The Power of Stories to Connect Us:
Multimodal/Multigenre Ideas and Examples to Inspire Student Choice and Voice

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

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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
<table>
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<td>Random Setting, Object, Character</td>
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<td>2 sentence horror stories from Moving Writers</td>
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<td>Imagine story behind picture or photograph</td>
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| Tell the story that unfolds before or after a panel of a comic |
| Museum of my life (modeled after this example by Mari Andrew) |

Use poetry for inspiration:
100 Word Stories

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

Foundational Structural Language
Process is everything!
Reflecting on writing

Scene: 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 @ Sea Cape
Theme?: Know when it's time to move on/walk away
Story Through Images

IF any words

Few

Lots

of creative thinking and feeling

Assignment sheet: Click HERE
Story Through Images: The Plan

Click Here for lesson outline
Mrs. Stanfill’s Example
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