



He Said, She Said – Group Narrative Writing

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Language Arts
Grades 9-12



Introduction

Students will work together to create imaginary stories that reflect multiple perspectives. Students will write stories that include key details and utilize multiple narrative techniques.

Learning Objectives

Students will:

- ([CCSS.ELA-Literacy.W.9-10.3.a](#)) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- ([CCSS.ELA-Literacy.W.9-10.3.b](#)) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- ([CCSS.ELA-Literacy.W.9-10.3.c](#)) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

Materials Needed

- Chart paper
- Markers
- Scratch paper
- Story task cards
- Timer

Procedure

1. Prior to this lesson, make sure that the students have a working understanding of the elements of an imaginative narrative (i.e. plot, characters, elaborate details, parts of the story etc.).
2. Begin the lesson by sharing an engaging story with them. You may also utilize a video to accomplish this. You will want the students to be entertained by the story while clearly seeing the elements of a story. Afterwards, discuss what made the story entertaining and challenge them to identify the elements of the story that they just heard or viewed.

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3. Explain to the students that they will be challenged to write imaginative stories as a group and with rotations. Share with them that each group will have the opportunity to start their own story while other groups will be tasked to write assigned parts of the story until it is complete.
4. Task Cards: After breaking the students into small groups, provide each group with a deck of task cards (6 cards total in each deck). The students will have an opportunity to use task cards to begin drafting a group story. Be sure to set up stations around the room each with a deck of task cards, chart paper, markers, and scratch paper for students to work through their ideas. You should use a timer to keep the students on task as they are working, 5-10 minutes per station depending on time constraints. The students will rotate to the next station as they complete the task cards in order. The task cards should be prepared prior to the lesson but will outline the following:
 - Card 1 - Opening: With your group, compose only the opening of an imaginative story.
 - Card 2 – Details: Read the opening that was written by another group and add details (characters, introduction of the problem, etc.) to the story opening.
 - Card 3 – Extend: With your group, extend the plot by adding a twist of events, introducing new characters, and revealing the conflict.
 - Card 4 – Build: Make the story larger by introducing the climax or most engaging part of the story.
 - Card 5 – Cool Down: Begin transitioning the story to a closure by minimizing the conflict and moving the characters toward an ending.
 - Card 6 – Resolution: With your group members, create a resolution to the conflict and provide the ending of the story.
5. After the last card is finished, have the students return to their original station to read how their stories evolved.
6. Based on the remaining time, have the students present their finished work to one another.

Evaluation

The completed stories will serve as evaluation of this lesson. A rubric may be used to evaluate the stories. The rubrics should measure for how accurately the students followed the directions for each card and the level of collaboration between team members.