

## 10 Creative Writing Prompts

### 1. Topic: There is a story here...

**Description:** *(Provide a link to a collection of bizarre photos to inspire an engaging short story.)* Choose one of the images provided to focus on for this short creative writing assignment. The final scene of the short story should include the event in the image you have chosen. How did this scene come about? Your story should be 300-500 words in length. Be creative!

*After students post their story for feedback, they will read another story inspired by the photo they wrote about and one story inspired by another photo. In their comments, they should compliment what the writer did well, point out areas where detail could be more developed, and/or ask questions about any aspect of the story. Using the feedback from their peers, edit and improve their stories. A final draft is due in class.*

*Students will post their final drafts and suggest an alternative ending or create a character for another person's story.*

**Type:** Vote or Suggest

### 2. Topic: Funky Fairytale Collaborative Story Boarding

**Description:** *Break students into writing groups of 4-5 for this online writing project. Each member of the group will be asked to create the following elements and submit them for feedback by their group members before writing their funky fairytale. Each night, the group will compose one of the following writing tasks:*

- Create a heroine
- Create a hero
- Create a villain
- Create a supernatural character
- Create a setting
- Create a plot outline

Each aspect of the story must be submitted to the group for feedback. Keep your descriptions detailed and interesting. You will then take the feedback given and incorporate it into the final stages of their writing process. After reviewing feedback on each of the above elements from your peers, you will compose a unique fairytale of 500-750 words in length.

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**Type:** Forum or, Vote or Suggest

*If you use Forum: Students will post the various aspects of their Funky Fairytale for peer feedback. This feedback will help them to refine their story and create a final draft to be submitted in class.*

*If you use Vote or Suggest: Students will submit their final drafts and each student will propose an alternative ending or secondary character for another person's story.*

### 3. Topic: Holocaust Journal

**Description:** Assume the identity of an individual living in the time of World War II/Jewish Holocaust and compose a series of journal entries chronicling your experiences from a first person point of view. Your narrative should encompass the years leading up to, during and immediately following World War II/Jewish Holocaust in approximately ten entries: 1) life before, 2) rumblings of danger/subtle changes, 3) life in ghetto, 4) transition to camps, 5-8) life in camps, 9) death march, 10) fate.

- Sensory details are key to creating an engaging and powerful story.
- Each journal entry should be 350-500 words in length.
- Focus on developing secondary characters that add to the interest of their story.

You may need to do research to make sure that you are producing a realistic and historically accurate piece. This assignment must reflect time and effort!

**Type:** Forum or Multiple Choice

*If you use Forum: Students will be expected to post their two strongest journal entries for peer feedback, which should focus on the development of vivid sensory details.*

*If you use Multiple Choice: Students will post a journal entry for specific editing by one peer. After reading the story, the editing student will choose which aspect of sensory detail needs the most development a) sight, b) sound, c) touch, d) taste, or e) smell and elaborate on how they could best make these improvements.*

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### 4. Topic: Personal Soundtrack

**Description:** Create a personal soundtrack by selecting one song for each year of your life. Each song should reflect this time in your life. Explain each choice with analysis and explanation of why that song was relevant to your life. For example, was this song popular during that year? Is it something you remember listening to in the car with your parents? Did this song touch you in some way because of your experiences during that year? I encourage you to talk to your parents, family members, or family friends to brainstorm ideas for the earliest years of your life.

**Type:** Forum or Yes/No

*If you use Yes/No: One student will post a personal soundtrack as a yes/no question. Other students should vote on whether this soundtrack reminds them of their own life and explain their answer.*

### 5. Topic: Vocabulary Story

**Description:** Using 10-15 of the current vocabulary words, you will compose a creative story, song lyrics or poem and post it for your class on the discussion portal. You should underline all vocabulary words! Sharing these stories, song lyrics, and poems will help reinforce your classmates' understanding of the words.

*For each vocabulary list, ask about 5 students to write a story and post it as a Vote or Suggest topic. Then ask students who did not compose a story to read the stories and poems posted and suggest alternative endings to stories, or add lines to poems using at least five vocabulary words in response. The alternative ending or poetry alteration with the most votes wins extra credit.*

**Type:** Vote or Suggest

### 6. Topic: Annotation Found Poem

**Description:** For each chapter of the book the class is currently reading, you will create a "found poem" using your annotations. Pull your strongest annotations from a given chapter and strategically arrange them into a **15-20 line poem**. Be sure to choose a dynamic theme from the chapter as the subject of your poem. A page of random thoughts or quotes is not the goal; there should be evidence of time and effort devoted to creating a cohesive poem.

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**Type:** Vote or Suggest

*Post as a Vote or Suggest topic, then ask students to add a line to each poem and vote on their favorite. This will yield a longer, more dynamic poem.*

### 7. Topic: Random Autobiography

**Description:** Write a random autobiography to introduce yourself to the class. Your random autobiography is a stream of consciousness poem that must have a minimum of 5 lines. Your poem does not need to rhyme, but it may.

Consider the following starters:

- I was born in (season, month);
- I was a May surprise (joy, child, etc.)
- I am told that...(childhood memory)
- I love/loved to...
- I've held a...
- I remember...
- I dreamed...
- I've heard...
- I am scared of...
- I want to travel to...
- I was surprised to learn...
- I struggle to...
- I remember how it felt to...

**Type:** Forum

*Post as a forum question. Require students to comment on similarities, ask questions, make connections, etc. to learn more about each other and build classroom community.*

### 8. Topic: A Day On the Island

**Description:** Imagine your class has been stranded on an unknown island in the South Pacific after a fiery plane crash. Unfortunately, your teacher and adult chaperones did not make it out of the plane with the rest of the class, so you will need to survive on your own. A few supplies from the plane are strewn about the beach and are available for use on the island; however, the current is rapidly washing them away and your group will need to salvage a few items before they are all gone.

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**Type:** Multi-Multiple Choice and Yes/No

**Step One:** Choose 5 items to rescue from the beach.

*\*These options should be posted in multi-multiple choice question form.*

- Knife
- First aid kit with penicillin
- String
- Flint
- Rifle
- Tape
- Sewing kit
- Compass
- Case of red flares
- Pair of heavy work boots

*If you use Multi-Multiple Choice: Students will choose five of the listed items to help them survive on the island and defend their choices. Each student should explain why they chose the items they selected. How will these items help them survive or build a successful community on the island? They will then comment on other students' choices that they find interesting or surprising.*

**Step Two:** Your Story

Using vivid sensory details (similar to those used by Golding in *Lord of the Flies*), write a narrative about a day on the island. Students must:

- Describe in detail how they would develop a society on the island and the type of government they would implement.
- Create customs that would be common in the culture on the island.
- Highlight the "elements of chaos" that exist on the island or what problems face the group.
- It is vital that the story include sights, sounds, smells and feelings that bring your story to life.

*Yes/No: Students may also propose items that they would find invaluable on the island for review and voting by their peers. Students would choose the proposed item they think would be most useful and explain why.*

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### 9. Topic: 2025

**Description:** \*Watch: You Tube Video titled "Did You Know 3.0" prior to completing this assignment. After watching "Did You Know 3.0," imagine that it is the year is 2025 and write a short first person narrative, including the following aspects of life in that year:

- Where do you see yourself in 2025?
- What role do you see yourself playing in society?
- How are you coping with the realities foreshadowed in the video?
- What are the technological advances?
- What are the medical advances and/or new health concerns? Have the changes in technology and society caused the job market to change?
- Do people spend more or less time working?
- What is the political climate?
- What is the state of the environment? How is technology helping or hurting the environment?

Take into consideration the facts presented in the video and how they might impact your future reality. How is this view of the future similar or different from the vision you articulated in your futuristic society story?

**Type:** Forum

### 10. Topic: Climb Into Their Skin

**Description:** Imagine you are a character in the novel you are reading. Write a day-in-the-life creative piece from their perspective. Describe what a typical day might be for your chosen character given the clues provided in the novel. What thoughts do they have about life, their friends/family, other residents of their community, events that take place in the story, etc.? Get creative and use sensory details (i.e. sights, sounds, feelings, tastes, and smells) to bring your depiction of this character's reality to life.

**Type:** Multiple Choice or Forum

If you use *Multiple Choice*: Choose the character from the multiple-choice options to focus on for this assignment. Post your story for the class to read and provide peer feedback.

If you use *Forum*: After choosing your character and posting your day-in-the- life response, read your peers work and provide feedback on their character depictions. Did they neglect to include any crucial information? Could they have added anything to make their writing stronger? Which sensory details are underdeveloped?

Go to [www.simplek12.com/tlc/classroom](http://www.simplek12.com/tlc/classroom) for more information.