



# ELA Virtual Learning

# Creative Writing

April 21, 2020



# Creative Writing

## Lesson: Tues., April 21

**Objective/Learning Target:** Students will explore and understand the genre of a linked story collection.



## Creative Writing

**Review:** Yesterday, we watched [Daisy Johnson on Fen](#), her debut story collection. All of Johnson's stories take place in the Fenlands of eastern England. The shared setting (time and place) make this a linked story collection. Today, we're going to focus on this as a genre and select a linked story collection to read.



## Creative Writing

**Read:** Read this blog post from Literary Hub: [5 Essential Linked Story Collections.](#)

**Write:** In your journal, define *linked story collection* and discuss what the author, Baird Harper, suggests what makes a linked collection different than a novel. What titles on his list pique your interest? Why?



## Creative Writing

**Search:** See if your choice of a linked story collection is available via [Overdrive](#). Remember, you can sign into Mid-Continent's system using ISD + your student number! Download the eBook to your favorite reading app (Kindle works great), or just read it straight from Overdrive on your phone, tablet or computer! (I found all the titles mentioned except one! I would also recommend *Olive Kitteridge* by Elizabeth Strout.)



## Creative Writing

**Practice:** Once you've selected a book, read the first few pages. In your journal, record any descriptions of landscape/setting that seem particularly vivid to you. Or, if the story doesn't work in this way, record any sentence that you find interesting or complex.

If a landscape description, how might the setting affect character or theme? Make a prediction about the story.



## Creative Writing

### Model (1/2):

“Across a long field that had been seeded for clover but that had produced only a dense crop of yellow mustard weeds, he could see the public highway along which went a wagon filled with berry pickers returning from the fields. A boy clad in a blue shirt leaped from the wagon and attempted to drag after him one of the maidens, who screamed and protested shrilly.” -- “Hands” by Sherwood Anderson, from *Winesburg, Ohio*



## Creative Writing

### Model (2/2):

In this passage, the narrator describes a pastoral setting. A field “seeded for clover” seems like an odd thing, and there’s some irony here. We associate clover with fortune or luck, but the field has “produced only a dense crop of yellow mustard weeds.” The protagonist is a man named Wing Biddlebaum, and early in the story it describes him as never feeling fully a part of Winesburg. I wonder if the field of clover turning to weeds might represent him somehow.



## Creative Writing

### Setting/Landscape:

- specific / concrete detail (convincing)
- creates atmosphere through vivid description
- forms part of the conflict
- reveals character(s)
- develops theme
- can sometimes be considered its own character
  - “man vs. nature” plots



## Creative Writing

**Additional Practice:** Mimic the sentence you recorded by rewriting it using the same structure. We can learn to use variety in our writing when we learn new and more complex ways to express our ideas.



## Creative Writing

**Model:** Beyond the heavy drawbridge that had been raised for protection but that had obviated only a small band of threadbare ruffians, he could see the stony pathway along which went a carriage filled with Jongleurs returning from the town. A jailer clad in chainmail shouted into the carriage and threatened to tan before all of them one of the musicians, who lowered his head and muttered unintelligibly.



## Creative Writing

### **Additional Resources/Practice:**

[Top Tips on Creating Setting](#) by Jess Butterworth

[Review of Daisy Johnson's \*Fen\*](#) from the Kenyon Review