

Ancient History-Based Writing Lessons

Implementing the Structure and Style® Writing Method

Teacher's Manual

by Lori Verstegen

Illustrated by Laura Holmes

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Institute for Excellence in Writing, L.L.C.

Also by Lori Verstegen

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Ancient History-Based Writing Lessons: Implementing the Structure and Style® Writing Method Teacher's Manual

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These lessons are not intended as a history curriculum replacement, but rather their purpose is to broaden subject knowledge while students learn to write.

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Welcome to *Ancient History-Based Writing Lessons*. This Teacher's Manual shows reduced copies of the Student Book pages along with instructions to teachers and sample key word outlines. Please be aware that this manual is not an answer key. The samples provided in this book are simply possibilities of what you and your students could create.

Lesson instructions are directed to the student, but teachers should read them over with their students and help as necessary, especially with outlining and structure and style practice. It is assumed that teachers have viewed and have access to IEW's *Teaching Writing: Structure and Style* video course and own the *Seminar Workbook*. Before each new unit, teachers should review the appropriate information in that workbook and video. You can find references to the *Teaching Writing: Structure and Style* course in the teacher's notes for each new unit.

Introduction

Introduction

The lessons in this book teach Structure and Style® in writing. As they move through various history themes and topics, they incrementally introduce and review the models of structure and elements of style found in the Institute for Excellence in Writing's *Teaching Writing: Structure and Style*®.

It is important to note that these lessons are not intended as a history curriculum replacement, but rather their purpose is to broaden subject knowledge while students learn to write. The primary purpose is for students to learn structure and style in writing.

Student Book Contents

- **Scope and Sequence Chart** (pages 8–9)
- **The Lesson Pages**
This is the majority of the text. It contains the instructions, source texts, worksheets, and checklists you will need for each lesson.
- **Appendix I: Modified MLA Format**
- **Appendix II: Mechanics**
This appendix contains a compilation of the correct mechanics of writing numbers, punctuating dates, referencing individuals, etc. that are found in many of the lessons. Well-written compositions are not only written with structure and style, but they also contain correctly spelled words and proper punctuation.
- **Appendix III: Critique Thesaurus**
This appendix provides a list of literary terms and their synonyms that are often used when critiquing various forms of literature. This page will be used in Unit 9.
- **Appendix IV: Adding Literature**
This appendix suggests various stories to be read or listened to. Most books are at a fourth through sixth grade reading level but other grade levels are also included. Books at a higher reading level are great read alouds for younger students.
- **Appendix V: Vocabulary Chart and Quizzes** (Cards in Student Book only)
This appendix provides a list of the vocabulary words and their definitions organized by lesson as well as quizzes to take periodically. Twenty-two lessons include new vocabulary words to cut out, study, and learn. Every lesson includes vocabulary practice. The goal is that these great words will become part of your natural writing vocabulary.

Customizing the Checklist

The total point value of each assignment is indicated at the bottom of each checklist. This total reflects only the basic items and does not include the vocabulary words. If vocabulary words are included, add the appropriate amount of points and write the new total on the custom total line.

Important: Teachers and parents should remember IEW's EZ+1 Rule when introducing IEW stylistic techniques. The checklist should include only those elements of style that have become easy plus one new element. If students are not yet ready for a basic element on the checklist, simply have them cross it out. Subtract its point value from the total possible and write the new total on the custom total line at the bottom. If you would like to add elements to the checklist, assign each a point value and add these points to the total possible, placing the new total on the custom total line.

Reproducible checklists are available. See the blue page for download information.

Introduction

Checklists

Each lesson includes a checklist that details all the requirements of the assignment. Tear the checklist out of the book so that you can use it while writing. Check off each element when you are sure it is included in your paper. With each assignment, turn in the checklist to be used by the teacher for grading. Reproducible checklists are available. See the blue page for download information.

Teacher's Manual

The Teacher's Manual includes all of the Student Book contents (except the vocabulary cards) with added instructions for teachers, including sample key word outlines and style practice ideas. Teachers may teach directly from this manual without the need of their own copy of the Student Book.

Teaching Writing: Structure and Style

Along with the accompanying Teacher's Manual for this Student Book, it is required that the teacher of this course has access to *Teaching Writing: Structure and Style*. This product is available in DVD format or Forever Streaming. For more information, please visit IEW.com/TWSS

Adapting the Schedule

Groups who follow a schedule with fewer than thirty weeks will have to omit some lessons. Because there are several lessons for each of the nine IEW units, this is not a problem. Teach lessons that introduce new concepts and omit some of those that do not.

Grading with the Checklist

To use the checklists for grading, do not add all the points earned. Instead, if an element is present, put a check in the blank across from it. If an element is missing, write the negative point value on its line. Total the negative points and subtract them from the total possible (or your custom total).

Note: Students should have checked the boxes in front of each element they completed.

Encourage students to bring a thesaurus to class. Most students enjoy using an electronic thesaurus, but for those who prefer books, IEW offers a unique one entitled *A Word Write Now*.

This schedule is provided to emphasize to parents and students, particularly in a class setting, that teachers and students should not expect to complete an entire lesson in one day. Spreading work throughout the week will produce much better writing with much less stress. Parents teaching their own children at home should follow a similar schedule.

Introduction

Suggested Weekly Schedule

All of the instructions for what to do each week are included in the Assignment Schedule located on the first page of each lesson. While there may be slight variations, most lessons are organized as follows:

Day 1

1. Review vocabulary words or past lesson concepts.
2. Learn a new structural model and/or writing concepts.
3. Read the source text, write a key word outline (KWO), and tell back the meaning of each line of notes.

Day 2

1. Review the KWO from Day 1.
2. Learn a new stylistic technique and complete practice exercises.
3. Study the vocabulary words for the current lesson and complete vocabulary exercises.
4. Begin the rough draft using the KWO. Follow the checklist.

Day 3

1. Review vocabulary words.
2. Finish writing your composition and check each item on the checklist.
3. Submit your composition to an editor with completed checklist attached.

Day 4

1. Write or type a final draft making any corrections your editor asked you to make.
2. Paperclip the checklist, final draft, rough draft, and KWO together. Hand them in.

The lessons are organized in such a way that all new concepts regarding structure are introduced on day 1, and new style concepts and vocabulary words are introduced on day 2.

Students will benefit from learning new structure and style concepts with a teacher. In addition, students should plan to read the source text and begin KWOs with a teacher. These instructions are also found on day 1.

The instructions on day 3 and day 4 may be completed by students more independently. However, teachers and/or parents should be available to help and to edit.

Scope and Sequence

Lesson	Subject and Structure	Style (First Introduced)	Vocabulary Words	Literature Suggestions
Unit 1 1	The Hanging Gardens of Babylon introduction to structure	introduction to style	colossal, fashion radiant, stunning	<i>A Place in the Sun</i> by Jill Rubalcaba
Unit 2 2	The Lighthouse of Alexandria	-ly adverb	erect, incredibly ruthlessly, towering	
3	Roman Hypocaust Systems		complex, drift ingeniously, steadily	<i>Detectives in Togas</i> by Henry Winterfeld OR <i>Tales from the Odyssey, Part 1</i> by Mary Pope Osborne
4	Roman Aqueducts title rule	who/which clause	crucial, durable fortunately, impressive	
Unit 3 5	The Wind and the Sun		bellow, cordially emerge, vigorously	
6	The Sword of Damocles	strong verb banned words: <i>go/went, say/said</i>	anticipate, content envy, gasp	
7	The Trojan Horse	because clause	cunningly, gape penetrate, resolutely	
8	Cincinnatus Rules Rome	banned words: <i>get/got</i>	despair, extol plead, prudently	<i>The Gilgamesh Trilogy</i> by Ludmila Zeman (Picture Book)
Unit 4 9	The Epic of Gilgamesh topic-clincher sentences			
10	King Tut	quality adjective banned words: <i>good, bad, big, small</i>	adept, cherish evolve, vast	<i>Who Was King Tut?</i> by Roberta Edwards
11	The Mayans and Chocolate	www.asia clause	anoint, extract prestigious, renowned	
12	Ashurbanipal's Library	#2 prepositional opener	devastating, diverse divulge, momentous	<i>The Charioteer of Delphi (The Roman Mysteries)</i> by Caroline Lawrence
Unit 5 13	A Pharos Island Legend		ecstatic, intrigued petrified, stroll	
14	A Roman Chariot Race	#3 -ly adverb opener	adorn, careen confidently, distress	
15	An Egyptian Tomb		retrieve, scour sinister, tentative	

Lesson	Subject and Structure	Style (First Introduced)	Vocabulary Words	Literature Suggestions
Unit 6 16	Pentre Ifan source and fused outlines			<i>The Secrets of Vesuvius (The Roman Mysteries)</i> by Caroline Lawrence
17	Pompeii, Part 1	#6 vss opener	ample, flourish reside, venue	
18	Pompeii, Part 2 works consulted		encase, ghastly unearth, spew	
19	Pliny the Younger additional sources required		ascend, elite legacy, surge	
Unit 7 20	Water, Part 1 body paragraphs	#5 clausal opener <i>www.asia.b</i> clause	deftly, deplete feat, glisten	<i>Mystery of the Roman Ransom</i> by Henry Winterfeld OR <i>The Golden Goblet</i> by Eloise Jarvis McGraw
21	Water, Part 2 introduction and conclusion		certainly, consequently furthermore, similarly	
22	Ancient Wonders, Part 1		baffle, captivate countless, lush	
23	Ancient Wonders, Part 2			
Unit 8 24	Pompeii, Part 3	#1 subject opener #4 -ing opener	achievement, advantage benefit, contribution	<i>Who Was Alexander the Great?</i> by Kathryn Waterfield and Robin Waterfield OR <i>Who Was Julius Caesar?</i> by Nico Medina
25	A Prominent Person, Part 1 additional sources required			
26	A Prominent Person, Part 2			
Unit 9 27	The Taming of Bucephalus, Part 1		antagonist, climax protagonist, theme	<i>Mara, Daughter of the Nile</i> by Eloise Jarvis McGraw OR <i>Cleopatra</i> by Diane Stanley (Picture Book)
28	The Taming of Bucephalus, Part 2			
29	The Curse of the Sphinx, Part 1 character analysis			
30	The Curse of the Sphinx, Part 2			

For book grade levels and more literature suggestions, see Appendix IV.

SAMPLE

Lesson 1: The Hanging Gardens of Babylon

Structure:	Unit 1: Note Making and Outlines
Style:	Introduction to Structure and Style
Subject:	The Hanging Gardens of Babylon

Teaching Writing: Structure and Style

Watch the sections for Unit 1: Note Making and Outlines. At IEW.com/twss-help reference the TWSS Viewing Guides.

Lesson 1: The Hanging Gardens of Babylon

UNIT 1: NOTE MAKING AND OUTLINES

Lesson 1: The Hanging Gardens of Babylon

Goals

- to learn the Unit 1 Note Making and Outlines structural model
- to create a key word outline (KWO)
- to retell the content of a source text using just your outline
- to use new vocabulary words: *colossal*, *fashion*, *radiant*, *stunning*

Assignment Schedule

Day 1

1. Read Introduction to Structure and Style and New Structure—Note Making and Outlines.
2. Read “The Hanging Gardens of Babylon.” Read it again and write a key word outline (KWO).

Day 2

1. Review your KWO from Day 1.
2. Look at the vocabulary cards for Lesson 1. Complete Vocabulary Practice.
3. Try to add at least one vocabulary word to your KWO.

Day 3

1. Prepare to give an oral report using your KWO. Read. Think. Look up. Speak. Practice telling back the information one line at a time. Read a line; then, look up and talk about it. Then read the next line, look up, and talk about it. Continue through the outline this way.
2. Practice until the presentation of the paragraph is smooth. It is important to realize that you are not trying to memorize the exact words of the source text. You are trying to remember the ideas and communicate those ideas in your own words.

Day 4

1. Review the vocabulary words.
2. After practicing, use your KWO and give an oral report to a friend or family member as explained on Day 3. If applicable, be prepared to give the oral report in class.

Literature Suggestions

If you wish to incorporate literature into the curriculum, see a suggested list of books in Appendix IV.

Students will benefit from reading the source text and beginning KWOs with a teacher. Teachers should plan to teach New Structure, New Style, and introduce the vocabulary words. These items are always found in Day 1 and Day 2 of the Assignment Schedule.

Vocabulary

Use a student's book. Hold up the page of cards for Lesson 1. Read each definition and ask your students to guess which word it matches by looking at the pictures.

Literature

A literature reading schedule can be found on the Scope and Sequence, but feel free to tailor the schedule for your students.

For book grade levels and more literature suggestions, see Appendix IV.

UNIT 1: NOTE MAKING AND OUTLINES

Introduction to Structure and Style

In this book you will learn many ways to make your writing more exciting and more enjoyable to read. You will learn to write with *structure* and with *style*.

Structure

What is structure? The dictionary defines structure as “the arrangement of and relations between the parts or elements of something complex.”

What has structure? Think of a house. What had to happen before the house was built? The architect had to draw the blueprints, the plans, for the builders to follow. The builders had to follow the plans so that each contractor could arrive on time. You cannot put the walls up before the foundation is poured. You certainly cannot put the roof on before the frame is finished. Each step must be completed in order so that the house has proper structure.

Writing a paper, in some ways, is similar to building a house. A paper contains many facts and ideas. If you were just to begin writing without planning, your facts and ideas would probably not be arranged in the most logical way. Your composition would not be structured well and would not communicate your thoughts effectively. In this course you will “draw plans” for everything before you write. Your “plans” will be outlines, and they will follow a particular model of structure for each type of composition.

Style

What comes to your mind when you hear the word style? Many people think of clothes. Clothes come in a variety of styles. One would dress differently to attend a wedding than to go to a baseball game. That is because formal events require a formal style of clothing, whereas casual settings do not.

Similarly, there are also different styles of language. Below are two sentences that communicate the same information in different styles. Which do you like better?

He dropped the tablet!

As the guide carefully lifted the priceless clay tablet, it suddenly slipped from his hands, plummeted to the ground, and shattered into pieces.

You probably like the second sentence better because it is more descriptive. When you write, you must realize that the readers are not with you and cannot see, hear, or feel what is in your mind. This means that you must fill in the details and paint vivid pictures with your words. Descriptive words will help readers see, hear, feel, and experience the scene you are writing about as the second sentence does. The IEW elements of style will give you the tools you need to do just this.

New Structure

Note Making and Outlines

In Unit 1 you will practice choosing key words to form an outline—a key word outline (KWO). A KWO is one way to take notes. Key words indicate the main idea of a sentence. By writing down these important words, you can remember the main idea of a text.

Read the source text. Then locate two or three important words in each sentence that indicate the main idea. Transfer those words to the KWO. Write the key words for the first fact of the KWO on the Roman numeral line. Write no more than three words on each line.

Symbols, numbers, and abbreviations are “free.” Symbols take less time to draw than it would take to write the word. Abbreviations are commonly accepted shortened forms of words. Can you guess what each of the following might stand for?



123

lrg

b/c

w/

As you form the KWO, separate key words, symbols, numbers, and abbreviations with commas.

After you have completed the KWO, you must test it to ensure the words you chose will help you remember the main idea of the sentence. For this reason whenever you finish writing a KWO, put the source text aside and use your outline to retell the paragraph line by line, sentence by sentence.

Historical Information

People of the ancient world built many incredible structures. Seven of these structures are known as the Seven Wonders of the Ancient World. The Great Pyramid of Giza, which is the oldest, is the only one of these still standing intact. Over the centuries five others—the Colossus of Rhodes, the Lighthouse of Alexandria, the Mausoleum at Halicarnassus, the Temple of Artemis, and the Statue of Zeus—were destroyed. The final wonder, the Hanging Gardens of Babylon, is the subject of legend, so some people question its existence. Nevertheless, the Hanging Gardens of Babylon are still considered one of the Seven Wonders of the Ancient World.

Encourage students to use symbols, numbers, and abbreviations.

A symbol is legal if it can be written in less time than it takes to write the word.

Symbols



= king/royalty



= to/across/next



= construct/build

Numbers

123 = numbers

Abbreviations

lrg = large

b/c = because

w/ = with

Read and Discuss

Read each source text with your students and ask questions to get them thinking about the information they will be working with. It is also important to make sure students understand words that may be unfamiliar to them in the text.

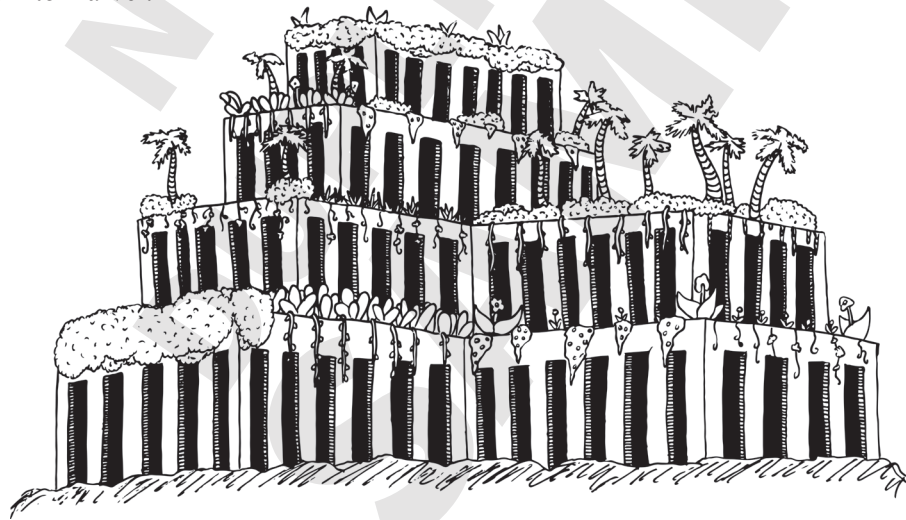
Locate Key Words

Model how to find key words. Reread the first sentence. Ask your students, "If I want to remember the main idea of that sentence, what three words are key words?" (Underline those words.) Sentence by sentence, repeat the process as the students give key word suggestions.

UNIT 1: NOTE MAKING AND OUTLINES

Source Text**The Hanging Gardens of Babylon**

The Hanging Gardens of Babylon are considered one of the Seven Wonders of the Ancient World. According to legend, King Nebuchadnezzar of Babylon constructed them for his wife around 600 BC. Because Babylon was a flat desert land, the king had a massive structure built. Next, he filled every level of it with tall trees and gorgeous flowering plants. As they grew, many of the plants hung over the edges of the structure. These hanging plants probably gave the gardens their name. The breathtakingly beautiful gardens could be seen from miles away. The gardens, like a mountain of color in a vast brown land, caused all who saw them to marvel.

**Mechanics**

Titles that precede a name or a country must be capitalized. Do not capitalize titles that are not used with a name or that follow a name.

The KWOs in the Teacher's Manual are only samples. Every class and each student will have unique outlines.

Sample

Lesson 1: The Hanging Gardens of Babylon

Key Word Outline

On the lines below, write no more than three key words from each sentence of the source text. Choose words that will best help you remember the meaning of the sentence. Use symbols, numbers, and abbreviations freely. They do not count as words. However, be sure you can remember what they mean.

- I. HGoB, 1, 7 Wonders, Ancient, World
1. legend, , Nebuchadnezzar, wife, 600 BC
 2. b/c, desert, , lrg, structure
 3. filled, w/ , flowering, plants
 4. ++ hung, edges
 5. hanging, plants, = name
 6. , miles, away
 7. mountain, color, ++ marveled

Cover the source text and tell the meaning of each line of notes in your own words.
If a note is unclear, check the source text and add what you need to in order to make it clear.

Writing the KWO

Symbols, numbers, and abbreviations are free. Using them allows room for other key words.

Since *Hanging Gardens of Babylon* is the title of the source text, when forming the KWO, simply write HGoB.

In a classroom setting, write class ideas on a whiteboard. Students may copy these or use their own ideas.

Tell Back

Telling back the KWO is an important step in the prewriting process.

Read.
Think.
Look up.
Speak.

Andrew Pudewa teaches, "You may look at your notes, and you may speak to your audience, but you may not do both at the same time."

Vocabulary

Students study vocabulary to become better thinkers, speakers, and writers.

Allow students to use derivatives of words.

UNIT 1: NOTE MAKING AND OUTLINES

Vocabulary Practice

Listen to someone read the vocabulary words for Lesson 1 aloud.

Speak them aloud yourself.

Read the definitions and sample sentences on the vocabulary cards.

Write four sentences using one of this lesson's vocabulary words in each sentence. You may use derivatives of the words. For example, you may add an -ed, -s, or -ing to a basic vocabulary word.

colossal *The king built a colossal structure.*

fashion *The king fashioned the gardens for his wife.*

radiant *The radiant flowering plants hung over the edges of each level.*

stunning *The stunning gardens were visible from miles away.*

Think about the words and their meanings so you can use them in your assignments.

Lesson 2: The Lighthouse of Alexandria

Structure: Unit 2: Writing from Notes
Style: -ly adverb
Subject: The Lighthouse of Alexandria

Teaching Writing: Structure and Style

Watch the sections for Unit 2: Writing from Notes. At IEW.com/twss-help reference the TWSS Viewing Guides.

Lesson 2: The Lighthouse of Alexandria

UNIT 2: WRITING FROM NOTES

Lesson 2: The Lighthouse of Alexandria

Goals

- to learn the Unit 2 Writing from Notes structural model
- to create a key word outline (KWO)
- to write a paragraph from the KWO
- to add a new dress-up: -ly adverb
- to be introduced to the composition checklist
- to use new vocabulary words: *erect, incredibly, ruthlessly, towering*

Assignment Schedule

Day 1

1. Play No-Noose Hangman. Directions for this game and all other suggested games can be found in the Teacher's Manual.
2. Read Mechanics and New Structure—Writing from Notes.
3. Read "The Lighthouse of Alexandria." Read it again and write a KWO.

Day 2

1. Review your KWO from Day 1.
2. Learn how to dress-up your writing. Read New Style and complete Style Practice.
3. Look at the vocabulary cards for Lesson 2. Complete Vocabulary Practice.
4. Using your KWO as a guide, begin writing a rough draft of your paragraph in your own words.
5. Go over the checklist. You will need to underline one -ly adverb. You may use more than one, but only underline one. Also, label the vocabulary words that you use. Put a check in the box for each requirement on the checklist you have completed.
6. See Appendix I. It explains how to format your papers.

Day 3

1. Review all vocabulary words learned thus far.
2. Finish writing your paragraph using your KWO, your Style Practice, and the checklist to guide you. Try your best not to look back at the source text.
3. Turn in your rough draft to your editor with the completed checklist attached. The back side of all checklists are blank so that they can be removed from this consumable book.

In Unit 2 students use the KWO to write a summary paragraph. As you model writing from the KWO, stress the importance of writing in your own words.

No-Noose Hangman

See Appendix VI for game directions. For this lesson use the following phrases and bonus questions:

SHINING OR
GIVING OFF LIGHT
Bonus: What is the vocabulary word?
radiant Can you finish the definition?
beaming, as with joy

THREE KEY WORDS
Bonus: In addition to two or three key words, what may you write on each line of a KWO?
symbols, numbers, and abbreviations

Exemplar

The Exemplars file contains a student's completed assignment for Lesson 2. The example is for the teacher and not intended to be used by the student.

See the blue page for download instructions.

UNIT 2: WRITING FROM NOTES

Day 4

1. Write or type a final draft making any corrections your editor asked you to make.
2. Paperclip the checklist, final draft, rough draft, and KWO together. Hand them in.

Study for Vocabulary Quiz 1. It will cover words from Lessons 1–2.

Mechanics**Numbers**

Occasionally you will incorporate numbers into your writing. Here are rules to keep in mind:

1. Spell out numbers that can be expressed in one or two words.
twenty, fifty-three, three hundred
2. Use numerals for numbers that are three or more words.
123, 204
3. Spell out ordinal numbers.
the fifth century, the first lighthouse
4. Use numerals with dates. Do not include st, nd, rd, or th.
January 1, 1300
December 25 not December 25th
5. Never begin a sentence with a numeral.
1492 is a famous year in history. (incorrect)
The year 1492 is a famous year in history. (correct)

New Structure

Writing from Notes

In Unit 2 you will use a key word outline (KWO) to write a paragraph. When you write from key word notes, you may use your own words, sentences, and ideas.

This is the first sentence of the source text:

The ancient Egyptians constructed the Lighthouse of Alexandria on the island of Pharos.

Your key word notes may look something like this:

I. Egyptians, LoA, Is. Pharos

Practice

Using the key word notes, write a sentence that communicates the main idea of the first sentence. Use a thesaurus for help. Here is an example:

In ancient Egypt the Lighthouse of Alexandria towered over the island of Pharos.

The towering Lighthouse of Alexandria was erected by the ancient Egyptians

on an island called Pharos.

The Editor

Selecting and “hiring” an editor is key to your writing success. You will need to acquire an editor to complete your assignments in this book. The purpose of the editor is to look over your work to amend anything that is not correct or complete. When you receive your paper back with the corrections marked, you will then rewrite your paper including the changes suggested by your editor. This process is very important because through the editing process you will receive useful feedback from your editor and learn correct spelling, punctuation, and proper grammar usage.

Writing from Notes

Students should not try to remember and write the exact words of the source text.

They should use their notes to understand the key ideas and write those ideas in their own words. One note may become two or more sentences, or two notes may become one sentence.

Editing

When editing, Andrew Pudewa says, “Hands on structure, hands off content.” Make the paper grammatically legal; however, refrain from meddling with content.

UNIT 2: WRITING FROM NOTES

Source Text**The Lighthouse of Alexandria**

The ancient Egyptians constructed the Lighthouse of Alexandria on the island of Pharos. Considered one of the Seven Wonders of the Ancient World, the lighthouse rose an impressive hundred meters (328 ft) above the sea. Since there was no electricity, a fire at the top provided light by night and smoke by day. Sailors could see the light and smoke one hundred miles away. To keep the fire burning, elevators carried fuel to it. According to legend, a large curved mirror reflected light. Ancient stories tell of the Egyptians setting enemy ships on fire using the mirror to focus sunlight on them. Unfortunately, earthquakes destroyed the lighthouse in the 1300s.

**Mechanics**

When you add an *s* to a number to make it plural, do not add an apostrophe.

Sample

Lesson 2: The Lighthouse of Alexandria

Key Word Outline

On the lines below, write no more than three key words from each sentence of the source text. Choose words that will best help you remember the meaning of the sentence.

- I. Egyptians, LoA, Is. Pharos
1. 1, 7 Wonders, Ancient, World, ↑, 328 ft.
2. fire, top, light,   
3. sailors,  , light, , 100 mi.
4. fire, elevators, fuel
5. legend, mirror, reflected
6. burn, enemy, , focus, 
7. earthquakes, destroyed, 1300s

Cover the source text and tell the meaning of each line of notes in your own words. If a note is unclear, check the source text and add what you need to in order to make it clear.

Since *The Lighthouse of Alexandria* is the title of the source text, when forming the KWO, simply write LoA.

Tell Back

Require students to use the KWO to tell back the summary in complete sentences.

Help as needed.

New Style

Dress-Ups

There are many IEW elements of style. The first element you will be introduced to is called a dress-up because it will help you “dress up” your writing. The IEW dress-ups are descriptive words, phrases, or clauses that you add to a sentence. You will learn six dress-ups. To indicate that you have added a dress-up to a sentence, you should underline it. Although you may use more than one of a specific type of dress-up in a paragraph, only underline one of each type in each paragraph.

-ly Adverb Dress-Up

In this lesson you will learn the first dress-up: the -ly adverb.

An -ly adverb is an adverb that ends in *-ly*. Adverbs are words that modify verbs, adjectives, or other adverbs. Most often they tell *how* or *when* something is done.

Notice how the meaning of this sentence changes when different -ly adverbs are added:

A fire burned at the top of the lighthouse.

A fire continually burned at the top of the lighthouse.

A fire brightly burned at the top of the lighthouse.

Now you choose an -ly adverb.

A fire radiantly burned at the top of the lighthouse.



From now on, include an -ly adverb in each paragraph you write. Mark the -ly adverb by underlining it.

-ly Adverbs

angrily

anxiously

boldly

eagerly

evilily

excitedly

fearfully

foolishly

futilely

hopefully

humbly

hysterically

innocently

intrepidly

joyfully

longingly

mysteriously

probably

savagely

sheepishly

smugly

stubbornly

suspiciously

tirelessly

woefully

-ly Adverb

Students benefit from looking at word lists like those listed on this page. A longer list of -ly adverbs can be found on the *Portable Walls for Structure and Style® Students* as well as the IEW Writing Tools App.

From this point forward students should include one -ly adverb in each paragraph they write. Although more than one -ly adverb may be placed in a paragraph, only one should be underlined.

This dress-up now appears on the checklist.

Style Practice**-ly Adverb Dress-Up**

You must include an -ly adverb in the paragraph you write for this lesson. You may look at the list on the previous page or at a longer list found on the *Portable Walls for Structure and Style® Students* or on the IEW Writing Tools App. Some of your vocabulary words may be helpful as well. Write a few ideas on the lines below.

Note: A vocabulary word that is an -ly adverb may count as an -ly adverb and a vocabulary word.

What -ly adverbs could express ...

1. how the Egyptians built the lighthouse?

skillfully, successfully, incredibly, strategically

2. how the lighthouse stood or towered?

proudly, impressively, mightily, majestically

3. how the sailors saw the fire?

clearly, distinctly, plainly, apparently

4. how the Egyptians used a mirror to burn enemy ships?

ruthlessly, cleverly, cunningly, occasionally

Look at your KWO and consider -ly adverbs to include in your composition.

Suggested Answers

To model strong word choices, the suggested answers have come from a thesaurus.

Vocabulary

Students may use vocabulary words from any lesson if they so desire. *Incredibly* and *ruthlessly* are vocabulary words.

UNIT 2: WRITING FROM NOTES

Vocabulary Practice

Listen to someone read the vocabulary words for Lesson 2 aloud.

Speak them aloud yourself.

Read the definitions and sample sentences on the vocabulary cards.

Write the part of speech and the definition beside each word.

erect *verb; to build or raise up*

incredibly *adverb; unbelievably*

ruthlessly *adverb; cruelly; showing no mercy*

towering *adjective; reaching a height above others*

Think about the words and their meanings so you can use them in your assignments.

Vocabulary

If students do not know the part of speech, encourage them to use a dictionary.

Before students begin to write, preview the checklist. This ensures that the students understand expectations.



Lesson 2: The Lighthouse of Alexandria

Unit 2 Composition Checklist

Lesson 2: The Lighthouse of Alexandria

Writing
from
Notes

Name: _____

STRUCTURE

- | | | |
|---|-------|--------|
| ☐ MLA format (see Appendix I) | _____ | 25 pts |
| ☐ title centered | _____ | 25 pts |
| ☐ checklist on top, final draft, rough draft, key word outline | _____ | 25 pts |

STYLE**11 Dress-Ups** (underline one of each) (25 pts each)

- | | | |
|-------------------------------------|-------|--------|
| ☐ -ly adverb | _____ | 25 pts |
|-------------------------------------|-------|--------|

MECHANICS (-1 pt per error)

- | | | |
|--|-------|-----|
| ☐ capitalization | _____ | pts |
| ☐ end marks and punctuation | _____ | pts |
| ☐ complete sentences | _____ | pts |
| ☐ correct spelling | _____ | pts |

VOCABULARY

- | | | |
|--|-------|--|
| ☐ vocabulary words - label (voc) in left margin or after sentence | _____ | |
|--|-------|--|

Total:	_____	100 pts
Custom Total:	_____	pts

Checklist

If your students are handwriting their assignments, disregard the MLA requirement on the checklist.

In each lesson students are directed to give their editors a rough draft with the completed checklist attached. The back sides of all checklists are blank so they can be removed from this consumable book.

Teachers are free to adjust a checklist by requiring only the stylistic techniques that have become easy, plus one new one. EZ+1

Instruct students to tear the checklist out of the book so that they can use it while writing. Train students to check what they do and do what they check.

UNIT 2: WRITING FROM NOTES

Intentionally blank so the checklist can be removed.

SAMPLE

Lesson 3: Roman Hypocaust Systems

Structure: Unit 2: Writing from Notes
Style: no new style
Subject: Roman Hypocaust Systems

Lesson 3: Roman Hypocaust Systems

UNIT 2: WRITING FROM NOTES

Lesson 3: Roman Hypocaust Systems

Goals

- to practice the Units 1 and 2 structural models
- to create a 1-paragraph KWO
- to write a 1-paragraph summary
- to take Vocabulary Quiz 1
- to use new vocabulary words: *complex, drift, ingeniously, steadily*

Assignment Schedule

Day 1

1. Play Around the World.
2. Take Vocabulary Quiz 1.
3. Read “Roman Hypocaust Systems.” Read it again and write a KWO.

Day 2

1. Review your KWO from Day 1.
2. Complete Style Practice.
3. Look at the vocabulary cards for Lesson 3. Complete Vocabulary Practice.
4. Using your KWO as a guide, begin writing a rough draft in your own words.
5. Go over the checklist. Put a check in the box for each requirement you have completed.

Day 3

1. Review all vocabulary words learned thus far.
2. Finish writing your paragraph. Try your best not to look back at the source text.
3. Turn in your rough draft to your editor with the completed checklist attached.

Day 4

1. Write or type a final draft making any corrections your editor asked you to make.
2. Paperclip the checklist, final draft, rough draft, and KWO together. Hand them in.

Historical Information

In Lessons 1 and 2 you wrote about two of the Seven Wonders of the Ancient World. However, there were other structures in the ancient world that were just as remarkable. Ancient Rome was especially known for its brilliant architecture and engineering. The Romans even invented a system of central heating for buildings.

Around the World

See Appendix VI for game directions. Use the vocabulary chart on page 302, Lessons 1–2. Because there are only eight words, it is fine to repeat. You are helping students prepare for the quiz.

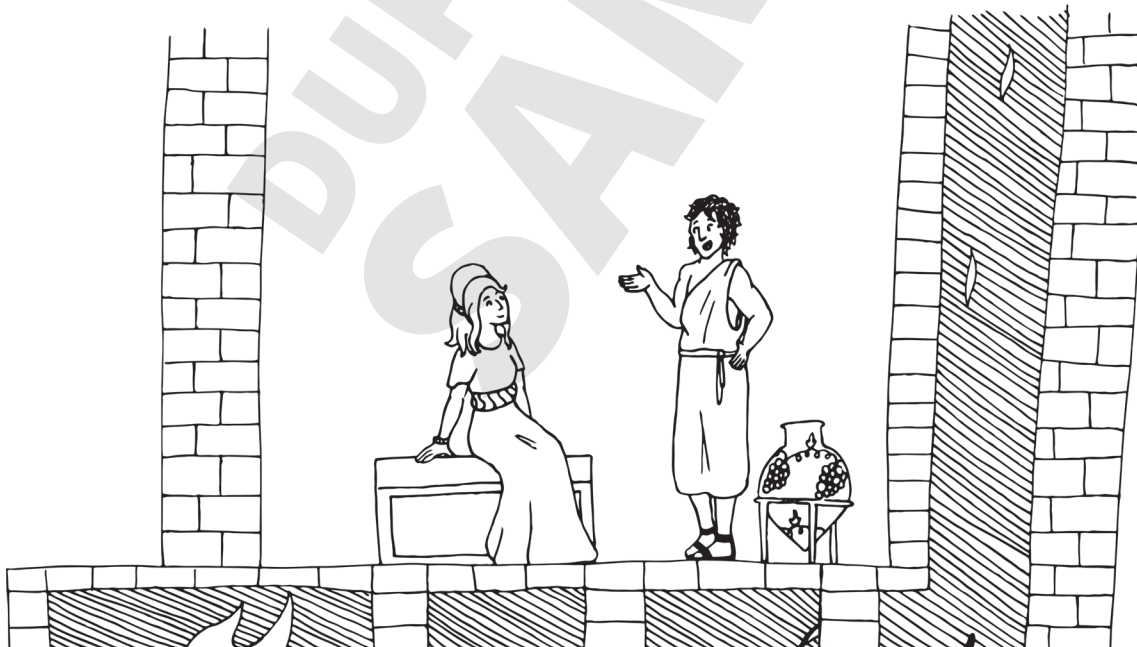
Motivate

When students turn in their final drafts, read some of their compositions aloud. Clap for them! It motivates writers to hear their pieces being read aloud. This is why we write—for an audience.

UNIT 2: WRITING FROM NOTES

Source Text**Roman Hypocaust Systems**

Ancient Romans created a clever method of heating buildings. It is called a *hypocaust*, which means *underneath burn*. As the name implies, fires burned underneath floors raised on pillars of stone. Heat from the fire traveled under the floor and up behind the walls. While it did so, it warmed the rooms. Most commonly hypocausts were used in the public bath houses. One such house burned three hundred pounds of wood every hour! Because a hypocaust was very complicated and expensive to build, only wealthy people had one in their homes. People today marvel that the ancient Romans were able to construct them.

**Mechanics**

Italicize words when you are referring to the words themselves. If a report is handwritten, use quotation marks.

Sample

Lesson 3: Roman Hypocaust Systems

Key Word Outline

On the lines below, write no more than three key words from each sentence of the source text. Choose words that will best help you remember the meaning of the sentence.

- I. Romans, heat, buildings
1. hypocaust, = "underneath burn"
2. fire, ↓, floor, ↑, pillars
3. heat, →, under, ↑, walls
4. warmed, rooms
5. commonly, bath, houses
6. 1 bath , 300 lbs wood, hr.
7. complicated, \$\$, only, wealthy
8. today, marvel, able

Cover the source text and tell the meaning of each line of notes in your own words. If a note is unclear, check the source text and add what you need to in order to make it clear.

UNIT 2: WRITING FROM NOTES

Style Practice**-ly Adverb Dress-Up**

You must include an -ly adverb in the paragraph you write for this lesson. Write a few ideas on the line below each sentence. Choose your favorite to write on the blank in the sentence. You may look at the list found on page 22, the *Portable Walls for Structure and Style Students*, or the IEW Writing Tools App. Some of your vocabulary words may be helpful as well.

1. Ancient Romans _____ *cleverly* _____ designed a way to heat their buildings.

-ly adverbs _____ *cleverly, skillfully, ingeniously, remarkably* _____

2. The heat _____ *gradually* _____ warmed the rooms.

-ly adverbs _____ *slowly, gradually, steadily, continually* _____

Look at your KWO and consider -ly adverbs to include in your composition.

Vocabulary Practice

Listen to someone read the vocabulary words for Lesson 3 aloud.

Speak them aloud yourself.

Read the definitions and sample sentences on the vocabulary cards.

Write the correct words in the blanks. You may use derivatives of the words.

Smoke would _____ *drift* _____ beneath the floors and up spaces behind walls.

Slowly and _____ *steadily* _____ the rooms warmed.

The hypocaust was an incredibly _____ *complex* _____ system.

The Romans _____ *ingeniously* _____ figured out how to raise their floors on pillars.

Think about the words and their meanings so you can use them in your assignments.



Unit 2 Composition Checklist

Lesson 3: Roman Hypocaust Systems

Writing
from
Notes

Name: _____

Exemplar
Exemplar
Writing

STRUCTURE

- | | | |
|---|-------|--------|
| ☐ MLA format (see Appendix I) | _____ | 25 pts |
| ☐ title centered | _____ | 25 pts |
| ☐ checklist on top, final draft, rough draft, key word outline | _____ | 25 pts |

STYLE

11 Dress-Ups (underline one of each) (25 pts each)

- | | | |
|-------------------------------------|-------|--------|
| ☐ -ly adverb | _____ | 25 pts |
|-------------------------------------|-------|--------|

MECHANICS (-1 pt per error)

- | | | |
|--|-------|-----|
| ☐ capitalization | _____ | pts |
| ☐ end marks and punctuation | _____ | pts |
| ☐ complete sentences | _____ | pts |
| ☐ correct spelling | _____ | pts |

VOCABULARY

- | | | |
|--|-------|--|
| ☐ vocabulary words - label (voc) in left margin or after sentence | _____ | |
|--|-------|--|

Total:	_____	100 pts
Custom Total:	_____	pts

Checklist

If your students are handwriting their assignments, disregard the MLA requirement on the checklist.

Teachers are free to adjust a checklist by requiring only the stylistic techniques that have become easy, plus one new one. EZ+1

UNIT 2: WRITING FROM NOTES

Intentionally blank so the checklist can be removed.

SAMPLE