

Writing in the Grammar Stage: Engaging in the Beauty



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How does one engage in
beauty?



How does one engage in the beauty of literature?



Garden at Sainte-Adresse by Monet 1867

Beauty in Writing



Fables
and
Poetry

How did students learn the craft of writing in generations past?

Progymnasmata (Gr: “fore-exercises”) are rhetorical exercises gradually leading the student to familiarity with the elements of rhetoric.



F A B L E



Fabl

Read ~~E~~Srally or silently

Retell – highlight key parts

Recite – memorize

Rewrite – retell through
writing

Rework – reorder or play
with
the story



Retell – highlight key parts; outline



The Ants and the Grasshopper

- Cold winter day, ants busy
-
-
-
-
-
-
- Moral: *Winter reveals what the summer sows.*

Retell – highlight key parts

The Ants and the Grasshopper MHA grade student



- ❑ Cold winter day, ants inside
- ❑ A grasshopper wants food
- ❑ An ant questioned him
- ❑ Grasshopper sang all summer
- ❑ Ant scolds for foolishness
- ❑ Grasshopper goes hungry
- ❑ Moral: *Winter reveals what the summer*

Recite – memorize

A Story of Abraham Lincoln

MHA grade student

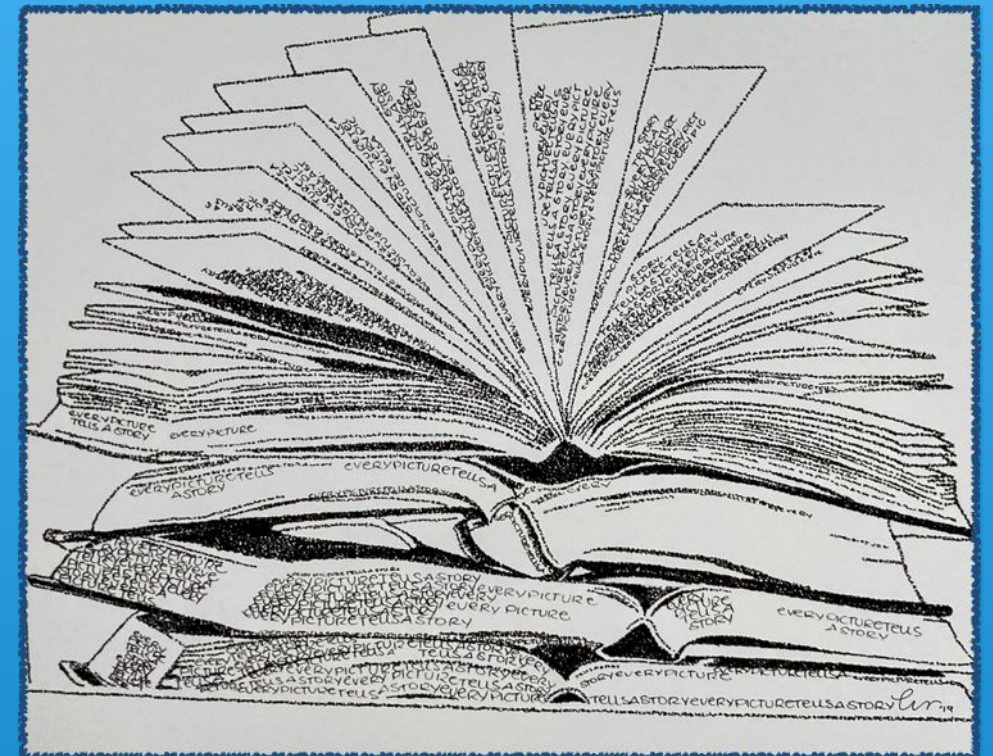
Throughout the decades, Abraham Lincoln was known for his many acts of kindness. But there was one that was quite funny. Along time ago, Abraham Lincoln was riding down a sunny dirt road on his brown chestnut horse. All of a sudden, he saw a pig in a gooey mud-hole. He then tied his brown chestnut horse to a tree and walked closer to the pig. A few minutes later, he realized he had some new clothes on for his birthday and was wearing them for a meeting. He then looked at the pig and at his clothes and finally at the road ahead. He decided to leave the poor creature in the mud-hole squealing about and went on with his journey.

All the time he rode, he was pondering about the pig. He then turned his horse around and returned to the pig. After riding for two miles, he returned to the mud-hole. Abraham Lincoln hopped off his horse and jumped into the gooey mud-hole. He grabbed the pig and tugged the distressed pig out. The pig squealed with delight and ran into the woods. Abraham Lincoln, caked with mud, rode off quietly without a word.

Rewrite – retell through writing

Sketch Book

- Expand story with dialogue
- Expand story using adjectival and adverbial elements
- Reduce story by condensing it to one or two sentences
- Force the language to behave a certain way (plural, active or passive voice)
- Write from a different perspective (first person)



Copybook and Commonplace Books

- A quiver of words
- An anthology of phrases
- A treasury of verses
- A bouquet of stories
- A cluster of adjectives
- A collection of thoughts
- An annal of anecdotes
- A string of observations



POETRY



WEATHER POEM



*Whether **the** weather be hot
Or whether **the** weather be cold,
Whatever **the** weather we wonder
the weather
Whenever we weather **the** weather
together,
Or whether we weather it not.*

Original: *Whether the Weather be Fine* (Anonymous):

<https://www.poemhunter.com/poem/whether-the-weather-be-fine/>

WEATHER POEM

Whether **a** weather be hot
Or whether **a** weather be cold,
Whatever **a** weather we wonder
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Whenever we weather **a** weather
together,
Or whether we weather it not.



Memorize



The Dandelions

Helen Gray Cone (1859-1934)

Rhyme Scheme

ABBA *Ring Out, Wild Bells* By Alfred Lord Tennyson

ABABB *Velvet Shoes* By Elinor Wylie

ABCB *To a Honey-Bee* By Alice Cary

AABB *Lone Dog* By Irene Rutherford McLeod



Analyze the Rhyme

The Dandelions

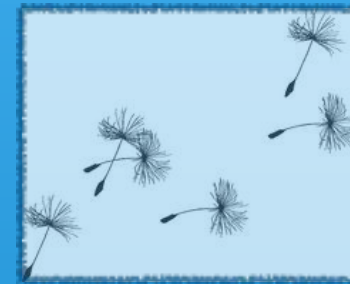
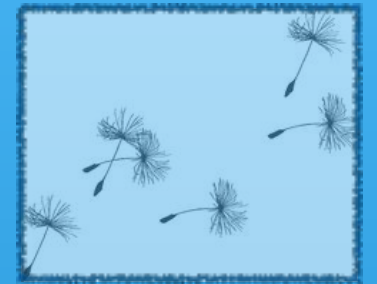
Helen Gray Cone (1859-1934)

Upon a showery night and **still**, (A)
Without a sound of **warning**, (B)
A trooper band surprised the **hill**, (A)
And held it in the **morning**. (B)

We were not waked by bugle **notes**;
No cheer our dreams **invaded**;
And yet, at dawn, their yellow **coats**
On the green slopes **paraded**.

We careless folk the deed **forgot**,
Till one day, idly **walking**,
We marked upon the selfsame **spot**
A crowd of veterans **talking**.

They shook their trembling heads and **gray**
With pride and noiseless **laughter**;
When, well-a-day, they blew **away**,
And ne'er were heard of **after**!



Meter

Clap it out

The Dandelions

Helen Gray Cone

Upon a showery night and still,

Without a sound of warning,

A trooper band surprised the hill,

And held it in the morning.



Iamb (iambic meter): An iambic line sounds like duh-DUH as in the word “u-PON.” The stress is on the second syllable and the first is unstressed.

The Dandelions Measure the Meter = feet

Helen Gray Cone

Upon | a showery | night | and still, |

Without | a sound | of warning |

A trooper | band | surprised | the hill, |

And held | it in | the morning |

four feet = tetrameter; three feet = trimeter

Common meter: a four-line stanza with two pairs of lines of iambic tetrameter/iambic trimeter



Imitate

The Dandelions

Helen Gray Cone (1859-1934)

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A crowd of veterans **talking**.

They shook their trembling heads and **gray**
With pride and noiseless **laughter**;
When, well-a-day, they blew **away**,
And ne'er were heard of **after**!



The Sunflowers

A MHA student

Upon a starry night in **Maine**,
Without a noise of **laughter**
A shimmer of sunshine peeked the **plain**.
And waited for time **after**.

We did not wake by ringing **tones**
Nor cheers our thoughts **invaded**;
And yet, at dawn, their sunshine **shone**
A multitude **paraded**.

We thoughtless three did pass our **day**
Till twilight time did call **us**;
No longer stood the glorious **rays**
But tired stalks before **us**.

Their sleeping heads were cold and **still**
With eager hearts but **soaring**.
Then first today, they raised a **trill**
Their faces greeting **morning**.

The Raven

Edgar Allan Poe

Stanza 1

The Raven



Once upon a midnight dreary, while I pondered, weak and weary,

Over many a quaint and curious volume of forgotten lore-

While I nodded, nearly napping, suddenly there came a tapping,

As of someone gently rapping, rapping at my chamber door.

“ ’Tis some visitor,” I muttered, “tapping at my chamber door-

Only this and nothing more.”

Analyze the Rhyme

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/ / / / / / / /

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Meter



Analyze the Meter

- **Line 1:** Trochaic tetrameter (4 feet) A, then another trochaic tetrameter A (4+4=8 feet)
- **Line 2:** Trochaic octameter (8 feet) B
- **Line 3:** Trochaic tetrameter C, then another trochaic tetrameter C
- **Line 4:** Trochaic octameter (The middle words repeat) B
- **Line 5:** Trochaic octameter (exact same word that ends line 4)
- **Line 6:** Trochaic tetrameter B (4 feet)

Once|up|on a|mid|night|dre|ary,|while I|pon|dered,|we|ak and we|ary,|

Over|man|y a|quaint and|cu|rious|volum|e of|forgotten|lore-|

While I|nod|ded,|near|ly|nap|ping,|sud|denly|there|came a|tap|ping,|

As of|some|one|gent|ly|tap|ping,|tap|ping|at my|cham|ber|door. |

“Tis|some|visi|tor,” I|mut|tered,|“tap|ping|at my|cham|ber|door-|

Only|this|and|noth|ing|more.”|

Fame Was Claimed and Hope Restored

By MHA 4th grade student
Evening Bruce was in a shed, thinking how he sadly fled,

While he looked up at the ceiling suddenly he hap't to spy

Leaping from a corner beam moving like a raging stream

For a little spider trying, trying hard to make it by,

What a noble tiny creature weaving over by and by

Ah, distinctly Bruce did know that the English were his foe.

Only failure has to try.

Six times has he lost the battle fleeing from the brutal sword

Bruce did spy the spider's deed; marveled greatly at his speed

Up and over, in and through, through and over toward the board.

For the spider was successful as he hooked it to the board.

Fame was claimed and hope restored.



Why rewrite and retell fables?
Why point out grammar or measure the meter
in poems?

