

## **AREA OF CHOICE: CREATIVE WRITING 11**

### **Description**

This area of choice is designed for students who are interested in using writing for self-expression and various creative purposes. Creative Writing provides students with in-depth opportunities to become better writers through the exploration of personal and cultural identities, memories, histories, stories, and connections to place. Within a supportive community, students will collaborate and develop their skills through writing and design processes. EFP Creative Writing 11 is grounded in the exploration and application of writing processes, inviting students to express themselves creatively as they experiment with, reflect on, extend, and refine their writing.

The following are possible areas of focus in Creative Writing 11:

#### **Community Focused Text**

Ideas include creating written work that relates to local FP resources and supports community-driven initiatives (e.g., commemorative works, community performances).

#### **Exploring Personal and Cultural Identity in Relation to First Peoples in Canada**

Ideas include generating memoirs, journal entries.

#### **Performance Art in relation to First Peoples Themes**

Ideas include creating slam poetry, oratory, rap, drama, song, or multimodal work.

#### **Exploration of First Peoples Themes**

Ideas include creating multigenerational narratives, contextualizing self in relation to community, expressing relationship to land, with consideration of issues such as cultural appropriation and inauthenticity.

### **Suggested interdisciplinary links:**

- Writing from the perspective of historical figures (Social Studies)
- Dialogue of various languages, dialects, colloquialisms (Languages)
- Publishing process and industry (Applied Design, Skills, and Technologies)
- Writing lyrics for songs (Music)
- Advertising writing accompanied by art/graphics (Visual Art, Applied Design, Skills, and Technologies)

## BIG IDEAS

The exploration of **story** deepens understanding of one's identity, others, and the world.

**Texts** are socially, culturally, geographically, and historically constructed.

Self-representation through **authentic text** is a means to foster justice.

Indigenous writing plays a role within the process of **Reconciliation**.

## Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital <b>texts</b>, students are expected individually and collaboratively to be able to:</i></p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"> <li>• <b>Access information</b> from diverse sources to inform creative writing</li> <li>• Explain how <b>different forms, structures, and features of texts</b> reflect different purposes, audiences, and messages</li> <li>• Articulate how <b>language constructs and reflects personal, social, and cultural identity</b></li> <li>• Construct <b>meaningful personal connections between self, text, and world</b></li> <li>• Understand and evaluate <b>how literary elements, techniques, and devices enhance and shape meaning and impact</b></li> </ul> <p><b>Create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"> <li>• <b>Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking</b></li> <li>• Use the conventions of First Peoples' and other Canadian spelling, syntax, and diction proficiently and as appropriate to the context</li> <li>• Recognize the difference between intellectual property rights and community protocols and apply as necessary</li> <li>• Use <b>writing and design processes</b> to plan, develop, and create engaging and meaningful literary, imaginative, and informational texts for a <b>variety of purposes and audiences</b></li> <li>• <b>Assess and refine texts</b> to improve clarity and impact according to purpose and audience</li> <li>• Experiment with new or unfamiliar genres, forms, or styles of texts</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Protocols</b></p> <ul style="list-style-type: none"> <li>• issues related to the ownership of First Peoples' texts and <b>protocols</b> for their use</li> <li>• processes related to <b>protocols</b> and expectations when interacting with First Nations communities and Aboriginal organizations</li> </ul> <p><b>Writers' practice</b></p> <ul style="list-style-type: none"> <li>• writers explore and experiment with <b>various voices, styles, and perspectives</b></li> <li>• writing is a process</li> <li>• writers may write for specific audiences</li> <li>• writers are resilient and determined; they are willing to take risks, fail, and try again</li> <li>• writers experience vulnerability in sharing their work</li> <li>• writers write frequently</li> <li>• writers are <b>observant</b> of the world around them</li> <li>• writers read other writers</li> <li>• writers develop an authentic voice through time and practice</li> <li>• writers have responsibility to avoid cultural appropriation</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
	<p><b>Writing genres</b></p> <ul style="list-style-type: none"> <li>• <b>genres are dynamic</b></li> <li>• <b>form</b> is reflective of function</li> </ul> <p><b>Writing Style</b></p> <ul style="list-style-type: none"> <li>• writers use a variety of <b>techniques and devices</b> to manipulate language to create a desired effect; they make conscious and purposeful stylistic choices.</li> <li>• some techniques lend themselves to certain genres more than others</li> </ul> <p><b>Writer-reader relationship</b></p> <p><b>Common themes in First Peoples writing</b></p>

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Big Ideas – Elaborations

- **story:** a narrative text that shares ideas about human nature, motivation, behaviour, and experience; stories can record history, reflect a personal journey, or explore identity; stories can be oral, written, or visual, and used to instruct, inspire, and/or entertain listeners and readers.
- **text/texts:** any type of oral, written, visual, or digital expression or communication:
  - visual texts can include gestural and spatial components (as in dance) as well as images (some examples of image-based visual texts are posters, photographs, paintings, carvings, totems, textiles, regalia, and masks)
  - digital texts include electronic forms of oral, written, visual expression
  - multimodal texts can include any combination of oral, written, visual, and/or digital elements and can be delivered via different media or technologies (some examples of multimodal texts are dramatic presentations, web pages, music videos, on-line presentations, graphic novels, post-modern picture books, and close-captioned films).
- **authentic text:** a written, oral, visual, digital, or multimodal text that
  - presents authentic First Peoples voices (i.e., historical or contemporary texts created by First Peoples, or through the substantial contributions of First Peoples)
  - depicts themes and issues important to First Peoples cultures (e.g., loss of identity and affirmation of identity, tradition, healing, role of family, importance of Elders, connection to the land, the nature and place of spirituality as an aspect of wisdom, the relationships between individual and community, the importance of oral tradition, the experience of colonization and decolonization)
  - incorporates First Peoples storytelling techniques and features as applicable (e.g., circular structure, repetition, weaving in of spirituality, humour)
  - includes respectful portrayals or representation of First Peoples, their traditions, and beliefs.
- **Reconciliation:** the movement in Canada to heal the relationship between First Peoples and Canada that was damaged by colonial policies such as the Indian residential school system.

Curricular Competencies – Elaborations

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- **Access information:**
  - consider prior knowledge
  - source credible works from academic databases
- **different forms, structures, and features of texts:** students will read a diverse selection of sample works as a framework for their own writing goals and development
- **language constructs and reflects personal, social, and cultural identity:** writing is a reflective and reflexive process that increases self-awareness
- **meaningful personal connections between self, text, and world:** writing can be a reflective and reflexive process, connecting individuals to others
- **how literary elements, techniques, and devices enhance and shape meaning and impact:** students are encouraged to delve deeply into text and consider the function of literary elements, techniques and devices (e.g., allegory parallels the real and fictional, paradox reveals seemingly contradictory truths)
- **Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking:**
  - writers exchange works, listen to feedback, and gain deeper insights and understandings
  - writers respond to other’s work with constructive feedback, open-mindedness and sensitivity to others’ feelings and the relationships within the community
  - writers understand and accept divergent viewpoints and perspectives
- **writing and design processes:** writers approach their work from various entry points with a variety of styles and voices
- **variety of purposes and audiences:** writers write for authentic purposes and real-world audiences based on their strengths and passions
- **Assess and refine texts:** writers consciously make changes and revisions

Content – Elaborations

- **protocols:** Stories often have protocols — when and where they can be shared, who owns them, who can share them
- **various voices, styles, and perspectives:** some examples include
  - humour
  - satire
  - cliché
  - artistic versus journalistic
  - formal versus informal
  - persona
  - voice
  - point of view
- **observant:**
  - experience the world through the senses
  - keep notes on observations and ideas that inspire future works
- **Writing genres:**
  - Short Fiction and Poetry: some examples of topics to explore include
    - flash-fiction (micro fiction, drabble, non-fiction, app-specific posts)
    - graffiti
    - sub-genres (e.g., adventure, children’s literature, comic/graphic, fantasy, fan-fiction, historical fiction, horror, sci-fi, dystopian, suspense, thriller, tragedy, romance)
  - Creative Non-Fiction: some examples of topics to explore include
    - clip file
    - query
    - editorial/editor
    - columns vs. features vs. articles
    - masthead, titles, by-lines
    - caption
    - layout
    - reporting
    - interviews
    - reviews
  - Place-based writing: some examples of topics to explore include
    - relationship between place and story
    - oral tradition
  - Film and print memoir: some examples of topics to explore include
    - essay style (narrative, descriptive, expository)

Content – Elaborations

- interviews and research
- Professional Writing and Editing: some examples of topics to explore include
  - advertising
  - artwork
  - slogans
  - graphics
  - publishing process, industry, and history
- **genres are dynamic:** genres can change
- **form:** within a type of writing the writer chooses a form based on the purpose of the writing
- **techniques and devices:**
  - choice of diction
  - rhetoric and rhetorical devices
  - syntax
  - sentence type and variety
- **Writer-reader relationship:** writing reflects and evokes critical and emotional experiences
- **Common themes in First Peoples writing:** some examples include
  - connection to the land
  - the nature and place of spirituality as an aspect of wisdom
  - the relationships between individual and community
  - the importance of oral tradition
  - the experience of colonization and decolonization
  - loss of identity and affirmation of identity
  - tradition
  - healing
  - role of family
  - importance of Elders