

SENTENCE DIAGRAMS

In drawing we give the child a relationship to the daily surroundings. In music, relationship is given to the invisible worlds. Between these two poles arises a combination which must work in the sentence structure, in grammar,

In THIRD GRADE Adam is given the task of naming the animals, and grammar (the ego-strengthener) begins with the 9 year old change. We distinguish the Doing, Naming and Feeling words, always beginning with the Doing. We choose colors in which we write them: red, green and blue are usually chosen. Some teachers make their nouns green, some make them blue. Adverbs could be orange or purple, because these colors include the red of the verb. Pronouns could be light green (if nouns are green) and articles light blue, if adjectives are blue. Likewise demonstrative adjectives (these, those this, that) could be light blue. Prepositions could be yellow and conjunctions brown. Exclamations like to be orange, so it is probably better to make adverbs purple. Relative pronouns (who, which) could be green for their noun function and underlined with brown for their conjunction work.

In FOURTH GRADE all these parts of speech can be introduced. In Norse mythology we have the three Norns who are related to Past, Present and Future; so we can now work with the tenses. The child works happily with tenses at this age, does not mind reciting verbs, and the foreign language teachers will be eternally grateful. What would be appropriate colors for Past, Present and Future? Blue, Yellow, Red?

In FIFTH grade a new relation of breathing to blood rhythm begins, and we introduce the in and out breathing of active and passive, also direct and indirect speech.

In SIXTH GRADE we can develop a feeling for the independent clause and all its dependent clauses, later defining adverbial, adjectival and noun clauses.

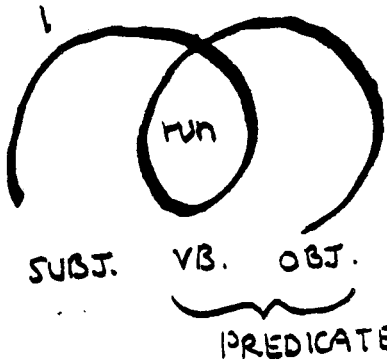
In SEVENTH GRADE work with Wish, Wonder and Surprise enables us to show what is left in English of the subjunctive: if I were, not if I was.

From Third grade upwards a simple form of diagramming can be developed which has an organic form, unlike that of the train-track method with its straight lines. We use the train track method with its exactitude in the Ninth grade at Highland Hall, and then give the curved line method in Tenth; the class protests loudly at having to learn a different form, but it is actually a consolidation of Ninth grade work. The curved line method lends itself to showing complicated syntax and related clauses, and it is very impressive when a sentence by Sir Walter Scott stretches all over the blackboard. Tenth grade students like to refine and improve on the system, which is flexible enough to allow for creative innovation.

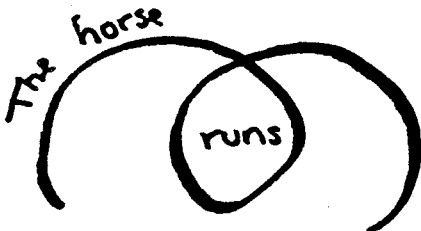
Some examples of this diagramming system follow:

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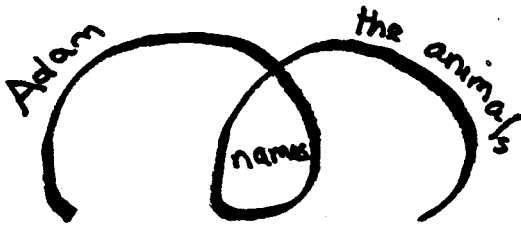
I run



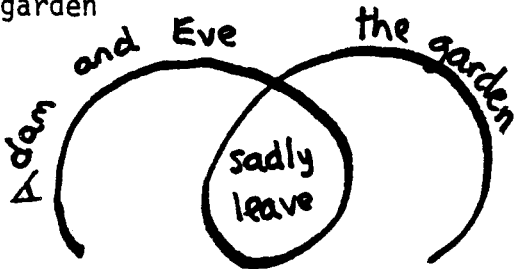
The horse runs



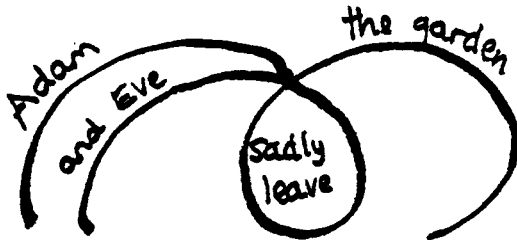
Adam names the animals



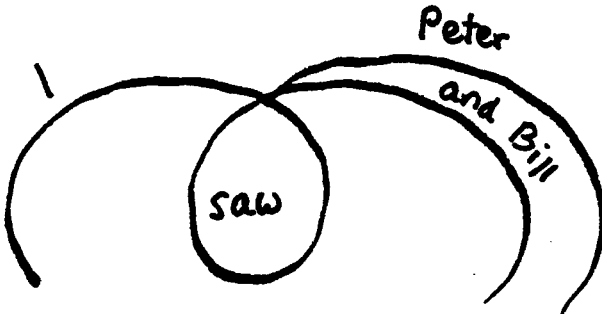
Adam and Eve sadly leave the garden



or

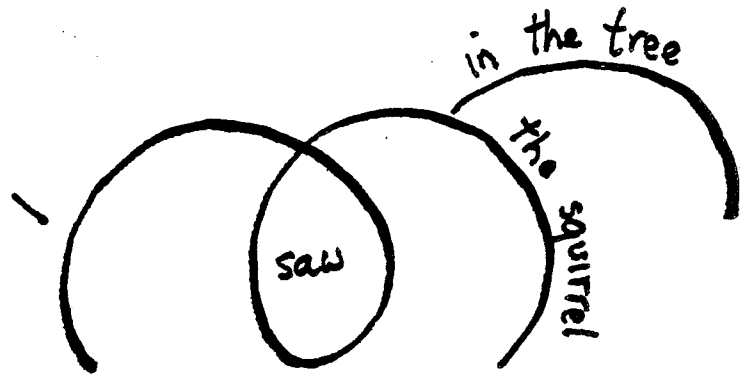


I saw Peter and Bill

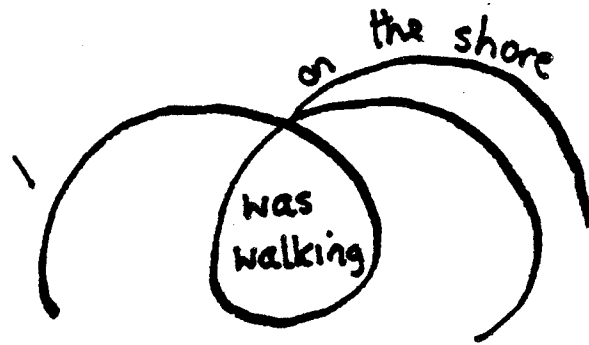


PREPOSITIONS - decide by the sense where the branch should best be placed

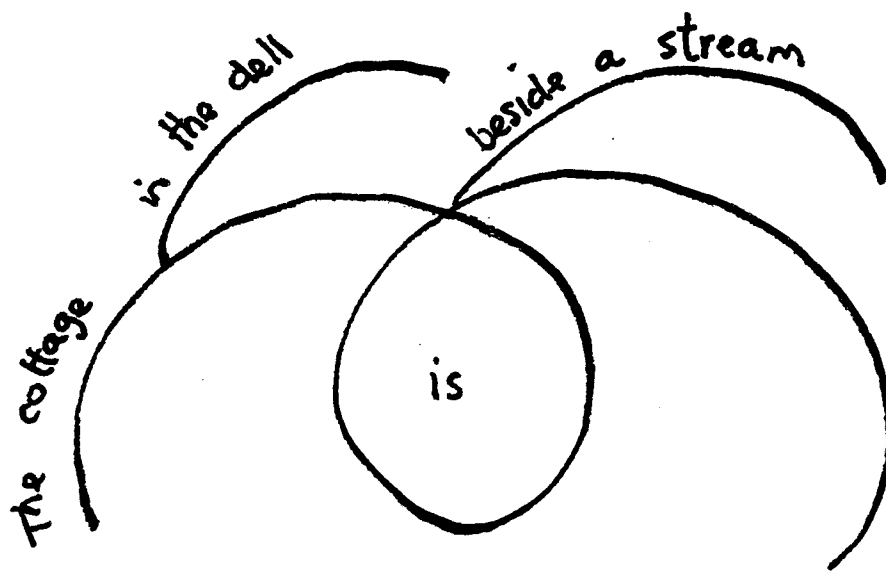
I saw the squirrel in the tree



I was walking on the shore



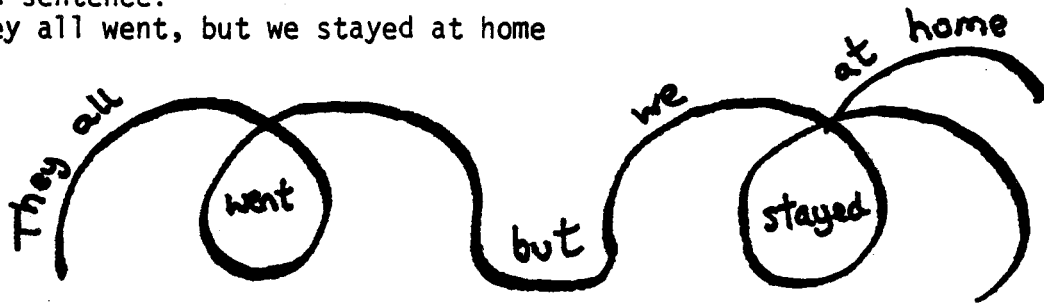
The cottage in the dell is beside a stream



CONJUNCTIONS AND RELATIVE PRONOUNS

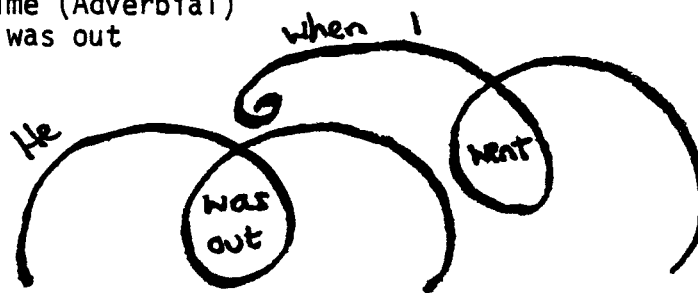
Compound sentence:

They all went, but we stayed at home



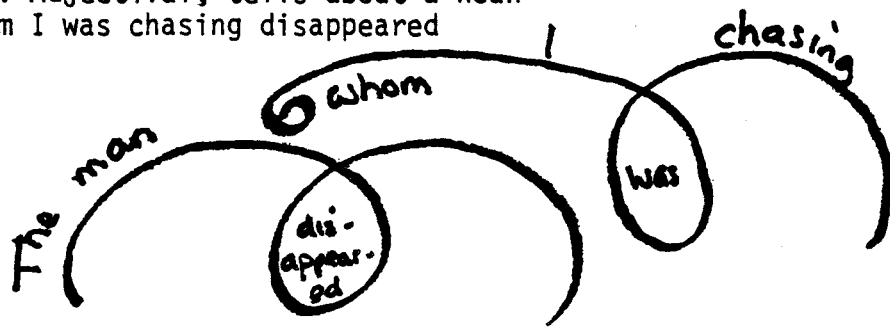
Dependent clause: Time (Adverbial)

When I went he was out

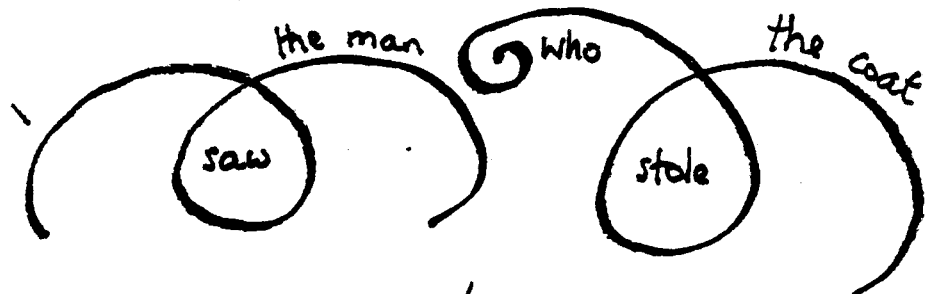


Dependent clause: Adjectival, tells about a noun

The man whom I was chasing disappeared



I saw the man who stole the coat

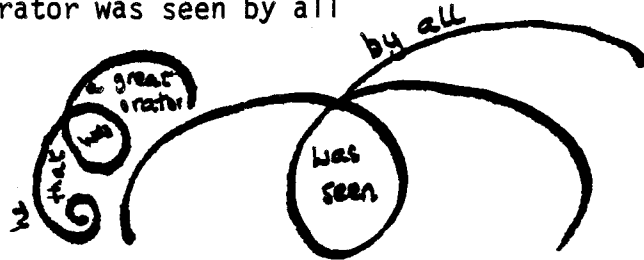


Dependent clause: Noun (tell What)

I saw that he had disappeared



Noun clause as subject, with passive verb in main clause
That he was a great orator was seen by all

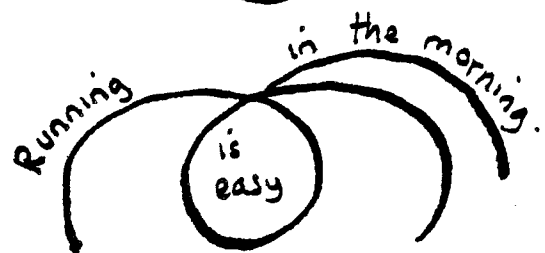


INFINITIVES AND VERBALS

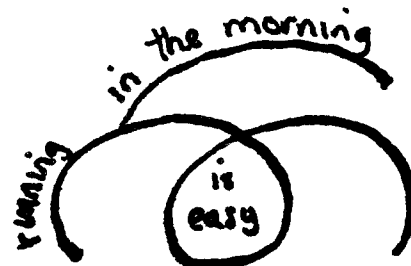
I went to see him (Treat the infinitive as part of the verb rather than as a prepositional phrase.)



Running is easy in the morning



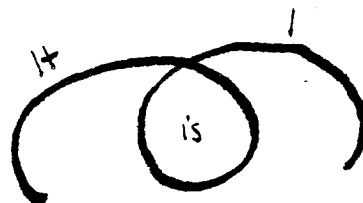
In the morning running is easy



COMPLEMENT

Verbs like TO BE, TO BECOME do not take objects (in a foreign language like German or Latin they are in the Nominative and not the Accusative case). So "It is I" is correct, not "It is me". Here the object is called the Complement, but the diagramming would be similar.

It is I



He became a farmer

