

Microliterature

Overview

Learners will explore examples of different forms of microliterature and try their own hand at creative writing within concise constraints. In particular, they will:

- consider what they know about poetry on Twitter
- read and explore examples of 'Poetweets', Haikus and 'Twaikus'
- explore the phenomenon of Twitter as a social media site and consider global statistics
- devise an original piece of collaborative 'Twitterature' involving the whole class

Enrichment

Opportunities for collaboration with poets, writers and social media users

Curriculum links

The main areas of the current curriculum addressed in this rich activity are:

LNF
Digital Literacy
English
PSE
Mathematics
ICT

Resources include with this activity

- Resource 1: Examples of haikus and 'Poetweets.'
- Resource 2: Template for a 'Poetweet'
- Resource 3: Template for a 'Twaiku'
- Resource 4: Twitter – Company statistics
- Resource 5: Twitter – Most popular accounts

Resources that should be available

Computer and internet access

Preparation

Ensure that you have printed off enough resource sheets for your class requirements. In order for the learners to post their 'Poetweets' and 'Twaikus' on Twitter you will need a registered active account. If your school or department doesn't already have an account, you can set one up free on the following link:

<https://twitter.com/?lang=en-gb> .

Task 1: What is a 'poetweet'?	Collaboration	Possible LNF progression pathways
Ask learners to think about and discuss what a 'poetweet' or 'twaiku' is and to share their ideas. Provide pairs of learners with examples of 'poetweets' (Resource 1). Invite them to read the poems and give reasons for their answers	Work with a poet to provide specialist input on creating poetry in different formats. http://www.literaturewales.org/writers-of-wales/	Literacy Oracy OS2: present ideas OL1: respond to others OL3: listen and identify arguments OC1: take roles in discussions

<ul style="list-style-type: none"> ○ Which is your favourite poem? ○ What is different about each of these poems? ○ What do the poems have in common? ○ Can writing more concisely be more powerful? (e.g. a newspaper headline is often more powerful than the story it describes.) ○ Do you think using 140 characters in a poem puts limits on creativity or encourages greater creativity? ○ Did you enjoy reading short poems? <p>‘Poetweet’ is a popular form of poetry that has been inspired by the social-networking site Twitter. Users post status updates or ‘tweets’ limited to 140 characters. These original poems in tweets, are known as ‘Poetweets’.</p> <p>Encourage learners to research #poetweet to locate and read original poems.</p>	<p>Read about the growing popularity of tweeting poetry or poetic tweets here</p> <p>http://www.independent.co.uk/arts-entertainment/books/features/twihaiku-micropoetry-the-rise-of-twitter-poetry-8711637.html</p>	<p>OC2: plan way forward</p> <p>Reading</p> <p>RS2: make sense of text RS5: range of reading strategies RS8: select on-screen texts RC1: reading new texts RC3: locate and use information RC4: deduce meaning RC5: comparing texts RA3: collate, summarise, synthesise RA4: distinguish bias RA5: different views RA6: evaluating content</p>
---	--	---

Task 2: Write your own ‘poetweet’?	Collaboration	Possible LNF progression pathways
EXPLORE and share ideas of subjects that you could base your own poetweet on. Think of key words and format. Your poetweet could be about a favourite book, film or TV series. You could choose to write a light-	Work with a poet to provide specialist input on creating poetry in different formats.	<p>Literacy</p> <p>Oracy</p> <p>OS2: present ideas OL1: respond to others</p>

hearted, fun twaiku or a sad, serious one.

- What subjects could you write about?
- Which subject will you choose?
- Is being limited to 140 characters good or bad? Why do you think that?

‘Poetweet’ and ‘twaiku’ are words created by combining two existing words to make a new one. Which words are contained within these two examples? Nigel Jenkins’ haiku features the word “sunsparked.” Can you create your own new words in this way?

Make a list of ten short words and then, in pairs, try to combine them to make new words, or neologisms.

WRITE! Look at Resource 2 ‘Write a poetweet’) and create your own ‘poetweet’. Write about the most exciting thing you’ve read or seen recently.

DISCUSS and reflect on the process in pairs:

- What did you write about?
- What challenges did you face when creating your poetweet?
- What did you do to overcome these?
- What did you like about limiting yourself to 140 characters?/ What did you dislike?

Post the class poems on Twitter or on a class blog or web page,

A writer or poet who mainly presents their work through social media would provide an interesting starting point.

<http://www.literaturewales.org/write-rs-of-wales/>

OL3: listen and identify arguments
OC1: take roles in discussions
OC2: plan way forward

Writing

WM1: writing for different purposes
WM3: planning writing
WM4: on-screen writing
WM5: review and improve work
WS1: structures for writing
WS2: organising writing
WL1: appropriate language
WL2: varied vocabulary
WG1: sentence structures
WG3: punctuation
WG4: spelling strategies

Task 3: What is a Haiku?	Collaboration & Resources	Possible LNF progression pathways
<p>DISCUSS and share ideas as a class on:</p> <ul style="list-style-type: none"> • What is a Haiku? • Have you read any Haikus? Where and when? • What are the features of a haiku? <p>Haiku poetry is a very old form of poetry that originated in Japan. It demands concision, precision and lots of imagination. A traditional Japanese haiku is a three-line poem consisting of 17 syllables, written in a 5/7/5 syllable form. Traditional haiku are often inspired by nature.</p> <p>Read the examples of haiku on Resource sheet 1. Then experiment and WRITE your own, three line Haiku in 5-7-5 syllable format. Use nature as your theme / focus.</p> <ul style="list-style-type: none"> ○ What aspect of nature will you write about? ○ What key words will you include? <p>Afterwards REFLECT</p> <ul style="list-style-type: none"> ○ What did you find difficult about writing Haiku? ○ Is it easier to write longer poems? ○ Read each other's haikus and share responses 	<p>Work with a poet to provide specialist input on creating poetry in different formats.</p> <p>http://www.literaturewales.org/writers-of-wales/</p> <p>Listen to Poet, Nigel Jenkins, speak to BBC Radio Wales' Roy Noble about the haiku form and the country's first national anthology of haiku poetry 'Another Country' (Gomer 2011) here https://www.youtube.com/watch?v=CeNf1e65rPs</p>	<p>Literacy</p> <p>Oracy</p> <p>OS2: present ideas OL1: respond to others OL3: listen and identify arguments OC1: take roles in discussions OC2: plan way forward</p> <p>Reading</p> <p>RS2: strategies to understand text RS5: range of reading strategies RS8: select on-screen texts RC1: reading new texts RC3: locate and use information RC4: deduce meaning RC5: comparing texts RA3: collate, summarise, synthesise RA4: distinguish bias RA5: different views RA6: evaluating content</p>

Task 4: Create a 'twaiku'	Collaboration	Possible LNF progression pathways
<p>DISCUSS what a 'twaiku' is and encourage students to share their ideas. Research #twaiku online to locate and read original poems.</p> <ul style="list-style-type: none"> ○ What is a 'twaiku'? ○ What features is a 'twaiku' likely to have? ○ Which is your favourite 'twaiku' and why? ○ What do the poems have in common? ○ What were the differences between 'twaikus'? <p>In small groups, discuss ideas about creating a 'twaiku' (eg consider the subject, key words and format)</p> <p>Provide each learner with a copy of the 'Write a twaiku' sheet (Resource 3)</p> <p>Afterwards, discuss</p> <ul style="list-style-type: none"> ○ What subject did you write about? ○ What challenges did you face? ○ What did you do to overcome these? ○ What did you like/dislike about limiting yourself to 140 characters? 	<p>Work with a poet to provide specialist input on creating poetry in different formats.</p> <p>http://www.literaturewales.org/writers-of-wales/</p> <p>Invite a marketing person from a local arts organisation in to talk about their social media campaigns, audience data and effective online marketing. You could use the opportunity to develop a campaign for a future event which learners could help promote, and, hopefully attend.</p>	<p>Possible LNF progression pathways</p> <p>Literacy Oracy</p> <p>OS2: present ideas OL1: respond to others OL3: listen and identify arguments OC1: take roles in discussions OC2: plan way forward</p> <p>Writing</p> <p>WM1: writing for different purposes WM3: planning writing WM4: on-screen writing WM5: review and improve work WS1: structures for writing WS2: organising writing WL1: appropriate language WL2: varied vocabulary WG1: sentence structures WG3: punctuation WG4: spelling strategies</p>

Can the poems be posted on Twitter or on a class blog or web page?		
--	--	--

Task 5: Exploring Twitter?	Collaboration	Possible LNF progression pathways
<p>DISCUSS ‘What do we know about the online social networking service ‘Twitter’?’</p> <ul style="list-style-type: none"> ○ What is ‘Twitter’? ○ What is the purpose of using Twitter? ○ Who uses ‘Twitter’? and why? ○ Have you ever tweeted? When? Why? ○ What does a ‘Tweet’ look like? ○ What features does a ‘Tweet’ have? <p>PLAN A DEBATE on the pros and cons of Twitter - the service which enables users to send and read short 140-character messages (‘tweets’).</p> <p>Research and make notes: You might look at various successful and not so successful Twitter campaigns; how this online platform is used for marketing and sharing news; how false accounts are created/used to spread rumours and how defamatory Tweets are posted against individuals - celebrities, sports stars and politicians.</p> <ul style="list-style-type: none"> ○ What Twitter campaigns do you know about? ○ Why might Twitter be good or bad in your opinion? ○ What examples do you know when Twitter has been used negatively? What happened? 	<p>Invite a marketing officer from a local arts organisation to talk about how they use social media to promote their events and develop audiences for their work.</p>	<p>Literacy Oracy OS2: present ideas OS4: Respond to challenges OS5: Defend view point OL1: respond to others OL3: listen and identify arguments OC1: take roles in discussions OC2: plan way forward</p> <p>Reading RS8: select on-screen texts RC1: reading new texts RC3: locate and use information RC4: deduce meaning RC5: comparing texts RA3: collate, summarise, synthesise RA4: distinguish bias RA5: different views RA6: evaluating content</p> <p>Writing WM1: writing for different purposes WM3: planning writing WM5: review and improve work WS1: structures for writing</p>

<ul style="list-style-type: none"> ○ Someone with a Twitter account can write anything they want – what problems might this cause? ○ What do you think should happen in these cases? <p>Write up your notes to help a debate.</p>		<p>WS2: organising writing WL1: appropriate language WL2: varied vocabulary</p>
--	--	---

Task 6: Twitter statistics	Collaboration	Possible LNF progression pathways
<p>RESEARCH and discuss the latest Twitter statistics.</p> <ul style="list-style-type: none"> ○ How many registered Twitter users are there in the world? ○ How many tweets are sent each day? ○ How many new Twitter users sign up every day? ○ How many Twitter search engine queries are there every day? ○ What percentage of Twitter users use their phone to tweet? <p>In small groups, ANALYSE and DISCUSS the company statistics on Resource 4 relating to Twitter.</p> <p>Who do you think the most popular Twitter accounts belong to? Collate responses and agree a top five list.</p> <p>Read and discuss the table of data on the most popular Twitter accounts (Resource 5) and share responses and views.</p>		<p>Literacy Oracy OS2: present ideas OL1: respond to others OL3: listen and identify arguments OC1: take roles in discussions OC2: plan way forward</p> <p>Reading RC3: locate and use information RC4: deduce meaning RC5: comparing texts RA3: collate, summarise and synthesise RA4: distinguish bias RA5: different views RA6: evaluating content</p> <p>Numeracy Developing numerical reasoning KS3.5 identify information KS311: explaining results KS312: presenting results KS316: interpret graphs KS318: interpreting answers</p>

	<p>KS319: drawing conclusions KS320: justify answers KS321: interpret mathematical information</p> <p>Using number skills N9: fractions, decimals and percentages N11: ratio and proportion N15: estimates</p> <p>Using data skills D4: data presentation (graphs and charts)</p>
--	---

Task 7: Inventing original Twitterature or microliterature	Collaboration	LNF progression pathways
<p>DISCUSS what you think the terms Twitterature and microliterature mean? Which two words do these terms combine?</p> <p>(a portmanteau of the words 'twitter' and 'literature' and 'micro' and 'literature'). These might be considered umbrella terms for the different types of concise writing (haiku, twaiku, tweet) that this series of activities has explored.</p> <p>In groups, WRITE a collaborative and original piece of microliterature. Set yourself very clear parametres and challenge on length – either a 140 character count like a tweet or a 5-7-5 syllable haiku format. Use a placemat activity, for example - each group might suggest an idea and 'sell' it to the class.</p>	<p>You could work with a writer who has experience of creating collaborative pieces of work. http://www.literaturewales.org/writers-of-wales/</p> <p>The Reduced Shakespeare Company - a three-man comedy troupe that takes long, serious subjects and reduces them to short, sharp comedies. http://www.reducedshakespeare.com/</p>	<p>Literacy Oracy</p> <p>OS2: present ideas OL1: respond to others OL3: listen and identify arguments OC1: take roles in discussions OC2: plan way forward</p> <p>Writing WM1: writing for different purposes WM3: planning writing WM4: on-screen writing WM5: review and improve work WS1: structures for writing WS2: organising writing</p>

Discuss how to decide a fair way to choose one of the ideas. For example, learners might use Double Dot Voting to make an informed choice.

Decide how you want to co-author your literary tweets / haikus. Here are some ideas:

- each member of the group writes one line of a haiku
- the group jointly writes a very short story, each contributing a sentence
- Write a group short review of a book / film / show / football match / TV programme)
- Jointly might write a very short synopsis of a book you have all studied together in class
- summarise a period of history in just 140 characters or write a famous person's obituary or tell the news in twaiku form.
- Write a tweet speech on a subject of your choice
- Write a campaign tweet about something your groups feels matters (eg the Welsh language / school rules / membership of Europe)
- Write a strap line promoting your school or a school moto in haiku form.

CONSIDER the tone of your writing and the effect you want it to have on your reader – will it be witty? warm? poignant? serious? disturbing? persuasive?

Now **WRITE!**

Take risks with your writing and see what you can produce as a group.

WL1: appropriate language
WL2: varied vocabulary
WG1: sentence structures
WG3: punctuation
WG4: spelling strategies

Writers rarely arrive at the finished piece in their first draft. **DISCUSS** each word you use – you can't afford to waste any when you have so few at your disposal. Having a word constraint can make you more inventive. **SHARE** your microliterature with the rest of the class.

Suggested further activities

- Explore the different types of 'Twitterature' that are regularly posted on Twitter (e.g. Micro-short stories and aphorisms). Learners can produce and post their own.
- Consider the effects that writing on social media might have on overall standards of the writing, for example, spelling and grammar. A class might be divided and each half asked to argue the case for and against.
- Explore local issues of interest, for example, the proposed closure of a local library or leisure centre and use social media to create a support campaign.

Assessment against the LNF

Learners may demonstrate many elements and aspects of the LNF as they undertake this activity. The tables below show the main focus areas.

Literacy			
Strand	Element	Aspect	
Oracy across the curriculum	Developing and presenting information and ideas	Speaking	
		Listening	
		Collaboration and discussion	

Reading across the curriculum	Locating, selecting and using information	Reading strategies	
	Responding to what has been read	Comprehension	
Writing across the curriculum	Organising ideas and information	Response and analysis	
		Meaning, purposes, readers	
	Writing accurately	Structure and organisation	
		Language	
		Grammar; Punctuation; Spelling; Handwriting	
Numeracy			
Strand	Element		
Developing numerical reasoning	Identify processes and connections		
	Represent and communicate		
	Review		
Using number skills	Use number facts and relationships		
	Fractions, decimals, percentages and ratio		
	Calculate using mental and written methods		
	Estimate and check		
	Manage money		
Using measuring skills	Length, weight/mass, capacity		
	Time		
	Temperature		
	Area and volume; Angle and position		
Using data skills	Collect and record data; Present and analyse data; Interpret results		