

Part II: Story Writing With Description--Blind Person

(Week Four Continued⁺)

You will be writing a short story showing **perspective and description** this week. It will be a **very short story of an individual with limited senses** in a setting in which that person compensates for that sense deficiency in some way.

I. TOPIC OF STORY

You will be writing a **Short Story** about a blind person from his/her point of view.

IV. OPENING PARAGRAPH

Students will **not** write an Opening Paragraph. You will weave all background information into your story.

II. NUMBER OF PARAGRAPHS IN THE BODY OF STORY

All students will write **2 paragraphs**.

V. CLOSING PARAGRAPH

Students will **not** write a Closing Paragraph. You will weave all aspects of your resolution/conclusion into your story.

III. SENTENCES PER PARAGRAPH

- a. **Basic** students will write **6-8 sentences per paragraph**.
- b. **Extension** students will write **6-10 sentences per paragraph**.

VI. ADDITIONAL SKILLS

You will be learning about writing **description with limited senses**.

This is this week's second Overview Box for Part II of this week.⁺

Note: This Overview Box, which is provided at the beginning of each assignment, is here to give students (and teachers) an at-a-glance look at the entire composition project. Each step of each lesson is assigned and detailed throughout the week(s).

Note: You will not complete a Checklist Challenge for this story.

Lesson A. Composition/Write On: Descriptive Writing

<> **A-1. Study the Sample Outline and Story provided** (Outline Box A-1 and Story Box A-1).

When writing a description, it is your goal to paint pictures in the imagination and stir the emotions of the reader. The **words you use are merely a vehicle to transmit those images and emotions from your mind to the mind of the reader.**

Like you learned earlier in this book, you should write description using action. In addition to that, **you should write using all five senses, not just what you can see.**

Look around the room you are in right now. Now **close your eyes and think about the other senses.**

What can you smell? Maybe your mother is cooking dinner or maybe the baby just spilled apple cider all over the floor.

What can you hear? Can you hear the sound of your brother's computer game beeping? Or the sound of dishes clanging as your sister unloads the dishwasher?

How about taste? As you sit down to dinner, what does the food taste like?

<> **A-2.** For each of the five senses, describe in one sentence something that happened during the day.

(1) **Sight:** _____

(2) **Hear:** _____

(3) **Feel:** _____

(4) **Taste:** _____

(5) **Smell:** _____

Help Box for <> A-2: Sample Sense Descriptions

1. Sight: The butterfly spread its brightly colored wings
2. Hear: The pile of plates crashed to the ground.
3. Feel: The cat's sandpaper-like tongue peeled the meat off of the bone.
4. Touch: The lemon's tartness made her wince.
5. Smell: The foul smell repulsed him.

Sample Descriptive With Limited Senses Outline

Paragraph 1: Back at home

- Sentence 1: Car drives off, leaves Josh in massive house
Sentence 2: Was used to being alone but not to being blind
Sentence 3: Accident caused his blindness
Sentence 4: Tried to touch one of his sculptures
Sentence 5: It wasn't there; flailed around trying to find it; finds it
Sentence 6: Cold steel is comforting to him

Paragraph 2: Life begins again

- Sentence 1: Goes to basement, smells familiar
Sentence 2: Kept pace & timing with the sound of the steps
Sentence 3: Knows this room
Sentence 4: Walks confidently, gets random CD
Sentence 5: It could have been anything
Sentence 6: He had always chosen CD's randomly
Sentence 7: CD was blues legend Bessie Smith
Sentence 8: Places lump of clay in front of him
Sentence 9: Sprinkles it with water, digs his hands in; comes alive
Sentence 10: Didn't know what he was making
Sentence 11: The music would tell him

Sample Outline Box A-1

Sample Descriptive With Limited Senses Story

Josh heard the roar of the car as it drove off, leaving him alone in the massive house for the first time in three months. In the last thirty years, he had spent countless hours alone, but back then he had his sight. Now, after the car accident, he was completely blind. While passing through the hall, he reached out to touch one of his many sculptures. It wasn't there; Josh's hands grasped at the spot he thought contained the precious artwork until – there it was. The cold steel of the modern work felt good to him now--familiar, comforting, a friend.

Josh felt his way down to the basement, grateful for the familiar smells and the familiar dank taste of the air. As he walked down the rickety steps, he kept his pace and timing with the creak-creak sound of each wooden step as he put his weight down. He knew this room by heart. He walked confidently to the corner and grabbed a random CD off the holders that dominated the wall and inserted it into the player. It could have been anything from Hip Hop to Classical, Sinatra to Beethoven. This was one thing that would not change for him; he had always closed his eyes and chosen the music randomly; only now he would not have to close his eyes any more. The CD was classical blues legend Bessie Smith. He went to his work table and placed a small lump of clay down in front of him. Sprinkling some water onto the clay, he dug his hands in, feeling himself come alive as he did. Josh didn't know what the clay would become, and he would never see it, but that was okay with him. Bessie Smith would tell him in time.

Sample Story Box A-1

Lesson B. Prewriting/Write On: Words That Are Sounds

↔ **B-1.** In the Sample Story (Story Box A-1), highlight the following words:

PoB-A:
(1) roar

PoB-B:
(2) creak-creak

Words that are descriptive sounds can be useful when writing stories. They help to **make the readers feel like they are in the middle of a story.** When you are experiencing something in life, you hear sounds; it is one of your five senses. You want to incorporate this sense into your story writing.

Sometimes you will use **onomatopoeia**. This is when **the sound your mouth makes when you say the word is also the way the thing sounds in real life.**

Not all descriptive sound words are strictly onomatopoeic. A word like gurgle isn't exactly what a gurgle sounds like, but it puts that sound in the reader's head.

The thing to remember is to **write to all five senses.** We experience the world with five senses; we want to experience our fiction in all senses as well.

↔ **B-2.** Study the Words That Describe Sounds box (Box B-2).

Words That Describe Sounds				
babble	clangor	grumble	purr	tinkle
bark	clank	grunt	quack	toll
bash	clash	gurgle	roar	toot
bawl	clatter	hiss	rumble	tootle
bay	click	hoot	screech	trill
beat	crack	howl	scream	twang
bellow	crackle	hullabaloo	shriek	twitter
blast	crash	hum	sizzle	wail
bleat	creak	jingle	snap	warble
boom	croak	meow	snarl	wheeze
bray	crow	moan	snore	whine
bubble	drone	mumble	snort	whir
buzz	drumming	murmur	splash	whisper
cackle	fanfare	mutter	squall	whistle
caw	fizz	neigh	squeak	yap
chant	gibber	patter	thrum	yell
chatter	grating	peal	thud	yelp
chime	groan	peep	thump	zap
chirp	growl	pop	tick	zip

Box B-2

<> **B-3.** Highlight any words in the Words That Describe Sounds box (Box B-2) that might work in your particular story.

<> **B-4.** Write five sentences using words that describe sounds.

1. _____

2. _____

3. _____

4. _____

5. _____

Lesson C. Composition: Descriptive Story Writing

In this assignment, you will write a story from a **blind person's point of view by only describing the scene from what he or she experiences**. This means that you **cannot use words telling** what something looks like but **must use the other four senses to describe the scene**.

For example, you can't say, *The wall towered overhead* since, from the blind person's point of view, he or she couldn't see the tower "towering" at all. But you might be able to say, *She felt the cool shade of the wall*.

This is a two paragraph story. Your main character should have a goal and should face obstacles to that goal (just like the sample provided in Story Box A-1).

<> **C-1.** What is the goal your character will have? _____

Help Box for C-1--Sample Goal

Goal: To re-discover his identity without sight

<> **C-2.** List at least three obstacles your character will face.

- 1) _____
- 2) _____
- 3) _____

Help Box for C-2--Sample Obstacles

Obstacles

- 1. Loneliness
- 2. Lack of sight
- 3. Isolation

<> **C-3.** Outline your two paragraph story from a blind person's point of view.

Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Sentence 9 _____

Sentence 10 _____

Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Sentence 9 _____

Sentence 10 _____

Lesson D. Composition: Write Rough Draft of Short Story With Perspective

<> D. Write your story on every other line in your notebook, or key it on the computer (double-spaced).

Lesson E. Revising/Final Copy: Final Copy Short Story With Perspective

<> **E-1.** Revise your story, adding more details, action, senses, etc., as needed. Go back to the “sound words” (Box B-2) and see if any of those words should be added to your story.

<> **E-2.** Edit your story for errors.

<> **E-3.** Write a final copy of your story.

Note: You will not complete a Checklist Challenge for this short story.