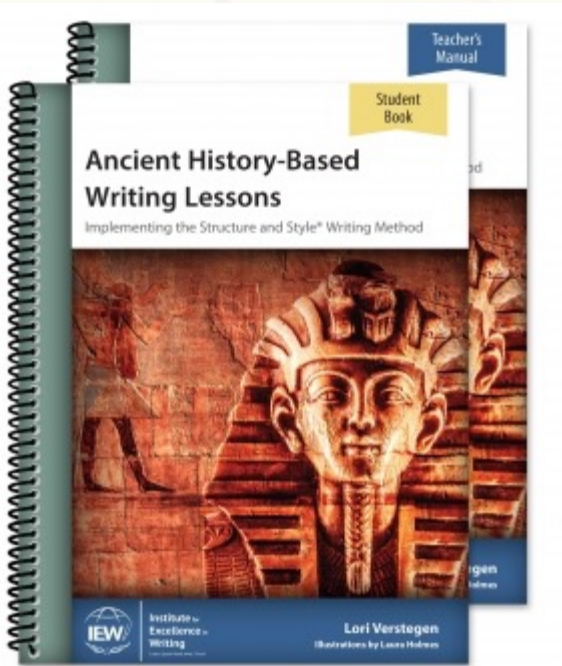


Ancient History-Based Writing Lessons

Support Webinar– Unit 3: Retelling Narrative Stories



IEW.com/AHW-TS



Listen. Speak. Read. Write. Think!

Please introduce yourself in the chat box:

- Where are you from?
- How many years have you been teaching IEW's method?
- What grade levels/ages do you teach?
- Where do you teach? (home, school, co-op)

Andrew Pudewa
Founder and Director
Institute for Excellence in Writing



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Welcome, teachers, tutors, and parents!

A few instructions for those new to an IEW webinar

- Q&A box:
 - Only a few staff members and I will see what you type.
 - I'll answer as I'm able.
- Public chat box:
 - All can see your comments.
 - Use this area to “pass notes in class.”
 - I'll pretty much ignore this area, but our staff will monitor and repost to me if deemed necessary.
- Links on the slides and in the chat box are “[live](#).”
- If you can't hear, try exiting and returning.
- Don't worry; we can't hear or see you.
- Yes, this webinar will be recorded and will be posted at IEW.com/webinar-archives



Tonight's Outline



- ✓ Identifying Today's Audience
- ✓ Tools for Teaching This Course
- ✓ Pacing IEW's Nine Structural Models
- ✓ Goals and Best Practices for Unit 3, Lessons 5–8
in *Ancient History-Based Writing Lessons*
- ✓ Demonstration: Let's try one together!
- ✓ Pacing of IEW's Stylistic Techniques
- ✓ Questions and Answers
- ✓ Announcing the Winner of Tonight's \$100 IEW
Gift Certificate



Who is this webinar for?

- teachers and tutors who have gone through [Teaching Writing: Structure and Style](#)
- homeschool [co-op](#) or [hybrid](#) school tutors or teachers
- [full-time](#) schoolteachers
- homeschool teachers, including afterschool homeschoolers



Tools You Should Have

Teaching Writing: Structure and Style

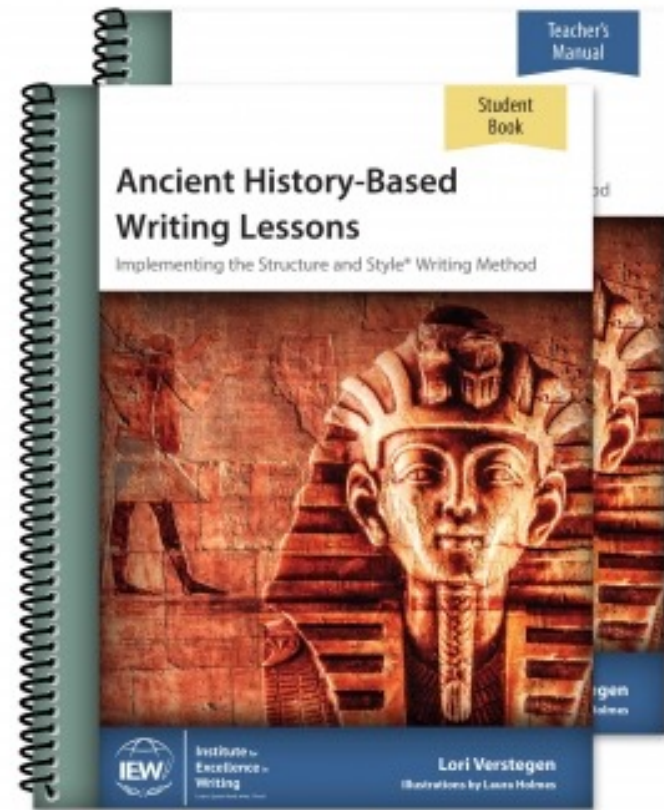
- IEW.com/TWSS
- Premium Membership
 - IEW Checklist Generator™
 - TWSS Streaming
 - *Mini Posters*
 - *Student Resource Packet*
 - etc.



Tools You Should Have

Ancient History-Based Writing Lessons

- IEW.com/AHW-TS
- Teacher's Manual includes suggested answers.
- Each student needs his or her own book.
- The Student Book may be reproduced if used by multiple children within an immediate family.



Tools You Should Have

Ancient History-Based Writing Lessons

The Blue Page

- Reproducible Checklists
- Advanced Additions
- Simplified Source Texts
- Exemplars



Accessing Your Downloads

Student Book

The purchase of this book allows its owner access to PDF downloads of the following:

- the optional *U.S. History-Based Writing Lesson Reproducible Checklists (32 pages)*
- the optional *U.S. History-Based Writing Lessons Simplified Source Texts*
- the optional *U.S. History-Based Writing Lessons Advanced Additions*
- the optional *U.S. History-Based Writing Lessons Exemplars*

To download these e-resources, please follow the directions below:

1. Go to our website: IEW.com
2. Log in to your online customer account. If you do not have an account, you will need to create one.
3. After you are logged in, type this link into your address bar: IEW.com/USHESE
4. Click the checkboxes next to the names of the files you wish to place in your account.
5. Click the "Add to my files" button.
6. To access your files now and in the future, click on "Your Account" and click on the "Files" tab (one of the gray tabs).
7. Click on each file name to download the files onto your computer.

Please note: You may download and print these e-books as needed for use within your immediate family. However, this information is proprietary, and we are trusting you to be on your honor not to share it with anyone. Please see the copyright page for further details.

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Locust Grove, OK 74352

Accessing Your Downloads

Teacher's Manual

The purchase of this book allows its owner access to:

- the optional *U.S. History-Based Writing Lesson Reproducible Checklists (32 pages)*
- the optional *U.S. History-Based Writing Lessons Simplified Source Texts*
- the optional *U.S. History-Based Writing Lessons Advanced Additions*
- the optional *U.S. History-Based Writing Lessons Exemplars*

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2. Log in to your online customer account. If you do not have an account, you will need to create one.
3. After you are logged in, type this link into your address bar: IEW.com/USHESE
4. Click the checkboxes next to the names of the files you wish to place in your account.
5. Click the "Add to my files" button.
6. To access your files now and in the future, click on "Your Account" and click on the "Files" tab (one of the gray tabs).
7. Click on each file name to download the files onto your computer.

Please note: You may download and print these e-books as needed for use within your immediate family. However, this information is proprietary, and we are trusting you to be on your honor not to share it with anyone. Please see the copyright page for further details.

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Locust Grove, OK 74352



Pacing IEW's Nine Structural Models

Unit 1: Note Making
and Outlines

Unit 2: Writing
from Notes

Unit 4:
Summarizing a
Reference

Unit 6:
Summarizing
Multiple References

Unit 8: Formal
Essay Models

Unit 3: Retelling
Narrative Stories

Unit 5: Writing from
Pictures

Unit 7: Inventive
Writing

Unit 9: Formal
Critique

← September



Goals of Unit 3

- to learn the Unit 3: Retelling Narrative Stories structural model using the Story Sequence Chart
- to identify the primary components of a fictional story
- to gain information by asking questions
- to write a KWO using the Unit 3 Story Sequence Chart
- to teach students that every paragraph has a purpose
- to write a story from the KWO

UNIT

3

Retelling Narrative Stories

Story Sequence Chart

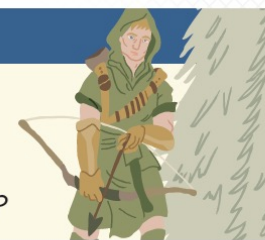
I. CHARACTERS/SETTING

Who is in the story?

What are they like?

When does it happen?

Where do they live or go?

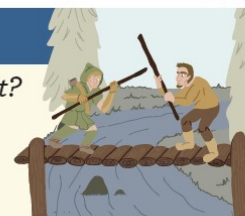


II. CONFLICT/PROBLEM

What do they need or want?

What do they think?

What do they say and do?



III. CLIMAX/RESOLUTION

How is the need resolved?

What happens after?

What is the message/lesson?

Title repeats one to three key words from final sentence.



Best Practices for Using *Ancient History-Based Writing Lessons*, Lessons 5–8

- Equip yourself by doing the exercises yourself!

UNIT 3: RETELLING NARRATIVE STORIES

Source Text

The Wind and the Sun

The land of Egypt was a desert, but the Nile River gave it life. Each day Sun enjoyed warming the land. As he shone, he smiled down at the creatures and the people who lived there. Wind, however, was a bit of a bully. He liked to stir up trouble and swirl the sand in circles just to show off.

Feeling particularly proud and pesky one day, Wind began to boast about how strong he was. Just then a young man appeared in the distance, and Wind challenged Sun to a contest. Whoever could make the man remove his cloak would be considered stronger.

Of course, Wind tried first. Haughtily Wind blew with all his might. The man's cloak flew up. Feeling chilled, the man grabbed his cloak and wrapped it tightly around himself. Wind blew harder. Again, the man held on tightly. The more powerfully Wind blew, the more tightly the man clung to his cloak.

Eventually it was Sun's turn. He began to shine gently. Soon, the man loosened his cloak. The more brightly Sun shone, the warmer the man became. Sun focused his beams on the traveler, and beads of sweat formed on the man's forehead. Within minutes the man removed his cloak and sat down in the shade of a date tree. Looking at Wind, Sun smiled softly and sweetly at his success. Wind had to admit defeat.

Moral: A gentle smile gets better results than brutal force.

44

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Lesson 5: The Wind and the Sun

Key Word Outline—Story Sequence Chart

Characters and Setting

When does the story happen?
Who is in the story?
What are they like?
Where do they live?

- I. _____
- _____
- _____
- _____
- (5) _____

Conflict or Problem

What does the main character want or need?
What do the main characters do, say, think, and feel?
What happens before the climax?

- II. _____
- _____
- _____
- _____
- (5) _____

Climax and Resolution

What leads to the conflict being solved (the climax)?
What happens as a result?
What is learned? (message, moral)

- III. _____
- _____
- _____
- _____
- (5) _____

Title repeats 1–3 key words from final sentence.

Ancient History-Based Writing Lessons: Student Book

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We'll do this together later.



Best Practices for Using *Ancient History-Based Writing Lessons*, Lessons 5–8

- Equip yourself.
- Equip your parents by watching the TWSS together.



TWSS Viewing Schedule

A PDF of this schedule will be included with the recording of this webinar.

Parents need the [Seminar Workbook](#) and access to TWSS Streaming.

TWSS Streaming is available with [Premium Membership](#).

CHAPTER TITLE	Watch Party	Optional Time
Clip 1 August Part 1	1:17:08	0:44:01
VIDEO-01 INTRODUCING STRUCTURAL MODELS	0:00:32	
About This Course: History and Rationale	0:13:42	
Overview of the Nine Structural Units	Optional	0:28:26
Structural Unit 1: Note Making and Outlines	0:28:59	
Public Speaking	0:12:31	
Structural Unit 2: Writing from Notes	0:21:24	
Q&A for Units 1–2	Optional	0:15:35
Clip 2 August Part 2	1:08:58	0:13:12
VIDEO-02 INTRODUCING STYLISTIC TECHNIQUES	0:00:32	
Stylistic Techniques: How to Teach	0:25:06	
Stylistic Techniques: Dress-Ups	0:21:42	
Model for Unit 2: Booklice	0:14:36	
Practicum Instructions for Units 1–2	0:07:02	
Q&A for Units 1–2 and Dress-Ups	Optional	0:13:12
Clip 3 September	1:04:43	0:54:15
VIDEO-03 RETELLING NARRATIVE STORIES	0:00:32	
Structural Unit 3: Retelling Narrative Stories	0:18:39	
Model for Unit 3: The Fox and the Crow	0:29:40	
Ways to Use the Story Sequence Chart	Optional	0:13:18
Practicum Instructions for Unit 3	0:07:38	
Observations and Q&A for Unit 3	0:13:07	
Stylistic Techniques: Sentence Openers	Optional	0:40:57
Stylistic Techniques: Pacing	0:09:07	
Clip 4 October	1:04:38	0:38:35
VIDEO-04 SUMMARIZING A REFERENCE	0:00:32	
Structural Unit 4: Summarizing a Reference	0:10:07	
Topic-Clincher Rule	0:09:12	
Unit 4 Source Material	Optional	0:13:01
Model for Unit 4: Two Kinds of Elephants	0:14:12	
Q&A for Unit 4	0:11:27	
Practicum Instructions for Unit 4	0:19:08	
Stylistic Techniques: Decorations and Triples	Optional	0:25:34
Clip 5 November	1:03:56	
VIDEO-05 WRITING FROM PICTURES	0:00:32	
Structural Unit 5: Writing from Pictures	0:09:48	
Model for Unit 5: Bird and Hose	0:14:09	
Observations about Unit 5	0:25:38	
Practicum Instructions for Unit 5	0:03:48	
Q&A for Unit 5	0:10:01	



Best Practices for Using *Ancient History-Based Writing Lessons*, Lessons 5–8

- Equip yourself.
- Equip your parents.
- Tightly model the first lesson, as we will do shortly.

UNIT 3: RETELLING NARRATIVE STORIES

Source Text

The Wind and the Sun

The land of Egypt was a desert, but the Nile River gave it life. Each day Sun enjoyed warming the land. As he shone, he smiled down at the creatures and the people who lived there. Wind, however, was a bit of a bully. He liked to stir up trouble and swirl the sand in circles just to show off.

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44

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Best Practices for Using Ancient *History-Based Writing Lessons*, Lessons 5–8

- Equip yourself.
- Equip your parents.
- Tightly model the first lesson.
- Allow time to practice public speaking: Read, think, look up, speak.



Best Practices for Using *Ancient History-Based Writing Lessons*, Lessons 5–8

- Equip yourself.
- Equip your parents.
- Tightly model the first lesson.
- Allow time to practice public speaking.
- Modify for abilities:
 - Use Advanced Additions or Simplified Source Texts, available on the blue page.
 - Consider adapting the checklist, using the Checklist Generator™ (included with [Premium Membership](#)).





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Listen. Speak. Read. Write. Think!



1. Log in to your [IEW.com account](https://www.iew.com).
2. Click on Access the Checklist Generator (included with your Premium Membership).
3. Authorize IEWChecklist to use your account.
4. Click on Product Templates.
5. Select Ancient History.

Authorize IEWChecklist to use your account?

To
CI

THIS APPLICATION WILL BE ABLE TO:

- access your status as an IEW premium subscriber and
- access your first and last name.

ALLOW

CANCEL



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Checklist
Generator

Standard Templates

Product Templates

My Custom Checklists (11)

Your Checklist Da

Welcome to the IEW Checklist Gene

Instructions:





6. Click on the lesson “The Wind and the Sun.”
7. Click Customize.
8. Rename the checklist.
9. Modify as needed.
10. Click PDF; then print.

¶1 ¶2 ¶3

-ly adverb

who/which clause

strong verb

CHECK FOR BANNED WORDS (-1 pt. for each use): say/said, go/went

MECHANICS

capitalization

end marks and punctuation

complete sentences (Does it make sense?)

correct spelling

VOCABULARY

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

Customize

PDF

Font: 9

Total Points: 60

16 Oklahoma Land Rush of 1889

Showing 1 to 55 of 55 entries

Excellence in Writing (IEW)
All rights reserved.

Johnny

Edit

PDF

Font



Let's try one together.
But first, a quick recap:

- Build the Story Sequence Chart (before the students see this poster).
- Read and discuss the text, identifying any words that may need defining.
- Put aside the story. Write the KWO, using the questions as a guide.
- Discuss the key word outline, and preview style ideas.
- Practice style.
- Write the story.

UNIT

3

Retelling Narrative Stories

Story Sequence Chart

I. CHARACTERS/SETTING

Who is in the story?
What are they like?
When does it happen?
Where do they live or go?



II. CONFLICT/PROBLEM

What do they need or want?
What do they think?
What do they say and do?



III. CLIMAX/RESOLUTION

How is the need resolved?
What happens after?
What is the message/lesson?
Title repeats one to three key words from final sentence.



Let's try one together!

Source Text

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Moral: A gentle smile gets better results than brutal force.

Key Word Outline—Story Sequence Chart

Characters and Setting

When does the story happen?
Who is in the story?
What are they like?
Where do they live or go?

- I. _____
- 1. _____
- 2. _____
- 3. _____
- 4. _____
- (5.) _____

Conflict or Problem

What does the main character want or need?

What do the main characters do, say, think, and feel?

What happens before the climax?

- II. _____
- 1. _____
- 2. _____
- 3. _____
- 4. _____
- (5.) _____

Climax and Resolution

What leads to the conflict being solved (the climax)?

What happens as a result?

What is learned? (message, moral)

- III. _____
- 1. _____
- 2. _____
- 3. _____
- 4. _____
- (5.) _____

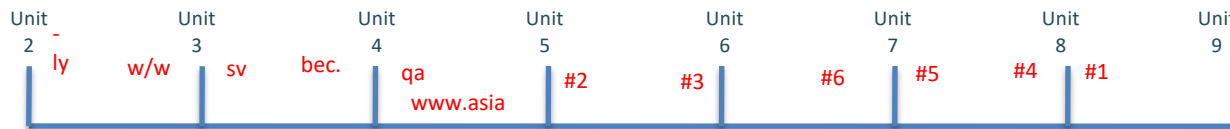
Title repeats 1–3 key words from final sentence.



Teaching Style: EZ+1

EZ+1

- Techniques should be “dripped” in as they become easy.
- Example:



Advanced Additions

allit

conv./quote

simile/
metaphor

3sss

dramatic open-close

conv.

question

New Style: Who/Which Clause See page 47.

Style Practice

Who/Which Clause Dress-Up

Combine the statements using the word *who* or *which*. Punctuate and mark correctly.

1. Wind often blew sand everywhere. Wind liked to cause trouble.

2. Wind attempted to remove the man's cloak first. Wind blew with all his might.

3. Sun's rays grew warmer and warmer. Sun's rays finally coaxed the man into removing his cloak.

-ly Adverb Dress-Up

Write a few ideas for an -ly adverb dress-up on the line below each sentence.

Choose your favorite to write on the blank in the sentence.

1. Sun _____ warmed the land throughout the day.

-ly adverbs _____

2. Wind _____ boasted about his power.

-ly adverbs _____

3. Wind blew _____

-ly adverbs _____

Look at your KWO and consider dress-ups to include in your composition.



Questions and Answers

1. Do you recommend doing the KWO in class so the kids can just start their papers when they are home for the week?
2. How do you guide kids into figuring out what's important?
3. I'll be teaching one student with the Student Book and one (four years younger) with the downloadable Simplified Lessons. Do you have any great tips for me regarding how to do this with every unit?
4. Why don't Unit 3 paragraphs observe the topic-clincher rule? Will that absence occur in the Unit 9 body paragraphs too?



Questions and Answers

5. Would you please give examples of how to edit while still inspiring our students?

6. I have many students this year who are not yet proficient readers. I'm in a multi-grade classroom, so while about nine of the students would be completely ready for Structure and Style, there are at least four who would struggle to complete the work independently because they cannot read yet (even at the modified level). How would you recommend I proceed?



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- [Facebook](#) and other groups
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2. You will not find our products cheaper anywhere else.
3. We carefully review each application for [instructor accreditation](#).



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Congratulations!



See you next month!

[IEW.com/webinar](https://www.iew.com/webinar)

10/11/20 *Ancient History-Based Writing Lessons* Support for Unit 4

11/08/20 *Ancient History-Based Writing Lessons* Support for Unit 5

12/13/20 *Ancient History-Based Writing Lessons* Support for Unit 6

1/10/21 *Ancient History-Based Writing Lessons* Support for Unit 7

2/14/21 *Ancient History-Based Writing Lessons* Support for Unit 8

3/14/21 *Ancient History-Based Writing Lessons* Support for Unit 9

4/11/21 Ask Andrew Anything

