*The Realm of Possibility* Writing Assignment

Standards and Objectives:

* [CCSS.ELA-Literacy.W.9-10.3a](http://www.corestandards.org/ELA-Literacy/W/9-10/3/a/) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
* [CCSS.ELA-Literacy.W.9-10.3d](http://www.corestandards.org/ELA-Literacy/W/9-10/3/d/) Use precise words and phrases, telling details, and sensory

language to convey a vivid picture of the experiences, events, setting, and/or characters.

Procedure:

* Opening (20 minutes)
* Before class, prepare situations for students to write about. Each situation should have two points of view (see an example below).
* Begin class by reading the two chapters for the week. Read aloud to the students, pausing occasionally to ask if anyone would like to read.

- Writing and Discussing (20 minutes)

* Tell students that today they are going to begin working on creating their own free verse poems and eventually publishing them on an online blog (like their own virtual novel).
* Randomly distribute pieces of paper with situations on it. Have them take on the identity of the person in the situation. Take 5 minutes to free write. Try to include a brief description of the situation (provide background information, if you want), an example of an incident, and describe how you feel/what you’re thinking.
* Tell students that each situation has a pair. Allow them a few minutes to find the person who has the same situation as them.
* Share your writing with your partner. Talk about your different perspectives. Is one right/wrong? Can both people justify their actions?
* Tell students that from this short assignment, they are going to build their free verse poem.

- Closing Activity (10 minutes)

* For the remainder of class, have students rewrite their paragraphs. Have them reword phrases and focus on the form they want to use for their free verse. Where will lines end? Where will you add punctuation? Play with the form. Tomorrow, we will share our form choices with partners and think about adding sensory images and symbols.

Assessment:

**-**[CCSS.ELA-Literacy.W.9-10.3a](http://www.corestandards.org/ELA-Literacy/W/9-10/3/a/)

Teacher will specifically state that students need to give some background to the situation. At the very least, students need to explain the situation before running into their own opinions. Other students will check for this when papers are shared and teacher will make sure students orient the reader in the final draft of the poem, which will be posted to a classroom blog.

-[CCSS.ELA-Literacy.W.9-10.3d](http://www.corestandards.org/ELA-Literacy/W/9-10/3/d/)

Students will manipulate the form of their poem by deciding where to break sentences. They will reevaluate their original words and phrases by work shopping at the end of class. Students will share their changes with partners the next day and continue adding sensory images and other figurative language the next day.

**Situation Example**

* Topic-Bullying
  + Everyday, you are bullied by your classmates. They used to be your friends.
  + You and your new friends bully your old childhood friend. You don’t like doing it, but you want to fit in.