Writing from Patterns

Anna J. Small Roseboro
Workshop Outline

- Introduction
- Theory
- Strategies
- Practice
- Challenge
Patterns for Practice
Patterning ART
Patterning DANCE
Patterning MUSIC
Patterning SPORTS
We copy what we believe to be good.
PATTERN WHAT?

Sound of Language
Structure of Poetry
Structure of Sentences
Speaking/Writing Connection

Based on research by Dr. Arlene Mulligan
Serra High School
San Diego, CA
Patterns for DRAMA
Patterning CONVERSATION

English Language Learners encouraged to imitate conversation, write realistic drama.

(Handout available)
Patterning POETRY

- The sonnet
- The limerick
- The haiku
- Copy change
  "Acquainted with the Night"
- The pantoum
Let’s write a PANTOUM

A PANTOUM is a poem consisting of 8 non-rhyming lines that each are used twice in the poem. This patterned poem could be used as an alternative book report to capture

- Key events
- Memorable scene(s)
- Favorite character
Begin by writing four original lines:

(1) When I was seven
(2) My family was evacuated.
(3) We rode a bus
(4) To Manzanar.

Based on *FAREWELL TO MANZANAR* by John Houston and Jeanne Watasuki Houston.
(2) My family was evacuated.
(5) Only forty-eight hours to prepare, then
(4) To Manzanar.
(6) We rode in shock, but together.
REPEAT lines five and six, and add lines seven and eight:

(5) Only forty-eight hours to prepare.
(7) Mama, stressed and frustrated, broke all the dishes.
(6) We rode in shock, but together.
(8) Together, except for Papa.
FINALLY, repeat lines 1, 3, 7, and 8 in this order:

(7) Mama, stressed and frustrated, broke all the dishes.
(3) We rode a bus
(8) Together, except for Papa,
(1) When I was seven.
The final poem, then, will read:

When I was seven
My family was evacuated.
We rode a bus
To Manzanar.

My family was evacuated.
Only forty-eight hours to prepare, then
To Manzanar.
We rode in shock, but together.
Only forty-eight hours to prepare, then Mama, stressed and frustrated, broke all the dishes.
We rode in shock, but together. Together, except for Papa.

Mama, stressed and frustrated, broke all the dishes.
We rode a bus Together, except for Papa. When I was seven.
Your turn…

Write four lines about a book that you enjoy.
Stanza 2

Expand ideas in lines 2 and 4 by writing lines 5 and 6:

2 (repeat)
5 (new)
4 (repeat)
6 (new)
Stanza 3

Expand ideas in lines 5 and 6 by writing lines 7 and 8.

5 (repeat)
7 (new)
6 (repeat)
8 (new)
FINALLY, repeat lines one, three, seven and eight in this order:

7
3
8
1
It’s Sharing Time!

Please take a moment and share your draft with those seated near you.
What are other possibilities?

Pattern poems as part of other units or in other content areas.

- Drama
- Books Reports
- Social Studies
- Science
Pattern a Sonnet
Summarize a scene from *Romeo and Juliet* by writing a lazy sonnet.

Focus on an incident, a character, or a theme.
Lesson Plan: Lazy Sonnet

Write a 14-word sonnet.

Conclude with rhymed couplet.

The following are sample responses.
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<thead>
<tr>
<th>Act I</th>
<th>Act I</th>
<th>Act II</th>
<th>Act III</th>
<th>Act IV</th>
<th>Act V</th>
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<td>Capulet</td>
<td>Herbs</td>
<td>Juliet</td>
<td>Fears</td>
<td>Paris</td>
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<td>says,</td>
<td>soothe</td>
<td>sad.</td>
<td>potion;</td>
<td>slain</td>
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<td>Party</td>
<td>the body.</td>
<td>Romeo</td>
<td>fears</td>
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<td></td>
<td>banished.</td>
<td>duty;</td>
<td>Romeo.</td>
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<td>Herbs</td>
<td>Juliet</td>
<td>fears</td>
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<tr>
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<td>soothe</td>
<td>happy</td>
<td>death;</td>
<td>slew</td>
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<td>the mind.</td>
<td>Tybalt</td>
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<td>dead.</td>
<td>fears</td>
<td>Later</td>
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<td>Loving</td>
<td>Herbs</td>
<td>Juliet</td>
<td>night;</td>
<td>Juliet</td>
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<td>cheer.</td>
<td>eyes,</td>
<td>are used</td>
<td>unsure,</td>
<td>loves</td>
<td>slew</td>
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<tr>
<td>Prince</td>
<td>not</td>
<td>badly.</td>
<td>confused,</td>
<td>Romeo.</td>
<td>herself.</td>
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<td>mind.</td>
<td>Life</td>
<td>unhappy.</td>
<td>Dear</td>
<td>Madness</td>
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<td>Satisfaction.</td>
<td>Fears</td>
<td>fear.</td>
<td>Sadness</td>
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<td>tears.</td>
<td></td>
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<td>By Doug</td>
<td>By Lindsay</td>
<td>By Zach</td>
<td>By Carrie</td>
<td>By Michalyn</td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td>By Kaveh</td>
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Pattern a Ballad

- Assign a short story or novel.
- Rewrite the tale as a narrative poem.
- Pattern five stanzas of quatrains.
Pattern a Ballad

- Assign a short story or novel.
- Rewrite the tale as a narrative poem.
- Pattern five stanzas of quatrains.
- Use ballad format to relate a personal experience.

Balladeer III by Sammy Pasto
“Barbara Allen” – Stanza 1

It was in and about the Martinmas time,
When the green leaves were a-fallin’,
That Sir John Graeme in West Country
Fell in love with Barbara Allen

(Gives the setting - time and place - and the main characters.)
"Barbara Allen" – Stanza 2

He sent his man down through the town
To the place where she was dwellin’
"O haste and come to my master dear,
Gin ye be Barbara Allen."

(Gives the opening action.)
“O dinna ye mind, young man,” said she,
“When ye the cups were fillin’,
That ye made the healths gae round and round,
And slighted Barbara Allen?”

(Suggests the conflict)
“Barbara Allen” – Stanzas 6

He turned his face unto the wall
And death with him was dealin’,
“Adieu, adieu, my dear friends all.
And be kind to Barbara Allen.”

(Alludes to the falling action)
“Barbara Allen” – Stanza 8

“O mother, mother, make my bed,
And make it soft and narrow:
Since my love died for me today,
I’ll die for him tomorrow.”

(The resolution 😞)
Ballad of William and Ann

It was in and around Christmas time
When the wedding it was planned.
The family and friends all came to see
Sir William wed Lady Ann.
The musicians were seated, all playing their songs
Awaiting the groom to appear
And seated among the guests that day
Sat his former love, Lady Mear.

The minister signaled the groom to come out
To join his best man at the right.
The minister motioned the guests to stand
As the bride marched in dressed in white.
Lady Mear, she stood with hankie in had
Weeping for the man she had lost.
She’d been too proud to accept the ring
Lord William had gotten at cost.

The bride advanced at a stately pace
By her handsome groom to stand.
Lady Mear, near the aisle, could be heard for a mile.
Shouting, “Hey Lady Ann, that’s my man!”
Sir William’s response to the lady’s outburst
“You had my heart in your hand.  
You cast me aside.  Yes, I did love you first, 
But today, I’ll wed Lady Ann.”

So that day long ago about Christmas time
The guests got more than was planned.
An old love turned mean in quite a wild scene
When Sir William wed Lady Ann.

By Anna J. Roseboro (Mrs. William G. Roseboro since December, 1966)
Pattern Poem for Social Studies Project

Use pantoum or narrative poem as part of social studies project.

Summarize facts learned during research.

Research on Country.

Response to Current Event.
Enliven Writing
Pattern
GRAMMATICAL STRUCTURES

Five grammatical structures that can add interest and variety to descriptive passages.

Based on ideas from Harry R. Noden’s *Image Grammar (1999)*
Pattern Participles

“The diamond-scaled snake attacked its prey. “

Add three “-ing” verbs to the beginning of the sentence.
Hissing, slithering, and coiling, the diamond-scaled snake attacked its prey.

You also could add participial phrases:

Hissing its forked red tongue and coiling its cold body, the diamond-scaled snake attacked its prey.
Pattern Absolutes

“The cat climbed the tree”.

Add a noun and an “-ing” or “-ed” verb onto a sentence.
Claws digging and feet kicking, the cat climbed the tree.

OR

The cat, **claws digging and feet kicking**, climbed the tree.
Pattern Appositives

‘The raccoon enjoys eating turtle eggs.’

Add a noun that creates a second image to a preceding noun.
“The raccoon, a scavenger, enjoys eating turtle eggs.

OR add a clause

“The raccoon, a midnight scavenger who roams lake shorelines in search of food, enjoys eating turtle eggs.
Pattern w/Shifted Adjectives

“The large, angry, red-eyed bull charged the intruder.”

Shift the order of the adjectives.
“And then, suddenly, in the very dead of the night, there came a sound to my ears, **clear, resonant, and unmistakable.**

The large bull moose, **red-eyed and angry,** charged the intruder.”
Pattern
Action vs. Passive Verbs

Substitute action verbs for ‘being” verbs” : is, are, was, were, be, been.”
The runaway horse was ridden into town by an old, white whiskered rancher.

or

The grocery store was robbed by two armed men.
Passive verb:
The gravel road *was* on the left side of the barn.

Action Verb:
The gravel road *curled* around the left side of the barn.
Rockwell was a beautiful lake. Canada geese could be heard across the water bugling like tuneless trumpets. Near the shore, two children were hidden behind a massive maple tree. Watching quietly, they hoped to see the first gosling being hatched. Tiny giggles seemed to be whispers of excitement.
Rockwell Lake echoed with the sounds of Canada geese. Their honking bugled across the water like tuneless trumpets. Two children hid behind a massive maple tree. They silently watched, hoping to see the first gosling hatch, while tiny giggles escaped their whispers of excitement.
Patterning WORKS!

We copy what we believe to be good.
Questions?

Anna J. Roseboro, NBCT
ajroseboro@comcast.net