

## OUTLINE

**Title:** Writing in the Grammar School – Engaging in the Beauty

**Target Audience:** Grammar Teachers (3-6 grade)

**Speaker:** Tammy Peters

**Synopsis:** This workshop will focus writing using two types of literature (fables and poetry) to engage grammar-aged students in the beauty of writing. The workshop is designed to generate engaging ideas that help students use the richness of the language.

- I. Introduction
  1. What does it mean to be arrested by beauty so to engage in it?
  2. How can you engage in the beauty of literature?
- II. What are two types of literature to consider? (Beauty in writing)
  1. Fables
  2. Poetry
- III. What are the “writing exercises” of the past? Progymnasmata

Fable	Narrative	Maxim	Chreia	Refutation
Confirmation	Encomium	Invective	Comparison	Characterization
Description	Commonplace	Thesis		
- IV. How can fables be used?
  - Read - orally or silently
  - Retell - highlight key parts
  - Recite - memorize
  - Rewrite - retell through writing
  - Rework - reorder the events of the story
- V. What are other “exercises” that can help young writers engage in the beauty?
  1. Playing with words
  2. Copybook and Commonplace Books
    - a. Copybook: collect words, verses, passages
    - b. Commonplace Book: collect quotes, anecdotes, observations
  3. Sketch Book
    - a. Expand story with dialogue
    - b. Expand story using adjectival or adverbial elements
    - c. Reduce story by condensing it to one or two sentences
    - d. Force the language to behave a certain way (change all nouns to plural)
    - e. Write from different perspective (first person)
- VI. How can poetry be used? (Joy of poetry)
  1. Enjoy poems *Who Has Seen the Wind?* By Christina Rossetti

2. Use poems in teaching/enjoying grammar (Weather Poem)
3. Memorize and present poems
4. Analyze poems
  - a. Rhyme Scheme (a sample of rhyme schemes)
 

ABBA - *Ring Out, Wild Bells* by Alfred Lord Tennyson

ABABB - *Velvet Shoes* by Elinor Wylie

ABCB - *To a Honey-Bee* by Alice Cary

ABAC - *Questions* by Kate Lawrence

AABB - *Lone Dog* by Irene Rutherford McLeod
  - b. Meter and feet
    - i. *The Dandelion* by Helen Gray Cone
      1. iamb – one unstressed syllable followed by a stressed syllable. (uPON, withOUT, surPRISE)
      2. common meter (ballad meter): a four-line stanza with two pairs of lines of iambic tetrameter/iambic trimeter
    - ii. *The Raven* by Edgar Allan Poe
      1. trochee – one stressed syllable followed by an unstressed syllable. (MIDnight, WEARy, Over)
      2. trochaic octameter: five-lines of trochaic octameter followed by a trochaic tetrameter line.
5. Imitate style/form of poems

VII. What is the challenge?

*To enjoy the beauty of language, you must engage in the process of writing.*

Resources:

*The Art of Poetry* by Christine Perring

*The Art and Craft of Poetry* by Michael J. Bugeja

*For Better for Verse* (University of Virginia, English) <https://prosody.lib.virginia.edu/>

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Repairing the Ruins ACCS Conference 2023

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