

The Power of Stories to Connect Us:

Multimodal/Multigenre Ideas
and Examples to Inspire
Student Choice and Voice

Kristin Stanfill
English Dept. Chair
Springfield High School
Holland, Ohio



Click [HERE](#) to read an article by me published in *The Ohio Journal of English Language Arts* about a similar topic.



Contact Info:



kristinstanfill@springfield-schools.org
Twitter: @StanfillKristin
Instagram: kristinstanfill





Laps

(Gallagher and Kittle)



01

Creation Myths & Multi-me project

A place to start

02

100 word stories

As inspired by Kim
Culbertson and NWP

03

Story Through Images

Embracing the art of
storytelling with few if any
words

04

Sacred Making Time And Notebook Work

Inspired by a class I
took at Miami University

05

Short Story

and practice mini-writes



06

Final Portfolio

Student-selected pieces
accompanied by reflections



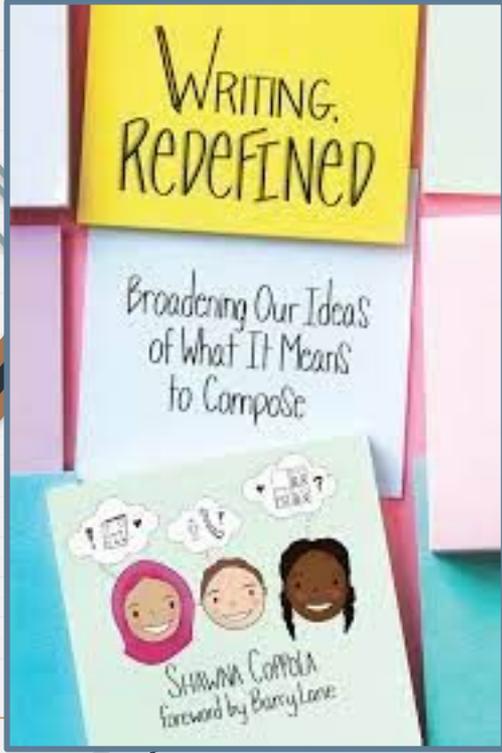


Intro Conversation:

Define reading
Define writing
Share definitions on padlet

What does it mean to read someone's body language?
What does it mean to read the room? Are these reading? How do you read an image? A map? What is a text? Can a piece of art be a text? Can a photograph? REDEFINE READING.

How does this conversation make you rethink what writing is?



—Shawna Coppola

Goals

Creation Myth

Immerse ourselves in story. Appreciate oral tradition & history of storytelling in cultures. Tell stories

Multi-me

Think beyond alphabetic writing and tell a story of ourselves.

Sacred Making & Notebooks

Create a **safe** space to experiment and take risks as writers and thinkers.





Creation Myths

Read alouds of Native American Creation myths

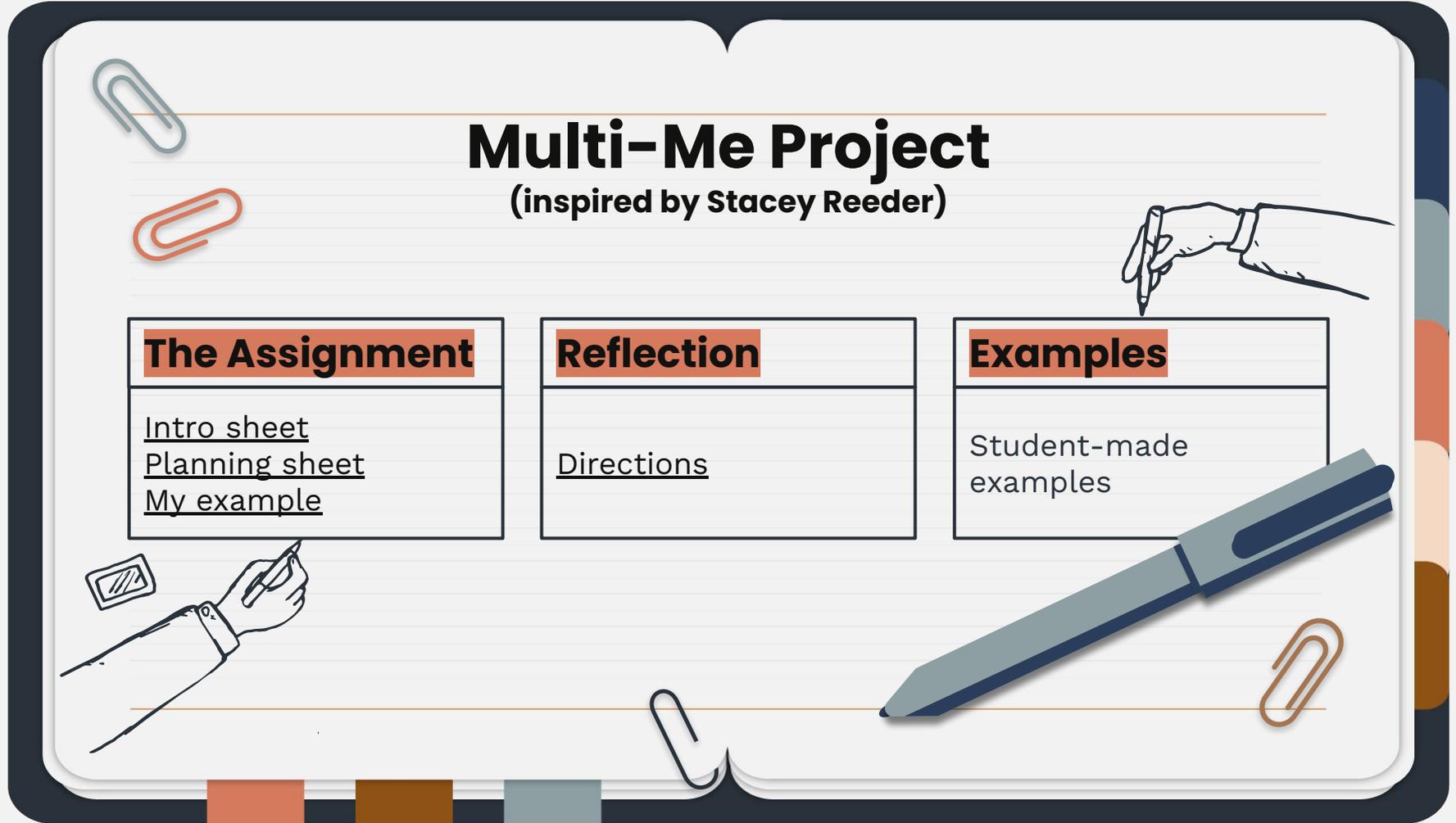
Study as mentor text

Craft moves: Archetypes, talking animals, power of dreams and nature, etc.



Students work on own or with others to generate their own creation myth using Google Slides





Multi-Me Project

(inspired by Stacey Reeder)

The Assignment

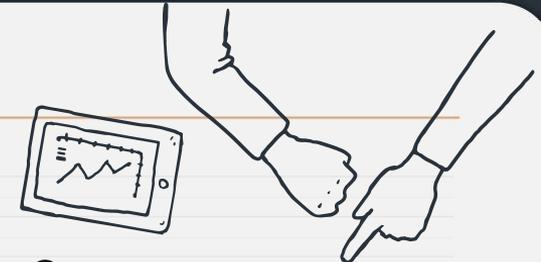
Intro sheet
Planning sheet
My example

Reflection

Directions

Examples

Student-made
examples



Sacred Making Time and Writer's Notebook





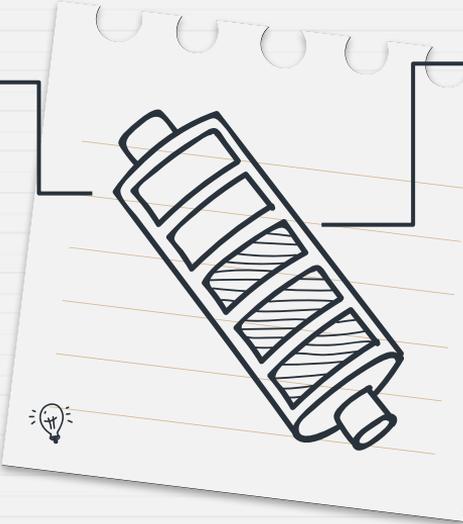
Examples/Sparks to get students started with multimodal/multigenre composing...

Stories of Place

Virtual Tour--Click [Here](#)

NWP style Storymap
--Click [Here](#)

Mood board-- Click [Here](#)



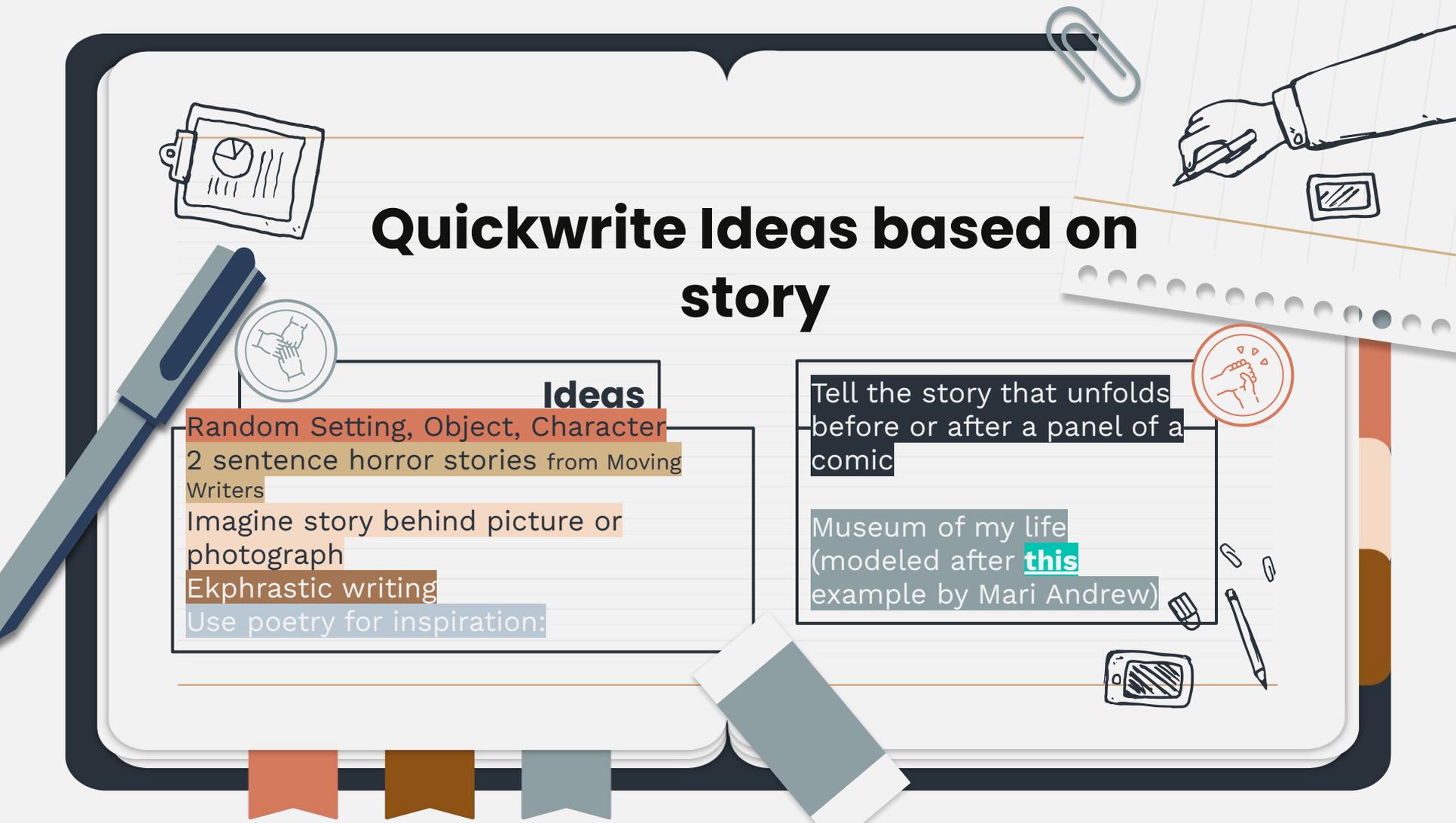
Other Invitations

Illustrated
Quotation--Click [Here](#)

Pairing-- Click [Here](#)

Poster-- Click [Here](#)





Quickwrite Ideas based on story

Ideas

Random Setting, Object, Character
2 sentence horror stories from Moving Writers

Imagine story behind picture or photograph

Ekphrastic writing

Use poetry for inspiration:

Tell the story that unfolds before or after a panel of a comic

Museum of my life
(modeled after [this](#)
example by Mari Andrew)



100 Word Stories

National Writing Project's Write Now Teacher
Studio → **100 Word Stories: Small, Bright
Things** by Kim Culbertson

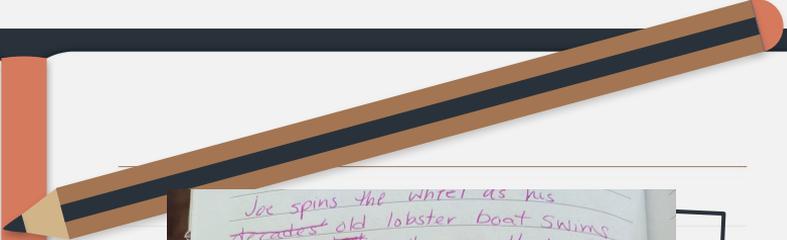
A top-down view of a desk with a light blue background. On the left is a white keyboard. In the bottom left is a green succulent. On the right is a pencil and a paperclip. In the center, there are two overlapping sticky notes. The top one is light blue and the bottom one is light orange. The word 'Elements' is written in white on a black rectangular background on the orange note. To the right, a white piece of paper with a scalloped edge is pinned with orange tape. It has the words 'Foundational', 'Structural', and 'Language' stacked vertically, each on a separate line with a colored underline (brown, orange, and red respectively). Below the text is a line drawing of a hand holding a pencil. An orange paperclip is pinned to the bottom left of this paper.

Elements

Foundational
Structural
Language



**Process is
everything!**



Joe spins the wheel as his
~~decades~~ old lobster boat swims
its way into Hyannis Harbor. His
eyes ~~are~~ settle on the
last glimpse of sun as it
~~carasses~~ the water. ~~It~~ checking
He looks sternward to ~~the~~ check
~~certain~~ ~~the~~ dock lines ~~are~~ placed
only to see his latest crew here
noddling off near the raft. ~~It~~ ~~It~~
"Get the lines ready for
Christ's sake!" Joe barked. ~~in~~ ~~his~~
"int gonna last a week," ~~he~~ ~~from~~ ~~the~~
~~boat~~, ~~of~~ his gaze returning to the
~~boat~~ ~~he~~ manages to docks ~~straight~~
with the help of his experience ~~to~~ 75
years of experience. ~~to~~ 75
"Unload!"
The deckhand attaches the
lobster pots to the boom and swings
~~it~~ ~~them~~ toward the truck. Midair,
the ~~pot~~ pots swings open, and Joe ~~can~~
~~only~~ watches as ~~the~~ incompetency
dumps his livelihood into the water.



Reflecting on writing



Scene → ^{peaceful} setting + crew gone
tension → frustration
tension → mishap
→ Regret

Arc

form → 100 word

Genre → Realistic Contemporary

Dialogue → To crew + self

Backstory → other crew left
Wife told him

Symbolism?

Meaning?

Landing — Regret / Humor?

Window — Beauty of Sea / Cape

Theme? — Know when it's time
to move on/walk
away.



Story Through Images

Assignment
sheet: Click
[HERE](#)

Few

IF any words

Lots

of creative thinking and feeling

Story Through Images: The Plan

Click [Here](#) for lesson outline

Mrs. Stanfill's [Example](#)





Short Story

[Click Here for Setting](#)

Exercise



Practice

[Click Here for Dialogue](#)

Exercise



Preparation

[Click Here for Character](#)

Sketch



Final Portfolio

Assignment Sheet and

Rubric

Story of your own learning and growth

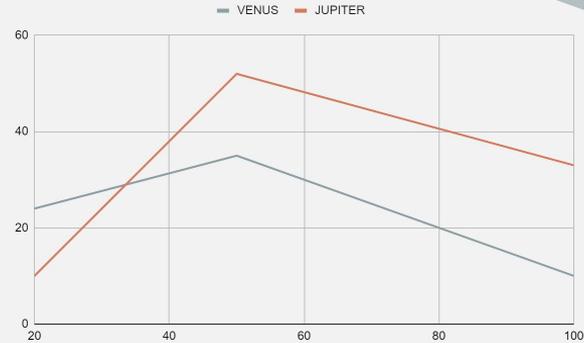


Emphasis on risk-taking, experimentation, and variety

Culmination



Skills, genres, modes, etc.



How have you grown as a writer and a reader this trimester?



By end of trimester, the hopes are that

Self

Students see themselves as writers and storytellers

Texts

Students see writing in all its forms as inspiration and mentors

Others

Writing groups and Wakelet allow for sharing and see classmates as writers.

Future

Students gain experience with tools, techniques, media, genres, etc. and grow confidence



Works Cited

Click [HERE](#)

