structure: Ending, Beginning, Middle, End <i>The Apple Tree</i> Galsworthy; <i>The Blind Assassin</i> Atwater	Helping students who need to know the outline in order to write, starting at the end helps orient them and can help avoid creative obstacles later.
7. Prequel	What is your favorite story of any medium? Students write a prequel that is consistent with the events that follow in the chosen story and are prepared to explain any implicit leaps.
8. Genre: Suspense/Thriller <i>Turning Of The Screw</i> James; <i>Continuidad de Los Parques</i> Cortazar <i>The Tell-Tale Heart</i> Poe; <i>Occurrence at Owl Bridge</i> Bierce	Crash Course on this genre and the elements it uses that can be employed by the student for his/her work
9. Literary Devices II	Continuation from C4
10. Editing and Sharing Class	Expose students' works to outside opinion and improve their project
11. Sequel	The student will extrapolate events from a story he or she likes that could reasonably happen in the near future of the chosen story.
12. Structure: In Medias Res <i>Odyssey</i> Homer; <i>Freaky Friday</i> Rodgers	What makes starting in the middle exciting?
13. Genre: Children's Story <i>The Grinch</i> Dr. Seuss; <i>Doctor Proctor's Fart</i> Power Nesbo	Begin To Create Your Own Children's Book
14. Balderdash! Origin Story?	Students will be given a single historical event, scientific discovery, or invention that is unknown to them. Then, all but one student (who will actually research the topic) will make up the background and events leading to the moment before finally attempting to guess which is the true story. This exercise highlights the importance of actual research, shows how the truth is easier to write, and that good fiction needs excellent details
15. Sharing and Competition Class	Categories for Stories: Best Setting Description Most Satisfying Resolution Largest Emotional Swing Most Realistic Plot Biggest Cliffhanger

	<p>Most Frightening Passage Most Expository (Showing Not Telling) Most Realistic Setting Most Realistic Character Best Character Description Makes The Most Sense</p>
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