

LESSON 1

1. The Narrative

1. Read the Narrative aloud.
2. Say the following words aloud and ask for students to define.
 - » **befell** — to happen or occur

Ex A terrible plague befell the village.

- » **Aphrodite** — the ancient Greek goddess of love and beauty, identified with Venus by the Romans.
- » **Adonis** — a beautiful youth much loved by Aphrodite. While hunting, he was killed by a wild boar. Aphrodite caused a red-flowered plant to spring forth from his shed blood.
- » **Ares** — the ancient Greek god of war, a son of Zeus and Hera, identified with Mars by the Romans.
- » **mortal** — a human being; one subject to death

Ex We are not God. We are mere mortals.

3. Ask, “What do these words add to the story?” Discuss the way specific words enhance a story.
4. Students will orally put the story in their own words.
 - » Amplify the Narrative.
 - » As many students narrate as time allows.

2. The Nine Components

Ask these questions.

1. Who is in the narrative? (**Agents**)
2. What happens to the agents? (**Action**)
3. When does it happen? (**Time**)
4. Where does it happen? (**Place**)
5. How does it happen? (**Manner**)
 - » Answers may vary. Manner describes the Action adverbially. In “The Rose,” the story of the rose’s transformation comes to us “relationally”: between two gods and a man.
6. Why does it happen? (**Cause**)
 - » The cause tells why the Narrative was written, the point of the story.

The Rose

Read the Narrative aloud.

Whoever admires the rose for its beauty should consider what befell Aphrodite. The goddess was in love with Adonis; Ares was in love with her: the goddess was to Adonis what Ares was to Aphrodite. God was in love with goddess; goddess was in pursuit of mortal. The longing was the same, though the kind differed. But out of jealousy Ares wanted to kill Adonis, thinking that Adonis’ death would put an end to love. So Ares struck Adonis. The goddess, learning of what was done, hurried to his defense; and in her haste she ran into a rosebush and caught herself on its thorns. The flat of her foot was pierced, and the blood, which flowed from the wound, changed the color of the rose to its own appearance. And the rose that at first was white came to be what we see today.

Nine Components of Narrative Invention

Identify the *who, what, when, where, how, and why* of the narrative. Give examples of Recognition, Reversal, and Suffering.

1. Recognition* "ran into a rosebush"; "caught herself on its thorns"; (2) "changed the color of the rose"
2. Reversal "changed the color of the rose"
3. Suffering "out of jealousy"; "Ares struck Adonis"; "The flat of her foot was pierced"
4. Agents Aphrodite, Adonis, and Ares
5. Action Ares strikes Adonis, and Aphrodite rushes to save him.
6. Time once upon a time
7. Place uncertain, someplace on earth
8. Manner the relationships between two gods and a man
9. Cause to explain why a rose is red

* Refers to the first definition of Recognition, unless otherwise noted. Examples of the second definition will be preceded by (2).

7. What familiar situation is brought to mind? What truth have you discovered in the story? (**Recognition**)
 - » Recognition notes recognizable descriptions or images or the discovery of truth not previously stated in the story.
8. When does the action change in the story? (**Reversal**)

Reversal occurs when either:

 - A. the high and mighty are brought low
 - B. the low and humble are elevated
9. What examples of Suffering occur? (**Suffering**)
 - » Suffering occurs whenever a character experiences physical or emotional pain.

Outline

Summarize the Narrative by completing the outline.

- I. The Love: The Triangle
 - A. Aphrodite in love with Adonis
 - B. Ares in love with her
 - C. A god loved a goddess, and a goddess loved a mortal
 - D. The longing was the same, though the kind differed
- II. The War: Ares v. Adonis
 - A. Ares jealous of Adonis and wished to kill him
 - B. He struck him, thinking that if Adonis were dead trouble was over
- III. The Rescue: Aphrodite hurried to defense of Adonis
 - A. In haste ran into a rosebush
 - B. Flat of her foot was pierced
 - C. Her blood changed the color of the rose
 - D. The once white rose is now the red we see today

Variations: Part I

Give two synonyms for the bold words in each sentence. Then vary the sentence in three ways.

1. "Ares **wanted to kill** Adonis to **gain love**."

| | | | |
|---------|---------|---------|---------------|
| desired | murder | win | affection |
| willed | destroy | acquire | companionship |

 1. Ares desired to murder Adonis to win affection.
 2. Ares willed to destroy Adonis to acquire companionship.
 3. To find romance, Ares yearned to dispatch Adonis.
2. "The **goddess in haste hurried** to his **defense**."

| | | | |
|----------------|----------|---------|------------|
| divine lady | speed | ran | protection |
| immortal woman | celerity | hurtled | succor |

 1. The divine lady in speed ran to his protection.
 2. The immortal woman in celerity hurtled to his succor.
 3. The female god leaped to his aid in rapidity.

- » Reversal (V)
- » Suffering (S)

4. Variations: Part 1

1. Say the sentence in #1 aloud, then repeat the words in bold. Enlist the students to think of synonyms for the bold words and put their best answers in the blanks.
2. Say: "Compose your sentence variations by replacing each original bold word with a synonym and changing the word order." (Students may alter the order of the words, but remind them that they must keep the idea of the sentence intact.) Instruct them to write two more variations, using different synonyms each time.
3. When all are finished, have volunteers read their answers aloud. Answers should be varied, but faithful to the original sentence.
 - » Ask: "Did substituting your synonyms change the meaning of the sentence, or did it add variety?"
 - » Ensure that students are keeping the meaning of the sentences intact, while also encouraging them to use variety in their diction.

3. Outline

As a class, summarize the Narrative in outline form. The purpose is to clarify the action of the story. Later, students will use the Outline to help write paraphrases.

1. Ask: "There are three general divisions of the plot, called Acts. How may we identify and summarize them?"
 - I. The Love: The Triangle
 - II. The War: Ares v. Adonis
 - III. The Rescue: Aphrodite rushes to defense of Adonis
2. Ask: "What are the subdivisions within each Act? What happens in I. The Love: The Triangle? Be concise."
 - A. Aphrodite in love with Adonis
 - B. Ares in love with her
 - C. A god loved a goddess, and a goddess loved a mortal. The longing was the same though the kind differed.
3. Ask: "Where do we see the Plot Components of the Narrative? Mark examples in your outline like this:"
 - » Recognition (R)

5. Narration

1. Students put the Narrative aside and narrate it in their own words using their Outlines.

Ex They should introduce their narration in this way: "The Rose, as retold by (student name)."
2. They may amplify with Figures of Description, reduction, etc.
3. Another option is to rewrite the Narrative in their own words.

Ex They title their papers in this way: "The Rose, as retold by (student name)."
4. When finished, students check their work with the original Narrative and make any necessary corrections.

LESSON 1

6. Paraphrase 1

Using the Outline (and Narration, if written), guide the students—either individually or as a class—in writing a Paraphrase with the required Figures of Description and by changing the viewpoint. Students may not use the original Narrative for help. If the students choose, they may change characters, place, or time. The storyline or plot, however, must remain consistent.

- Brainstorm with your class for examples of **Figures of Description**. Write examples on the board and then refine them in these ways:
 - » Vary the descriptions in the same way as was done in the Variations exercise.
 - » Use a variety of sentence structures.
 - » Add new descriptive words: nouns, adjectives, similes, analogies, metaphors.
 - » If applicable, use real-time examples (e.g., take students outside to observe the landscape and weather). Help students to understand the Figures of Description by referring to examples from literature.

[Ex] Ethopoiea:
 “And Mary arose in those days, and went into the hill country with haste, into a city of Juda; And entered into the house of Zacharias, and saluted Elisabeth.”
 - Luke 1:39-40 (KJV)

[Ex] Geographia:
 “... through the gateway they would pass and over the river to the highway that led to London and all the wide, free world.”
 - *Adam of the Road* by Elizabeth Janet Gray
- When several examples of the Figures of Description have been written on the board and discussed, explain how to **change the viewpoint**.
 - » Choose a character in the story.
 - » Imagine the character narrating the story.
 - » This change will mean that whenever that character speaks about himself, he will speak in the first person (i.e. “I,” “me,” etc).
 - » So, the narrative will be written from this character’s perspective.
- Tell the students to begin the Paraphrase. Remind them to change the perspective and include the Figures of Description.

Paraphrases

Paraphrase the Narrative using your Outline and Variations.
 Follow the special directions for each Paraphrase.

- Change the viewpoint of the narrative, and use an example of each of these figures of description:

| | |
|-------------------|---|
| Ethopoiea | a description and portrayal of a character; e.g., “the cocky overconfident ant” |
| Geographia | a vivid representation of the earth; e.g., “the lush garden of flowers and trees” |

Whoever admires the rose for its beauty should consider what befell my once great love, Aphrodite. The goddess was in love with Adonis, who, although beautiful, spent his time gazing at his reflection wherever he could see it, and constantly sought the attention of women [ethopoiea]. I was in love with her: the goddess was to Adonis what I was to Aphrodite. God was in love with goddess; goddess was in pursuit of mortal. They tell me that the longing was the same, though the kind certainly differed. But I was insanely jealous and wanted to kill Adonis, thinking that Adonis' death would put an end to Aphrodite's love for him. So I struck Adonis as he, in search of a reflecting pool, walked through the lush, abundant garden of beautiful flowers and trees [geographia]. The goddess, my love, learning of what was done, hurried to his defense; and in her haste she ran into a rosebush and caught herself on its thorns. I wept when I saw that the flat of her foot was pierced. I was astonished as the blood, which flowed from the wound, changed the color of the rose to its own appearance. And the rose that at first was white came to be what we see today.

- Check in with the students regularly to help them do the following:
 - » Transform the points of their Outline into sentences.
 - » Change the perspective.
 - » Include the Figures of Description.
 - » Use proper grammar, spelling, and punctuation.
 - » Use fine penmanship.
 - » Maintain paragraph form (e.g., indent).

7. Paraphrase 2

Reducing the Narrative trains students to see a story’s simplest structure. It consists of leaving out all extra detail not essential to the plot.

- Direct students to underline any extra details (e.g., adjectival and adverbial phrases). Reread the Narrative line by line, noting such details.
- Pick volunteers to read the Narrative aloud, skipping over any lines, phrases, or words that they underlined.

2. Condense the narrative; eliminate any unnecessary adverbs, adjectives, phrases, or clauses.

Whoever admires the rose for its beauty should consider what befell Aphrodite. The goddess was in love with Adonis; Ares was in love with her. God was in love with goddess; goddess was in pursuit of mortal. The longing was the same, though the kind differed. But Ares wanted to kill Adonis, thinking that would put an end to love. So Ares struck Adonis. The goddess hurried to his defense and ran into a rosebush. The flat of her foot was pierced, and the blood changed the color of the rose to its own appearance. And the rose that at first was white came to be what we see today.

Variations: Part 2

Give two synonyms for the bold words in each sentence. Then vary the sentence in three ways.

1. "The **flat** of her foot was **pierced**, and the blood **flowed** from the **wound**."
sole impaled streamed cut
bottom punctured poured gash
1. The sole of her foot was impaled, and the blood streamed from the cut.
2. The bottom of her foot was punctured, and the blood poured from the gash.
3. The underside of her foot was incised, and the blood gushed from the incision.
2. "The **color** of the rose **changed** from **white** and came to be what we see **today**."
shade transformed pale at present
hue mutated pearl now
1. The shade of the rose transformed from pale and came to be what we see at present.
2. The hue of the rose mutated from pearl and came to be what we see now.
3. The tinge of the rose morphed from albino and came to be what we see in these days.

Final Draft

On a separate sheet of paper, rewrite Paraphrase 2, and invert the sequence of events. Use the original Narrative to correct mistakes and omissions in this Final Draft.

9. Final Draft

- Rewrite Paraphrase 2, inverting the sequence of events.
- Inverting the sequence** trains students to view a set of ideas from a variety of perspectives and to work from effects to causes—a deductive exercise.
 - Illustrate by telling the story backwards.
 - Practice orally. Select students to invert the sequence of events in Paraphrase 2, letting each student say one or two sentences.
 - When the students have a good grasp of how to invert events, instruct them to write their final draft in this way.
- They will also need to include any important parts of the Narrative that they omitted and correct any mistakes.
- Have the students begin writing their Final Draft. You may also assign it for homework, due on the following class period. The Final Draft will be written on a separate sheet of writing paper.
 Have them title their papers in this way:
"The Rose, as retold by (student name)."

5. Grade the Final Draft with this sample rubric:

| | |
|--|------------|
| » Handwriting | _____ / 5 |
| » Mechanics (spelling, punctuation, grammar) | _____ / 15 |
| » Content (storyline) | _____ / 40 |
| » Vocabulary/Diction (word choice) | _____ / 20 |
| » Amplification (e.g., Figures of Description, Inverting) | _____ / 20 |

8. Variations: Part 2

- Find synonyms for bold words.
- Compose sentence variations, varying with synonyms and word order.
- Read answers aloud. Answers should be varied, but faithful to the original sentence.