Creative Writing

**Grade Level**: For grades 4-5; adaptable for older students

**Background**: Creative writing is anything where the purpose is to express thoughts, feelings and emotions rather than to simply convey information. In this lesson students will use the provided prints by artist A.B. Frost practice their creative writing by inventing a fictional story that describes the scene in the image. Students will then compare their story with the poem associated with the work of art. Teachers can choose to use one or all of the prints and poems.

- **Wallace Irwin (1875-1959)**: American writer. Over the course of his long career, Irwin wrote humorous sketches, light verse, screenplays, short stories, novels, nautical lays, aphorisms, journalism, political satire, lyrics for Broadway musicals, and the libretto for an opera.

**Primary Sources Provided:**

**Lesson**

1. Students can work in small groups or individually for this exercise.
2. Have students choose the drawing they want to focus on or choose it for them.
3. Have the students imagine that they are inside the drawing, observing what is happening. Have them write down a list of answers to the questions below:
   a. What do you see happening?
   b. What sounds do you hear?
   c. What do you taste?
   d. What is the environment like?
   e. What do you smell?
   f. Who are the characters?
   g. What are the relationships between the characters?
4. As a class, have the students discuss their lists. What other things can they add to their lists? What other questions can they ask and answer?
5. Using the answers to their questions, have the students write a short story that describes what is happening in their drawing.
6. In their same groups or individually have the students analyze the poem that goes along with their drawing. How does the poem compare to the drawing? How does the poem compare to their short story?

**Take it a Step Further**

**Electronic Publishing**  
Have the students present their writing in an electronic format, such as a blog or have them abbreviate their writing into a podcast.

**What does it mean?**  
Each drawing and accompanying poem suggests something about the mode of transportation depicted in the drawing. Have students think about what that may be and use evidence from both the drawings and the poem to support their opinions.
“Whooa, There!” 1904 Print A.B. Frost
William Rule Collection, Friend of the Marshall Steam Museum

Marshall Steam Museum
at Auburn Heights Preserve

Marshall Steam Museum Lesson Resource www.auburnheights.org/learn
The Pleasures of Automobiling 1904 Print A.B. Frost
William Rule Collection, Friend of the Marshall Steam Museum

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**A Bad Spill**

The *funniest* jokes is all the time a-happenin’ to us!  
Jest yestiday our chestnut team got so up-streperous  
They made a sort o’ sudden turn the foot o’ Crawford’s hill

I went right over Uncle’s head, and Ma on top o’ me,  
And Pa, a-draggin’ to the lines, was swearin’ - gee-minee!  
He hollered, “Whoa, ye cock-eyed fools! I’ll murder ye some day—”  
And Ma says, “Wilson Brown, tut, tut! be careful what you say.”

It threwed Aunt Kate about a rod, and there stood Uncle Joe  
A-roarin’ like a tiger with his collar full o’snow.  
Pa says the fact we wasn’t killed was jest mir-acle-ous—  
The *funniest* jokes is all the time a-happenin’ to us!

**The Pleasures of Automobiling**

This picture’s instructive, in only to show  
That Automobile Fiends, wherever they go,  
Don’t get *all* their fun at such practical jokes  
As frightening horses and murdering folks;  
For here they’re discovered a moment or two  
Politely engaged in enjoying the view.

**“Whoa, There!”**

If grandpa may kick up his heels  
With the sanction of poets and books  
That a man is as young as he feels  
And a woman as young as she looks  
Can’t such logic apply to a horse  
Who capers defiance to facts?  
When a wind-broken mare  
Kicks her fetlocks in air  
She is surely as young as she acts.
Delaware Standards

- **History 2, 4-5a**: Students will identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.

**Common Core: English and Language Arts**

**Grade 4**
- **RL.4.1**: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.4.2**: Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RL.4.7**: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- **W.4.3A-E**: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.4.4**: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.4.5**: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **SL.4.1A-D**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
- **SL.4.4**: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Grade 5**
- **RL.5.1**: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.5.2**: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RL.5.7**: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text: poem.
- **W.5.3A-E**: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.5.4**: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
• **W.5.5**: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

• **SL.5.1A-D**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

• **SL.5.4**: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.