

WEEK 14

Lesson: *Narrative Paragraphs*

14.1 Introduction

Narrative paragraphs simply tell a story or relay a sequence of events. Generally, these events are told in chronological order, that is the order in which they happened. However, a narrative paragraph most often tells a story in order to illustrate or demonstrate a point. Because of this, developing a strong topic sentence is important. For instance, the following topic sentence would be considered weak for a narrative paragraph:

Jeff's family went on a fishing trip to Horning's Hideout.

The above topic sentence lacks appeal and leaves the reader thinking, "So what!" because the sentence has not established any purpose for the paragraph.

14.2 Purpose and Appeal

Sometimes narrative writing can simply entertain the reader; however, in formal academic writing, the purpose of a narrative paragraph is to inform or persuade. To add purpose, the **topic sentence** should establish a contention which the author will set out to prove in the paragraph. In so doing, he adds appeal as well. The following topic sentence stands in contrast to the one above:

Fishing at Horning's Hideout proved to be an enjoyable outing for Jeff and his family.

This sentence sets out something to be proven in the paragraph and is more appealing to the reader. Yes, the paragraph will tell the story of the family's fishing trip, but it will do so in a way which proves the trip to have been enjoyable. Furthermore, establishing a contention improves appeal by challenging the reader to respond to what is said. Finally, establishing this topic sentence limits the perspective or angle which will be taken on the subject. Now supporting information must be developed.

14.3 Developing a narrative paragraph

All the enjoyable parts of the family fishing trip have been established as the topic of this narrative paragraph. Hence, the writer can brainstorm supporting information with a clear goal in mind. An extensive list of enjoyable parts for everyone should be developed. Most likely, all of these will not be used, but any points which might serve to support the contention must be considered. Illustration 14A below is a list of as many pleasant aspects of the trip as the writer could recall.

Following the brainstorming of supporting information, the writer must develop a planning outline, such as in illustration 14B, for using this material. The outline will help one stay logical and topical as points are organized into related

Narrative paragraphs tell a story or relay a sequence of events.

The topic sentence of a narrative paragraph does not start the narration. It establishes a purpose.

groupings. Naturally with a narrative paragraph, points are arranged in chronological order.

14A - Brainstorming Supporting Information

Contention:	<i>Trip was enjoyable</i>
All:	<i>Excited preparations for the trip</i> <i>- Food, games, books, toys, fishing equipment</i> <i>Great place to fish</i> <i>Fun being in the woods</i> <i>Great weather</i>
Jeff and brother:	<i>Purchased bait there</i> <i>Catching the fish was fun</i> <i>Caught seven fish</i> <i>Interesting to see white peacocks</i> <i>Time with Father</i>
Father:	<i>Family time, tasty dinner</i>
Mother:	<i>Did needlework, read book, had quiet time</i>

The student will notice that the ideas above are reorganized into chronological order in the planning outline.

14B - Planning Outline

1.	<i>Topic sentence - trip was enjoyable.</i>
a.	<i>Preparations</i>
	<i>(1) Mother - food, books, needlework</i>
	<i>(2) Father - car</i>
	<i>(3) Boys - fishing poles, toys, books</i>
b.	<i>Reach destination</i>
	<i>(1) Purchase bait</i>
c.	<i>Finding fishing spot</i>
	<i>(1) Finding first place</i>
	<i>(2) Moving to second place</i>
d.	<i>Real fishing began</i>
	<i>(1) Brother caught fish</i>
	<i>(2) Father busy</i>
	<i>(a) His pole</i>
	<i>(b) Helping boys cast</i>
	<i>(c) Helping keep hooks baited</i>
	<i>(d) Helping reel in catch</i>
	<i>(3) Jeff caught fish</i>
	<i>(4) Caught seven fish</i>
	<i>(5) Cleaned fish before leaving</i>
e.	<i>Jeff and brother were excited to catch fish</i>
f.	<i>Father enjoyed time with sons</i>
g.	<i>Mother enjoyed quiet time</i>
2.	<i>Concluding sentence - It was fun for all</i>

Events in narrative paragraphs should be arranged chronologically.

14C - Sample Paragraph***Fishing Fun***

Fishing at Horning's Hideout proved to be an enjoyable outing for Jeff and his family. All family members rose early in the morning excited to prepare for the trip. Mother packed food for the family as well as her books and needlework. Father checked the car to make certain it was ready for the drive. Then with Father's help, Jeff and his brother readied their fishing poles along with the books and toys which would entertain them on the hour's drive. When the family arrived at their destination, they stopped by the office to purchase some worms to use as bait. Cheerfully walking along the narrow path, the family transported their gear all the way around the small pond looking for just the right place to cast their lines. In hopes that fish would be lurking in the shadows, Jeff and his brother decided to fish from a shady area along one side of the pond. Though it seemed like the perfect fishing spot, overhead branches interfered with casting. Undaunted after snagging lines several times, the avid fishermen decided it would be best to move to the other side of the pond. Here, the boys began to get bites. Before long, Jeff's older brother caught the first fish. Jeff caught one soon after. Suddenly the fish were biting and Father became very active helping the two excited boys keep their hooks baited, and reel in their catch. Just before noon, Jeff hooked what turned out to be the largest trout of the day which he hung in the water near the shore with the other captured fish. While Father and the boys fished, Mother enjoyed sitting at the picnic table and reading quietly or doing her needlework. After several hours of fishing, and a total catch of seven fish, Father showed the boys how to clean the fish before packing up for the trip home. The outing was great fun for the whole family. Jeff and his brother found much excitement in catching the fish. Father enjoyed helping the boys and spending a day in the woods. Mother expressed her pleasure in being with her family and seeing everyone having an agreeable time. Most of all, everyone's taste buds were delighted with the dinner that evening. All the family is hoping for a return trip before too long.

14.4 Using dialogue in the narrative

Since students tend to include dialogue in a narrative paragraph, they should understand the two ways to present discourse. The first method is direct discourse or dialogue which is a quote of the exact words spoken by someone. These words, when written exactly as spoken, are to be presented in quotation marks and attributed to the speaker. The second method of presenting dialogue is indirect discourse by which the words are paraphrased and not written in quotation marks. This is the method students are to use in assignments for this course when

recounting personal experience. This limitation, however, does not apply when presenting research material.

Below are samples of direct and indirect discourse which the student should study to learn how to change from one form to the other.

Direct Discourse (Dialogue)

“I had a delightful time with my family and so appreciated everyone getting along with one another,” said Mother on the way home.

Jason suggested, “Let’s move to the other side of the pond.”

Indirect Discourse

Mother expressed her pleasure in being with her family and seeing everyone having an agreeable time.

Jason calmly suggested that the family move to another side of the pond.

Literary Device

Figurative language, as was mentioned in Lesson 8, explains one concept or item with another in order to clarify the first. The **metaphor** is one such literary device practiced in this lesson. Like a simile, a metaphor compares two items; but instead of saying one thing is “like” another, it treats the one as if it is the other. For example:

Flowing water sliced through the dike.

The farmer touched the hot fence to see if the juice was flowing.

The student should note that metaphorical wording does not use “like” or “as”. The writer of the above sentences does not spell out that water is acting like a knife, or that an electrified fence feels like it is hot, or that voltage is as juice. Instead, he leaves it up to the reader’s mind to connect each pair of concepts.

Metaphors occur frequently and can be found in a variety of parts of speech. The student should study the following chart to become familiar with some of the many uses of metaphors.

verbs:	<i>The game <u>heated up</u> as the quarterback <u>rifled</u> the pass to the receiver who <u>knifed</u> between two defenders and <u>tightroped</u> down the sideline.</i> <i>After much negotiation, the salesman <u>shaved</u> ten percent off the price of the car.</i>
adjectives and adverbs:	<i>Life is a <u>carnival</u> ride.</i> <i>The <u>ferocious</u> housecat attacked its prey.</i> <i>The quarterback threw the football to the <u>flying</u> receiver.</i>
prepositional phrases:	<i>He had muscles (of <u>steel</u>.)</i> <i>She was saddened (by her <u>ash heap</u>) of dreams.</i>
nouns:	<i>The <u>army</u> of seals swam in <u>ranks</u>.</i> <i>Her decorative <u>touch</u> was evident in the home.</i>
appositives:	<i>On the bed sat the dog, a <u>whining</u> baby.</i>

A metaphor compares two items without the use of “like” or “as”.

WEEK 14
Narrative Paragraphs

Daily Assignments

————— **Day 1** —————

A. Reading Assignment:

Study the Week 14 Lesson on narrative paragraphs thoroughly.

B. Lesson Exercise:

Answer the following questions in complete sentences:

1. What must be established in order to make a narrative paragraph interesting?
2. What are the two methods for presenting dialogue?
3. What is a metaphor?

C. Writing Exercise:

1. *Brainstorm a narrative paragraph on a topic approved by your instructor. Write your brainstorming list neatly, in a manner that is suitable for submission with your final draft.*

Purpose: persuade

Audience: peers

Topic suggestions: a family outing, a family crisis

2. *Do research, if required, for supporting information. Gather bibliographic information, general notes on the topic, and prepare quotations, summaries, or paraphrases to offer in support of your position as described in the Week 10 Lesson.*
3. *Write a topic sentence and create a planning outline for this narrative paragraph. The planning outline will also be submitted to your instructor with your final draft.*

————— **Day 2** —————

A. Grammar Drill:

Review the prepositions.

B. Style Drill:

Identify the style point used in the following sentence.

While Thomas Jefferson and Patrick Henry both participated in Virginia colonial politics, the men differed greatly.

C. Writing Exercise:

Draft the entire narrative paragraph which you planned on Day 1. Insert proper citations for any research evidence included. This week's literary device, a metaphor, is to be

included in the paragraph and may be worked in any time between now and Day 4. If you find, at this point, that your planning outline must be changed, revise it and create a new copy for submission.

Complete a copy of your paragraph draft today, so that you can mark corrections on it tomorrow. This draft, with corrections, will be submitted to your instructor with your final draft on Day 5.

Day 3

A. Grammar Drill:

Drill the prepositions again.

B. Formality Drill:

Using the formality and grammar rules explained in Lesson 2, rewrite the sentence below in proper form:

Jefferson didn't like making speeches or participating in oral dispute.

C. Writing Exercise:

- 1. Now begin to edit your paragraph draft from yesterday, marking corrections and changes on your rough draft. Consult the paragraph checklist to insure that you are following set guidelines.*
- 2. Add three different style points on this day.*
- 3. Create another copy of this revision for submission on Day 5.*

Day 4

A. Grammar Drill:

Drill the prepositions. Now write the list in order from memory and submit it to your instructor for correction.

B. Style Drill:

Identify the style point used in the following sentence.

In contrast, Patrick Henry's reputation as an outstanding orator still stands today.

C. Writing Exercise:

- 1. Go over your paragraph and correct all spelling, punctuation, and grammatical errors.*
- 2. This week's literary device must be added to the paragraph by this day. If you cannot fit the device into the assignment, write two sample sentences, each including this week's literary device, and submit them with your paragraph.*
- 3. Make other improvements in words and phrases that may come to mind.*
- 4. Prepare a revised draft of your paragraph.*

Day 5

A. Grammar Drill:

Drill prepositions again today

B. Formality Drill:

Using the formality and grammar rules explained in Lesson 2, rewrite the sentence below in proper form:

Since both Jefferson and Henry opposed George III and the British Parliament.

C. Writing Exercise:

1. *The final day to polish your paragraph has come. Read the paragraph aloud slowly and listen for problem areas. Now, have someone else read it to you so that you can listen and be certain that the product is well-written.*
2. *Using the paragraph checklist, review your paragraph to be certain that you have followed the guidelines in the upper section. In the lower section, check off the style points you have used. On your final draft, identify these style points by writing the corresponding number from the checklist directly above each style point.*
3. *Make certain that the text includes appropriate parenthetical citations in-text, and that the "Works Cited" page is complete.*
4. *Make certain that the assignment is formatted properly, including heading.*
5. *Submit your work to the instructor:*
 - a. *Final draft paragraph*
 - b. *Works Cited page, if applicable*
 - c. *Literary device, if created separately*
 - d. *Paragraph checklist*
 - e. *All drafts*
 - f. *Topic sentence & planning outline*
 - g. *Brainstorming*

WEEK 15*Narrative Paragraphs (continued)***Daily Assignments**

————— **Day 1** —————

A. Grammar Drill:*Drill the prepositions.***B. Formality Drill:***Using the formality and grammar rules explained in Lesson 2, rewrite the sentence below in proper form:*

Benjamin Franklin and John Adams, who were also appointed to draft the Declaration of Independence, suggested ideas but didn't write the final draft.

C. Writing Exercise:

This week you will prepare for a timed writing of a narrative paragraph on Day 5. To prepare for the paragraph, you will do research, gather bibliographic information, prepare general notes on the topic, and prepare quotations, summaries, or paraphrases to offer in support of your position as described in Week 10. Today, brainstorm possible contentions for your topic sentence. Next, gather the sources needed for your research. Citings from at least two sources will be required.

Purpose: to inform in an entertaining manner

Type of paragraph: narrative

Audience: peers who might not know about this event

Suggested topic: a historical event (NO FICTION)

————— **Day 2** —————

A. Grammar Drill:*Drill the preposition***B. Style Drill:***Identify the style point used in the following sentence.*

Knowing Jefferson to be the better writer, Franklin and Adams deferred to him.

C. Writing Exercise:

- 1. From a minimum of two sources, take general notes as needed on the topic and obtain at least six quotes, summaries, or paraphrases.*
- 2. Develop a list of the bibliographic information which corresponds to your notes. On the*

day you write your paragraph, you will draw from this list for your “Works Cited” page. Naturally, only the sources you cite in your paragraph will be cited on the “Works Cited” page. General or common knowledge gleaned from your sources need not be specifically cited.

Day 3

A. Grammar Drill:

Drill the prepositions.

B. Formality Drill:

Using the formality and grammar rules explained in Lesson 2, rewrite the sentence below in proper form:

When Tom was asked to write the Declaration, he took up the challenge willingly.

C. Writing Exercise:

- 1. Complete your research.*
- 2. Brainstorm supporting points from your research and your own knowledge about the topic.*
- 3. Formulate a final topic sentence and complete a planning outline for your paragraph.*

Day 4

A. Grammar Drill:

Drill the prepositions

B. Style Drill:

Identify the style point used in the following sentence.

Clearly, both Jefferson and Henry possessed their own special talents.

C. Writing Exercise:

- 1. Of the quotes you have compiled, you may use only two in this paragraph . The remainder of the paragraph must be your own writing. Today, determine which quotes you will use and where they will fit into the planning outline. You may not pre-write your paragraph.*
- 2. Create a bibliographic information page for all the sources you studied. Do not create the “Works Cited” page. It will be written during the timed write on Day 5.*
- 3. Gather all materials which you will need for tomorrow’s timed write:*

- a. *Note cards*
- b. *Topic sentence and planning outline*
- c. *Bibliographic information page*
- d. *Brainstorming*

————— **Day 5** —————

A. Grammar Drill:

Drill prepositions again today.

B. Formality Drill:

Using the formality and grammar rules explained in Lesson 2, rewrite the sentence below in proper form:

Jefferson wasn't home from France very long before Washington asked him to serve as Secretary of State.

C. Writing Exercise:

Today's exercise will be a 30-minute timed write.

1. *Using your notes and planning outline, write a narrative paragraph on your chosen topic. Strive for ten to twelve sentences, but the paragraph may be longer if desired. Be certain to include two parenthetical references in the paragraph.*

Audience: peers who might not know about this event

Purpose: to inform in an entertaining manner

2. *Develop a "Works Cited" page for your sources. It should be organized according to MLA guidelines. You may refer back to the Week 10 Lesson and to the documentation formats in Appendix D on page 202.*
3. *When the time is up, submit the following to your instructor:*
 - a. *Written paragraph*
 - b. *"Works Cited" page*
 - c. *Bibliographic information page*
 - d. *Planning outline*
 - e. *Brainstorming*
 - f. *Note cards*

WEEK 16*Narrative Paragraphs (continued)***Daily Assignments****Day 1****A. Reading Assignment:**

Re-read *the Week 14 Lesson on narrative paragraphs*.

B. Formality Drill:

Using the formality and grammar rules explained in Lesson 2, rewrite the sentence below in proper form:

Jefferson penned the Declaration of Independence and leaves his own legacy.

C. Writing Exercise:

1. *Based on the guidelines given in Week 12 Lesson, critique the following paragraph, marking scores, comments, and corrections on a grading form copied from Appendix E.*

Assignment: tell of an event

Type of paragraph: narrative paragraph

Purpose: to persuade

Audience: instructor

The Fourth of July fireworks show at Fort Stevens proved to be a delightful outing with special friends. The Barrett's first preparation for the outing was to invite their special friends, the Millers, to enjoy the fireworks with them. After the families agreed to meet at the fort, each Barrett family member began his own preparations for the outing. One day before the outing, Mom started first with food preparations as she cooked potatoes for salad and prepared finger foods which insured light and healthy eating. Finally, the day of the event, she cut up bite-sized chunks of delicious summer fruits. The boys gathered frisbees, balls, hacky sacks, and other playthings. Next, Dad pulled the cooler, lawn chairs, and blankets out of storage. Preparations were also underway in the Miller home as the mother fried tasty chicken, baked crusty French bread, and whipped up a delectable berry dessert. Both families loaded their cars with goodies expecting a great time of food and fellowship. When they reached the fort, the families walked close to a mile to reach their destination. Then they spread their blankets on the ground and set up lawn chairs around the perimeter. Then all around them, other families "staked claim to their territories" in order to secure a great view of the fireworks show. Next came the waiting for darkness to fall. Food and frolic filled these moments of fleeting daylight. The boys played hacky sack and catch until they lost a favorite ball in a nearby tree. Then, at long last, daylight waned and the fireworks show began. Background music being broadcast from a local radio station blared over hundreds of radios which had been brought by spectators. Then, choreographed to this background accompaniment, a spectacular display began. Sparkling, dazzling, creative combinations of explosions filled the night sky. So powerful were the fireworks, that the spectators felt the concussion of their explosions. Patriotic music rose above the explosive din. Then,

with a stellar finale of a multitude of fireworks, the grand presentation ended. Rapidly, all began to gather belongings in order to embark on the trek back to their vehicles. The evening spent with fellowship, food, and fireworks proved to be a memory which both families will treasure.

2. *Discuss your evaluation with your instructor.*

————— Day 2 —————

A. **Style Drill:**

Identify the style point used in the following sentence.

The Second Continental Congress appointed Jefferson, who represented Virginia, to draft a formal statement regarding the colonies' break with Great Britain.

B. **Writing Exercise:**

Based on your instructor's feedback, you will begin an edit week, reworking the narrative paragraph which you wrote in Week 14. Today, edit all form, structure, and logic problems in the paragraph. This includes points off topic, unsupported contentions, and all other points in the top section of grading form. If necessary, make a new planning outline and re-write portions which are not correct. Additionally, do more research as needed in order to present your points more adequately.

————— Day 3 —————

A. **Formality Drill:**

Using the formality and grammar rules explained in Lesson 2, rewrite the sentence below in proper form:

Jefferson was chosen to be president in a tie-breaking vote by the House of Representatives.

B. **Writing Exercise:**

Today, continue editing your narrative paragraph by correcting stylistic and impression problems. This includes, sentence variety, emphasis, transitions, and all other parts in "Impression" portion of grading form.

————— Day 4 —————

A. **Style Drill:**

Identify the style point used in the following sentence.

The decision maker in the Louisiana Purchase was Jefferson.

B. Writing Exercise:

Today, correct any mechanical errors in your paragraph. This includes grammar, spelling, punctuation, and informalities. Also, prepare all items needed with your re-submission, including anything not submitted the first time.

Day 5

A. Grammar Drill:

Again, rehearse the prepositions.

B. Formality Drill:

Using the formality and grammar rules explained in Lesson 2, rewrite the sentence below in proper form:

Jefferson served as governor of Virginia. Prior to his becoming president.

C. Writing Exercise:

1. *Again, read your work aloud and be certain that you have improved in every area which the instructor has deemed necessary.*
2. *Submit:*
 - a. *Your rewritten paragraph.*
 - b. *Any other rewritten items – ie. brainstorming, outline, etc.*
 - c. *The evaluation form filled out by your instructor.*
 - d. *The paragraph on which your teacher wrote corrections.*
 - e. *Any items which you did not submit with your first paragraph.*