

The Origin Project (TOP)

Inquiry Based Learning

Integrated Reading and Writing

- *Year-long academic program
- *Correlation to Virginia English SOLs
- *Access and build on prior knowledge
- *Authentic written response
- *Application of skills during writing process
- *Differentiation of instruction
- *Promotion of higher-order thinking skills
- *Generation of questions and information through implicit learning and authentic experiences
- *Active student participation
- *Cross-curricular writing topics based on interactive presentations or research
- *Interaction with community, teachers, authors, and facilitators
- *Collaboration with area educational programs
- *Build confidence and student engagement
- *Encourage pride in family heritage
- *Teacher input on private student blog or other use of media resources



PUBLICATION



The Origin Project Book 3 Spring 2017

- * One original submission per student
- * Student submissions due by April 1
- * Variety of written genres encouraged: essay, poem, short story, play, song lyrics, memoir, biography, or autobiography
- * Copy provided to each student

Contests

Young Playwrights Festival at Barter Theatre

Deadline October 7, 2016

playertours@bartertheatre.com

Lonesome Pine Short Story & Poetry Contests

Deadline February 23, 2017

meccfoundation.org

The Origin Project

Adriana Trigliani

Nancy Bolmeier Fisher, Executive Director

www.facebook.com/originprojectVA/

<http://adrianatrigiani.com/the-origin-project/>

THE ORIGIN PROJECT



The Origin Project,
an authentic writing program,
co-founded by author
Adriana Trigliani and Executive
Director Nancy Bolmeier Fisher,
seeks to inspire students
to find their voices through
the craft of writing about their
Appalachian origins.

When we connect
to the stories of our past,
we are able to build our dreams
for the future.

Possible Writing Topics

Through use of a variety of research and presentation topics, a whole new world of thought and meaning can be provided for students to link to their own community or family origins and heritage which will spark ideas for authentic writing.

*Oral History - family members or elderly friends; local history

*Artifact and primary sources such as historic photos, books, recipes, jewelry, or old documents (deeds, letters, diaries, deeds, newspapers, yearbooks or journals)

*Regional literature or artwork; mentor texts

*Appalachian music and history - local musicians, a cappella or shaped note singing, old ballads, types of musical instruments, song lyrics, or traditional dances

*Local geographic features, historic buildings, or swinging bridges

*Farming - crops, gardening, animals, molasses making, antique tractors

*Coal mining - types of tools and equipment

*Old tools used for farming, animal care, woodworking, carving, or tobacco setting

*Historic community sports teams and uniforms; or organizations from the past such as radio stations or newspapers

*Indian lore or relics such as arrowheads, pottery, burial or campsites

*Appalachian dialect and old sayings

*Regional traditions - stories, parades, songs, weather sayings, Jack Tales, poetry, figurative language, idioms

*Needlework - embroidery, treadle sewing machines, historic quilts or period clothing

*Cooking - canning methods, preservation of food, family dinner traditions, historic recipes

*Field trips



THE ORIGIN PROJECT

CURRICULUM TIMELINE

Ideas for School Implementation Correlated to Virginia SOL

August–September

- *Teacher training and school team collaboration with TOP leadership and resource facilitators
- *Plan sequence of instruction based on district pacing guides and Virginia Standards of Learning
- *Develop choice of topics for research, and visitor presentations to promote authentic writing
- *Introduce The Origin Project to students after school structure is in place
- *Receive student journals

September–October

- *Student publication permission forms due
- *Teach and model project notetaking procedures
- *Begin research and notetaking on selected topics
- *Use mentor texts and regional literature
- *Invite presenters for selected topics
- *Use media resources to create a blog or other method of ongoing private publication
- *Apply skills during writing process
- *Encourage contest entries

November–February

- *Complete interview with elderly family member or research local history (take notes and/or do audio recording)
- *Create an oral presentation, artwork, storyboard, or a display based on research done, related artifact, or the person interviewed
- *Use notes to draft a biography, historical fiction, play, song lyrics, poem, or relate a collection of stories about or related to interview or research
- *Continue to read mentor texts and respond to research and presenters using various genres while applying skills

March–April

- *Continue to apply skills
- *Self and peer editing
- *Final editing and revising to prepare for publication
- *April 1: One original submission per student due for book publication

May

- *Publication of The Origin Project Book 3
- *Celebrate book release event!
- *Each participating student will receive a copy of the anthology

*Schedules and individual school plans will be developed for visits and SKYPE events with Adriana Trigiani and other guest authors (including TOP resource support and/or facilitators). School collaboration with Appalachian Writing Project and Barter Theatre Educational programs will be encouraged.

*Throughout the school year, teachers will make opportunities available to generate learner information and questions based on the planned topics selected to inspire students to make meaning and form a link to their heritage. Cross-curricular connections will be encouraged as these experiences are integrated into the curriculum and skills are applied as students proceed through the writing process. Young authors will use their journals for personal reflection, development of topics and ideas, note taking, and drafting authentic written responses. Student work of varying genres will be welcome additions to The Origin Project Book 3.

