



# Storytelling Triumphs

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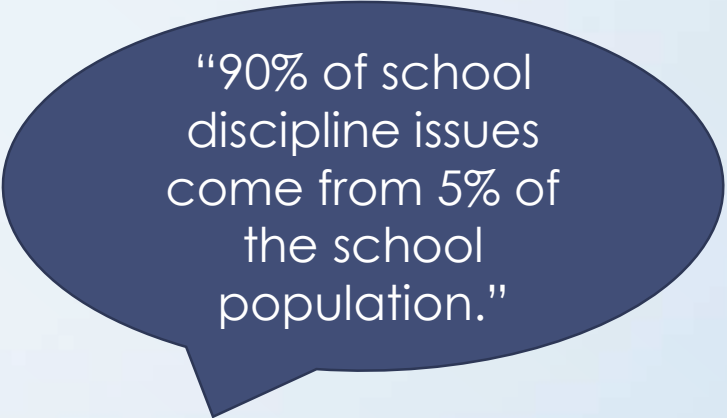
# Game of School

- Step One: Be white and rich.
- Step Two: Speak only English.
- Step Three: Have a stable home life.
- Step Four: Please the teacher and get all A's.
- Step Five: Always score high on standardized tests.



# Exposition

- There are a mixture of students.
- Teacher's Dictionary:



“90% of school discipline issues come from 5% of the school population.”

“**IEP**” stands for **Individualized Education Plan** and this means that the student needs assistance and accommodations from Special Education.

“**504**” is a step below an IEP. This means that a student needs some assistance but doesn't qualify for an IEP.

“**ELL**” stands for English Language Learner. These students are enrolled in regular English classes along with supplementary language acquisition courses.

# Conflict : Teacher's Expectations vs. Reality

- Teacher's Expectations:

Everyone will love me.

They will listen to me.

Students will enjoy my class and want to push themselves.

- Reality:

I am the new authority figure.

Students do not want to be here.

**Students don't see themselves as academic.**

**Essential Question: *How do I help my students see their potential?***

# Rising Action #1 – The Students

- What are they like?

White, Black, Hispanic, Native American, Pacific Islander, Southeast Asian, and Middle Eastern.

52% of students have a C or below.

I have students who are about to enter the shelter for the second time and students who just went to Hawaii for the second time.



# Rising Action #2 – Theoretically...

- Theoretically, creative writing should work.

- **Nanci Burk:**

“Storytelling is a pedagogical strategy that gives students ‘voice’ in the classroom,” and that, “giving students ‘voice’ in the classroom demonstrates respect for their lived experiences and diverse cultural perspectives,” (pg. 3).

- **Helen Ruddock and Paul Worrall:**

Storytelling is, “an empowering activity, providing students with the means to negotiate their learning,” (pg. 2).

# Rising Action #3 - Implementing

- Bloom's Taxonomy



- Gradual Release of Responsibility – “I do – We do – You do”

- Focus:

*Figurative Language* -

Metaphor, Simile, Personification

*Characterization* –

Static Character vs. Dynamic

*Plot Diagram* –

Engaging and sequential

*Descriptive Language* –

Use of adjectives and vivid verbs





# The Turn

Who was successful – the higher academic students or the lower academic students?



# Climax

## High Academic Students

- Detailed oriented
- Met all, or almost all, of the requirements for the assignment
- Stories were bland and didn't engage the reader



## Low Academic Students

- Big picture oriented
- Met about 45-60% of the requirements for the assignment
- Stories had life to them and left an impression on the reader



# Falling Action # 1

“Come on sissy, fight back!” As soon as Derrick took a hold of Damien’s shirt he felt three quick punches land on his face and stomach. “So you can fight” exclaimed Derrick, as he lunged forward with a right hook. Damien rolled under the hook and delivered a strong left hook to Derrick’s liver. Derrick came to his knees gasping for air.  
(Descriptive Language)

She opened up the pill cabinet and thought to herself *I just can’t take this anymore I lost two Husbands and I just can’t take it anymore. It’s been so hard these last 7 years it’s been way too much for one person to handle. My son won’t even listen to me anymore it’s like right when I start talking his ears bundle up in a ball and block everything out! I’M DONE!*  
(Figurative Language)

# Falling Action #2

Tony ran out of his hiding place and look at David corps and started to drag his body down the stairs, he was screaming for help, but no one wanted any problems from the gang members for helping Tony, so, the people closed their blinds and ignored him... (Plot Development)

As he looked over at Liam he re-played in his mind some of the rude, mean comments he'd made to Liam every day since the beginning of class. He saw how Liam hunched over and tried to hide from him when he sat down next to him. He wondered how Liam had managed to sit next to him and take his torture every day. (Dynamic Character)

# Resolution

Finding #1: Students who excel at school are usually detail oriented.

Finding #2: Students who struggle in school are often big picture oriented.

Finding #3: Lower academic students often surpass their higher academic counterparts in creative writing assignments.

Finding #4: Storytelling allows students to showcase a different mode of understanding.

# So what?

Because of this research, I resolve to...

1. Believe in my “lower academic” students.
2. Try different teaching techniques.
3. Challenge my students to not settle.