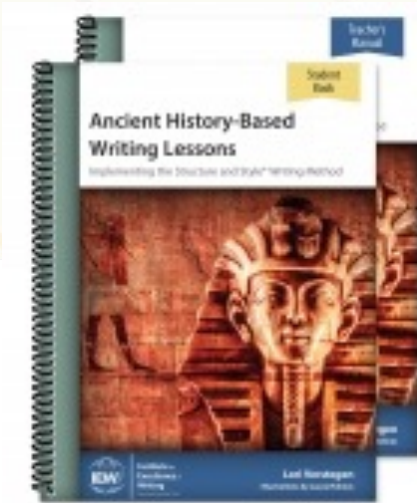


Ancient History-Based Writing Lessons

Support Webinar: Unit 6

Summarizing Multiple References



Welcome Teachers, Tutors, and Parents!

Please introduce yourself in the chat box:

- Where are you from?
- How many years have you been teaching IEW?
- What grade levels/ages do you teach?

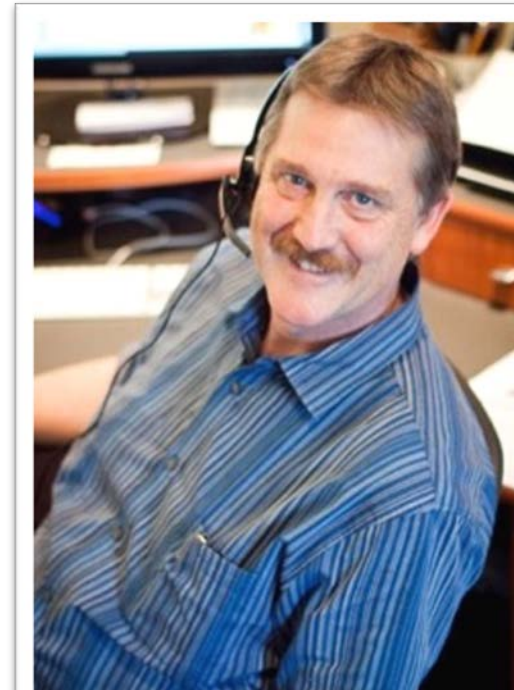
IEW.com/AHW-TS



Listen. Speak. Read. Write. Think!

Andrew Pudewa
Founder and Director
Institute for Excellence in Writing

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Welcome!

A few instructions for those new to an IEW webinar

- Q&A box:
 - Only I and a few staff members 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 chatbox 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 <http://iew.com/webinar-archive>



Tonight's Outline



- ✓ Identifying Today's Audience
- ✓ Tools for Teaching This Course
- ✓ Pacing IEW's Nine Structural Models
- ✓ Goals and Best Practices for Unit 6, Lessons 16–19 in *Ancient History-Based Writing Lessons*
- ✓ Why are the units leading up to Unit 6 so important?
- ✓ 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 the [TWSS](#)
- Homeschool Co-Op or Hybrid School Tutors or Teachers
- Full-Time School Teachers
- Homeschool Teachers
Includes after-school “homeschoolers”



Tools You Should Have

Teaching Writing: Structure and Style

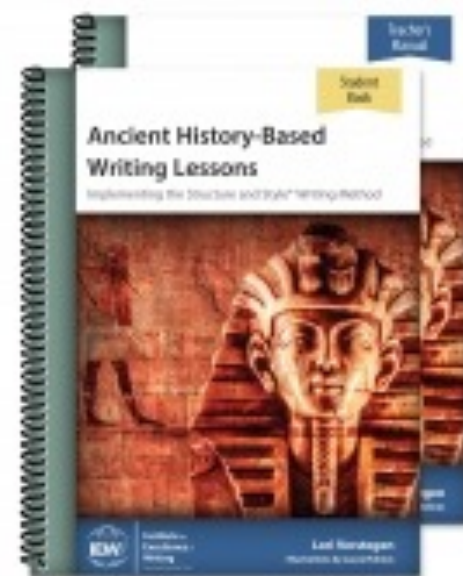
- IEW.com/TWSS
- *Premium Membership*
 - *IEW Checklist Generator™*
 - *TWSS Streaming*
 - *Mini Posters*
 - *Student Resource Packet*
 - *etc.*



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.



Unit 6: Lessons 16-19

Tools You Should Have:

Ancient History-Based Writing Lessons

The Blue Page:

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

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 Lesson Simplified Source Texts*
- the optional *U.S. History-Based Writing Lesson Advanced Additions*
- the optional *U.S. History-Based Writing Lesson 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/USHE-SE
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.

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- the optional *U.S. History-Based Writing Lesson Simplified Source Texts*
- the optional *U.S. History-Based Writing Lesson Advanced Additions*
- the optional *U.S. History-Based Writing Lesson Exemplars*

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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.

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TWSS Viewing Schedule

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

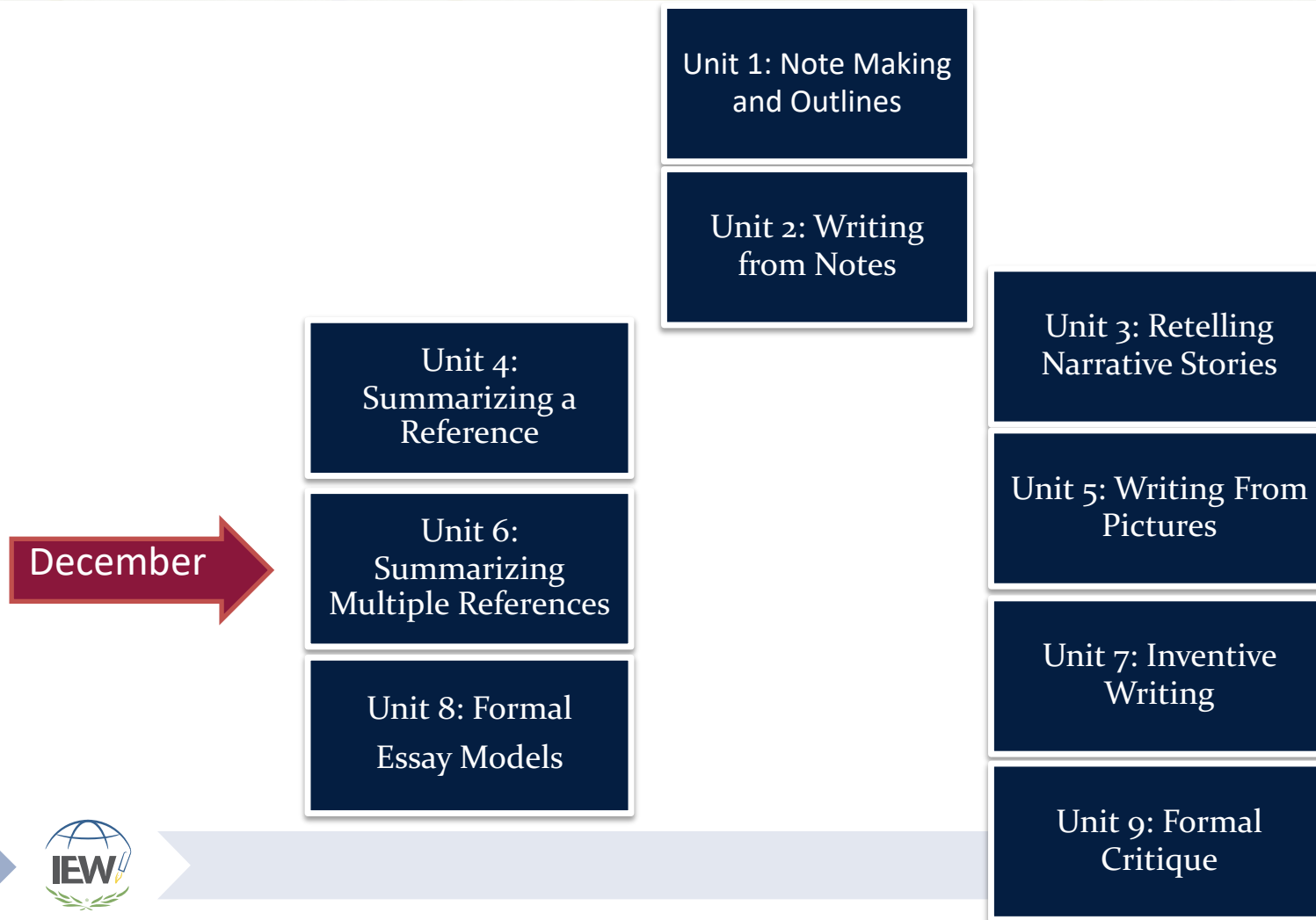
Parents need the [Seminar Workbook](#) and access to TWSS Streaming.

TWSS Streaming is available with Premium Membership.

CHAPTER TITLE	Watch Part
Clip 6 December	0:53:5
VIDEO-06 SUMMARIZING MULTIPLE REFERENCES	0:00:3
Structural Unit 6: Summarizing Multiple References	0:03:4
Model for Unit 6: Elephants	0:22:4
Paper Management	0:11:3
Student Samples	0:02:5
Practicum for Unit 6: Elephants	0:12:2
Alternative Source Materials	Option
Practicum Instructions for Unit 6	0:00:1
Stylistic Techniques: Advanced Dress-Ups	Option
Clip 7 January	1:09:0
VIDEO-07 INVENTIVE WRITING	0:00:3
Structural Unit 7: Inventive Writing	0:12:4
The "My Dog" Model	0:16:3
Model and Practicum for Unit 7	0:31:2
Observations about a 5¶ Structure	0:07:0
Working with Younger Children	Option
Author Imitation	Option
Practicum Instructions for Unit 7	0:00:5
Clip 8 February	0:52:5
VIDEO-08 FORMAL ESSAY MODELS	0:00:3
Structural Unit 8: Formal Essay Models	0:01:3
Basic Essay "Champlain" Model and Variations	0:23:4
Purpose and Goals of Writing Essays	0:19:4
Persuasive Essay Model	Option
Student Samples	Option
Super Essay	Option
Documentation and Citation	Option
Practicum Instructions for Unit 8	0:00:3
Q&A for Unit 8	0:06:4
TRIAC Model	Option
Clip 9 March	0:44:4
VIDEO-09 FORMAL CRITIQUES AND WRITING ABOUT LITERATUR	0:00:3
Structural Unit 9: Formal Critique	0:18:3
Non-Fiction Critique	0:03:4



Pacing IEW's Nine Structural Models




Goals of Unit 6

- to learn the Unit 6 Summarizing Multiple References structural model
- to differentiate between subjects and topics
- to find multiple sources about one subject
- to identify various topics related to one subject
- to write source outlines about a single topic from multiple references
- to write a fused outline using source outlines
- to write a paragraph with a topic sentence and a clincher sentence using the fused outline
- to continue to correctly cite information found in reliable sources

UNIT
6

Summarizing Multiple References

- Find multiple sources.
- Choose topics.
- 1 outline/topic/source.
- Create fused outline.



SOURCE 1 <small>(info on source)</small> I. Topic A	SOURCE 2 <small>(info on source)</small> I. Topic A	SOURCE 3 <small>(info on source)</small> I. Topic A
1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
USEFUL INFORMATION <i>quotes</i> <i>due date</i> <i>or more notes</i>	FUSED OUTLINE I. Topic A 1. 2. 3. 4. 5. 6. Clincher	STYLE LIST <hr/> <i>-ly</i> <i>who-which</i> <i>strong verb</i>

What NOT to do...

The Note Card Project



The Pasco Problem



Why are the units leading up to Unit 6 so important?


- Unit 1 & 2: How to write from an outline
- Unit 3: Paragraphs have purpose
- Unit 4: Choosing interesting and important facts AND the Topic/Clincher rule
- Unit 5: Imagination and thinking skills
- Unit 6: Takes these ideas and moves forward into multiple source research.



What's the difference between Unit 4 and Unit 6?

UNIT 4
Summarizing a Reference

- Key words from facts.
- Choose 4–7 details.
- 3 words max.
- 1 topic per ¶.



Topic Clincher Rule

Repeat or reflect 2–3 key words.

1. TOPIC
1.
2.
3.
4.
5.
6.
CLINCHER

SUMMARIZING

Begin with a single-topic source text with ten or more facts.

10 facts
20 facts
30 facts
50+ facts




What's the difference between Unit 4 and Unit 6?



UNIT 4 Summarizing a Reference

- Key words from facts.
- Choose 4-7 details.
- 3 words max.
- 1 topic per ¶.




Topic Clincher Rule

I. TOPIC
 1.
 2.
 3.
 4.
 5.
 6.
 CLINCHER

Repeat or reflect 2-3 key words.

UNIT 6 Summarizing Multiple References

- Find multiple sources.
- Choose topics.
- 1 outline/topic/source.
- Create fused outline.



SOURCE 1 (info on source) I. Topic A	SOURCE 2 (info on source) I. Topic A	SOURCE 3 (info on source) I. Topic A
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
USEFUL INFORMATION quotes due date or more notes	FUSED OUTLINE I. Topic A 1. 2. 3. 4. 5. 6. Clincher	STYLE LIST -ly who-which strong verb

Best Practices for Using *Ancient History-Based Writing Lessons*, Lesson 16–19

- Equip yourself.
- Equip your parents.
- Model tightly 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 with the IEW Checklist Generator™ (Included with Premium Membership)



Best Practices for Using *Ancient History-Based Writing Lessons*, Lesson 16—19

- Equip yourself by doing the exercise yourself!

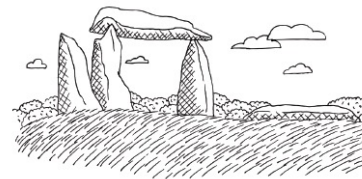


UNIT 6: SUMMARIZING MULTIPLE REFERENCES

Source Text A

A Magnificent Monument

Pentre Ifan, a monument of seven giant stones, stands on the lush green hills of the Welsh countryside. From a distance the historic stone monument appears to be simply a pile of stones. However, as one nears the site, it becomes clear that the stones are not carelessly piled but carefully placed. Most archaeologists believe Pentre Ifan, which means Ivan's Village, was built over five thousand years ago as a dolmen (an ancient tomb composed of massive stones covered by the earth). However, how men in 3500 BC manipulated large stones in order to build this massive structure that has withstood centuries of natural disasters remains a mystery. Perfectly positioned to frame the towering hills in the distance, three eight-foot stones stand on end, balancing a sixteen-ton, nearly seventeen-foot long capstone. It is suggested that these four stones formed the frame of a communal burial chamber. Two nearby stones likely served as the frame for the tomb entrance while a seventh stone sealed the entrance. Because excavations in the 1930s and 1950s revealed bits of pottery but no bones, some question if the structure



functioned as a dolmen or if it were built merely for show. Regardless of its purpose, today this magnificent monument serves as a shadow of the past.

Best Practices for Using *Ancient History-Based Writing Lessons*, Lesson 16—19

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



Unit 6: Teaching Procedure

1. Find multiple sources.
 - This is done for you
2. Choose or identify topics in each source.
 - This is done for you
3. Create a KWO on one topic from each source
4. Fuse the KWOs into one fused outline.
5. Write the paragraph, adding style as needed.

6 Summarizing Multiple References

- Find multiple sources.
- Choose topics.
- 1 outline/topic/source.
- Create fused outline.



SOURCE 1 (info on source) I. Topic A	SOURCE 2 (info on source) I. Topic A	SOURCE 3 (info on source) I. Topic A
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
USEFUL INFORMATION quotes due date or more notes	FUSED OUTLINE I. Topic A	STYLE LIST
	1.	-ly
	2.	who-which
	3.	strong verb
	4.	
	5.	
	6. Clincher	



Unit 6 Organization

<p>SOURCE 1 (info on source) I. Topic A 1. 2. 3. 4. 5.</p>	<p>SOURCE 2 (info on source) I. Topic A 1. 2. 3. 4. 5.</p>	<p>SOURCE 3 (info on source) I. Topic A 1. 2. 3. 4. 5.</p>
<p>USEFUL INFORMATION</p> <hr/> <p>quotes due date or more notes</p>	<p>FUSED OUTLINE I. Topic A 1. 2. 3. 4. 5. 6. Clincher</p>	<p>STYLE LIST</p> <hr/> <p><i>-ly adverb</i> <i>who-which clause</i> <i>because clause</i></p>

Let's look at lesson 16.

Source A: A Magnificent Monument

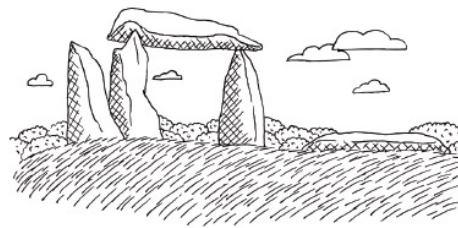
Page 150
Topic?



Source Text A

A Magnificent Monument

Pentre Ifan, a monument of seven giant stones, stands on the lush green hills of the Welsh countryside. From a distance the historic stone monument appears to be simply a pile of stones. However, as one nears the site, it becomes clear that the stones are not carelessly piled but carefully placed. Most archaeologists believe Pentre Ifan, which means Ivan's Village, was built over five thousand years ago as a dolmen (an ancient tomb composed of massive stones covered by the earth). However, how men in 3500 BC manipulated large stones in order to build this massive structure that has withstood centuries of natural disasters remains a mystery. Perfectly positioned to frame the towering hills in the distance, three eight-foot stones stand on end, balancing a sixteen-ton, nearly seventeen-foot long capstone. It is suggested that these four stones formed the frame of a communal burial chamber. Two nearby stones likely served as the frame for the tomb entrance while a seventh stone sealed the entrance. Because excavations in the 1930s and 1950s revealed bits of pottery but no bones, some question if the structure



functioned as a dolmen or if it were built merely for show. Regardless of its purpose, today this magnificent monument serves as a shadow of the past.

Source B: The Mysterious Pentre Ifan

Page 151
Topic?



Source Text B

The Mysterious Pentre Ifan

All over the world mysterious structures composed of giant rocks stand as silent reminders of forgotten historic civilizations. One such megalith is Pentre Ifan in Wales. This seven-stone structure consists of one enormous flat stone held eight feet above the ground by three other giant stones. The raised stone is 16 ½ feet long, about 8 feet wide, and weighs 16 tons. That is enormous! How could ancient men have placed it there? Nearby three more stones stand. Together these stones are believed to have framed a kind of ancient tomb called a dolmen. Because of its size, it likely would have been a tomb for many people. Oddly, though, no evidence of burials at the site has ever been discovered. Adding to the mystery surrounding Pentre Ifan are the many theories regarding megaliths. For example, some people are convinced that ancient civilizations had far-advanced technology that we still would not understand. Others tell of giants arranging the stones because the Bible and other ancient writings and pictures depict giants on the earth long ago. Pentre Ifan in particular has intriguing folklore surrounding it. Welsh stories tell of friendly fairies from the nearby hills placing the stones. Supposedly, they tend to the site when people leave them gifts of bread, butter, or honey. They play music and dance there at night. During a full moon, people who get too near and hear the music cannot stop dancing, and the fairies carry them away to their world. Such folklore adds to the intrigue of the mysterious Pentre Ifan.



Topic: *monument*

Source A: *A Magnificent Monument*

I. Topic: *Pentre Ifan, monument, unusual*

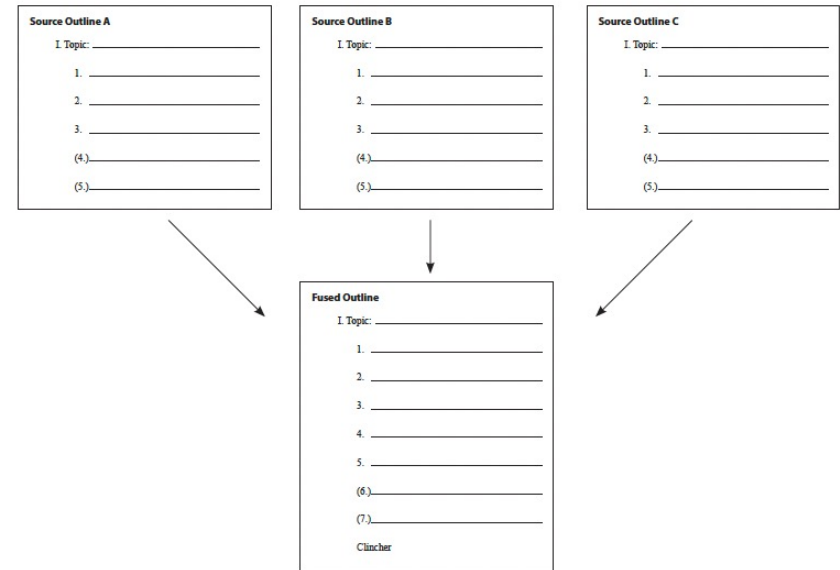
1. _____
2. _____
3. _____
- (4.) _____
- (5.) _____

Source B: *The Mysterious Pentre Ifan*

I. Topic: *Pentre Ifan, monument, unusual*

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

Fused Outline



Place the topic you are writing about on the topic line. Select five to seven facts from the source outlines to transfer to the fused outline.

- I. Topic: _____
1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 - (6.) _____
 - (7.) _____
- Clincher

After you have a fused outline, write the paper!

- Structure
 - MLA
 - Title
 - Topic Clincher Rule
 - Turning in papers
- Style: one each per ¶
- Dress Ups (underline)
 - -ly
 - who/which
 - strong verb
 - because clause
 - quality adjective
 - www.asia clause
- Sentence openers (number in margin)
 2. prep,
 3. -ly
- banned words
- Mechanics and Vocabulary

Unit 6 Composition Checklist

Summarizing
Multiple
References

Lesson 16: Pentre Ifan

Name: _____



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STRUCTURE

- | | | |
|---|-------|-------|
| <input type="checkbox"/> MLA format (see Appendix I) | _____ | 2 pts |
| <input type="checkbox"/> title centered and repeats 1–3 key words from final sentence | _____ | 2 pts |
| <input type="checkbox"/> topic-clincher sentences repeat or reflect 2–3 key words (highlight or bold) | _____ | 6 pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ | 5 pts |

STYLE

- ¶1 Dress-Ups** (underline one of each) (2 pts each)
- | | | |
|--|-------|-------|
| <input type="checkbox"/> -ly adverb | _____ | 2 pts |
| <input type="checkbox"/> <i>who/which</i> clause | _____ | 2 pts |
| <input type="checkbox"/> strong verb | _____ | 2 pts |
| <input type="checkbox"/> <i>because</i> clause | _____ | 2 pts |
| <input type="checkbox"/> quality adjective | _____ | 2 pts |
| <input type="checkbox"/> <i>www.asia</i> clause | _____ | 2 pts |

- Sentence Openers** (number; one of each as possible) (2 pts each)
- | | | |
|--|-------|-------|
| <input type="checkbox"/> [2] prepositional | _____ | 2 pts |
| <input type="checkbox"/> [3] -ly adverb | _____ | 2 pts |

CHECK FOR BANNED WORDS (-1 pt for each use): go/went, say/said, get/got
good, bad, big, small

_____	pts
-------	-----

MECHANICS

- | | | |
|---|-------|------|
| <input type="checkbox"/> capitalization | _____ | 1 pt |
| <input type="checkbox"/> end marks and punctuation | _____ | 1 pt |
| <input type="checkbox"/> complete sentences (Does it make sense?) | _____ | 1 pt |
| <input type="checkbox"/> correct spelling | _____ | 1 pt |

VOCABULARY

- | | | |
|---|-------|-----|
| <input type="checkbox"/> vocabulary words - label (<i>voc</i>) in left margin or after sentence | _____ | pts |
|---|-------|-----|

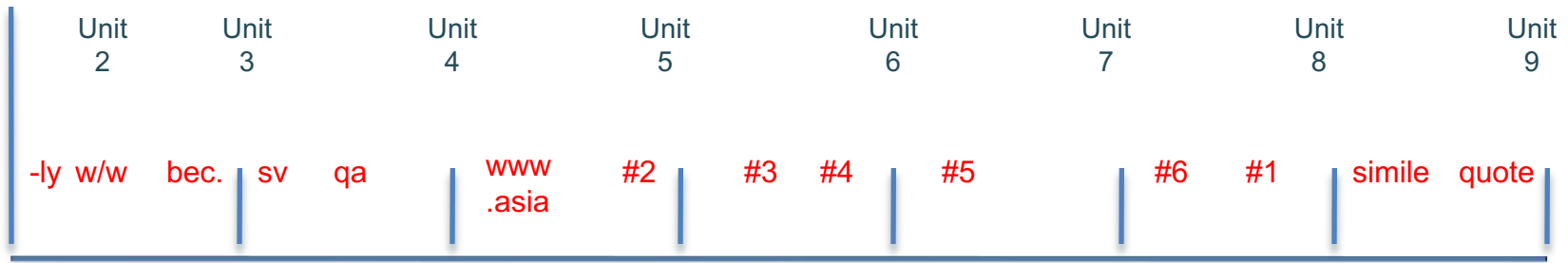
Total:	_____	35 pts
Custom Total:	_____	pts



Stylistic Techniques: Pacing

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

EZ+1



Advanced Additions for More Experienced IEW Students

- See blue page.
- Lesson 16 **Advanced Additions Source Text:**
“Ancient Mysteries”
- Add new decoration: quotation
- Do this lesson in place of or in addition to the one in the book.



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 - Buy the IEW.com/TWSS2-PREM or (TWSS Seminar).
 - Buy the IEW.com/TWSS2-PREM-GO (just the Premium Membership).
- Premium Membership annual renewal fee is \$39.



Questions and Answers



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- IEW [Customer Service](#) Team



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

2/7/21 *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

