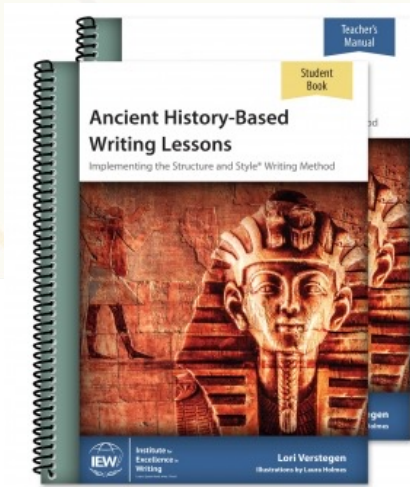


# Ancient History-Based Writing Lessons

## Support Webinar: Unit 9 The Formal Critique



*Welcome Teachers, Tutors, and Parents!*

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?

Andrew Pudewa

Founder and Director

Institute for Excellence in Writing



[IEW.com/AHW-TS](http://IEW.com/AHW-TS)



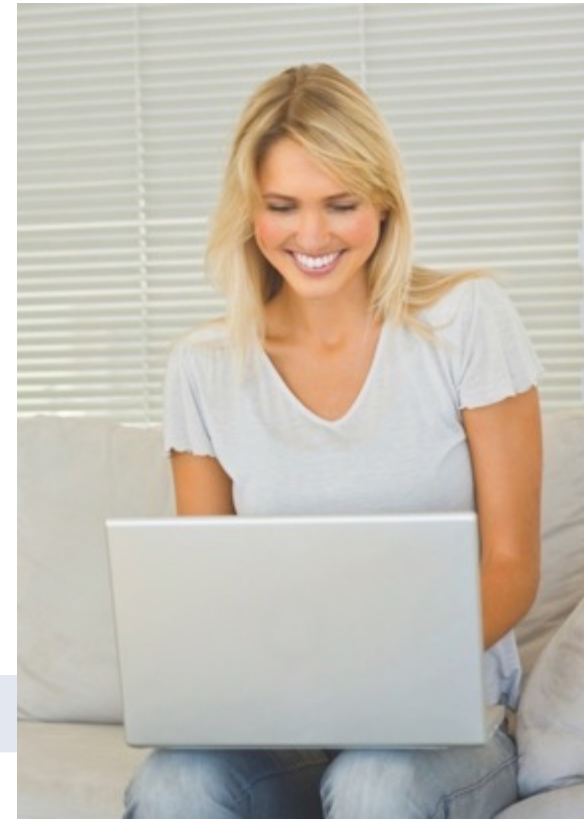
Listen. Speak. Read. Write. Think!

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# Welcome!

## 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.
- 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](http://IEW.com/webinar-archives)



# Tonight's Outline

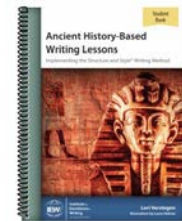


- ✓ Identifying today's audience
- ✓ Tools for teaching this course
- ✓ Pacing IEW's nine structural models
- ✓ Overview of Unit 9: Formal Critique; goals and best practices for Unit 9; lessons 27–30 in *Ancient History-Based Writing Lessons*
- ✓ Demonstration: Let's try one together!
  - ✓ Unit 9 and Response to Literature
- ✓ Pacing of IEW's stylistic techniques
- ✓ Questions and answers
- ✓ Announcing the winner of tonight's \$100 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 schoolteachers
- homeschool teachers
  - includes afterschool “homeschoolers”
- pretty much anyone using AHW in a group



# Tools You Should Have

## *Teaching Writing: Structure and Style*

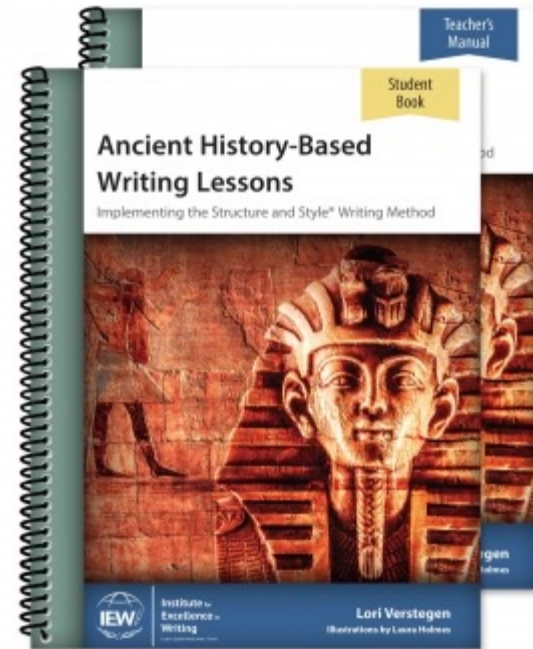
- IEW.com/TWSS
- Premium Membership
  - IEW Checklist Generator™
  - TWSS Streaming
  - *Mini Posters*
  - *Student Resource Packet*
  - etc.



# Tools You Should Have

## *Ancient History-Based Writing Lessons*

- [IEW.com/AHW-TS](http://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 9: Lessons 27-30

# Tools You Should Have

## *Ancient History-Based Writing Lessons*

### The Blue Page

- reproducible checklists
- Advanced Additions
- Simplified Source Texts
- Exemplars
- Student and Teacher Books have identical “Blue Pages.”



#### 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](http://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/USHESI](http://IEW.com/USHESI)
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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8799 N. 387 Road  
Locust Grove, OK 74352



# 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 T
Clip 6 December	0:53:57	0:3
VIDEO-06 SUMMARIZING MULTIPLE REFERENCES	0:00:32	
Structural Unit 6: Summarizing Multiple References	0:03:47	
Model for Unit 6: Elephants	0:22:40	
Paper Management	0:11:31	
Student Samples	0:02:50	
Practicum for Unit 6: Elephants	0:12:24	
Alternative Source Materials	Optional	0:0
Practicum Instructions for Unit 6	0:00:13	
Stylistic Techniques: Advanced Dress-Ups	Optional	0:2
Clip 7 January	1:09:07	0:4
VIDEO-07 INVENTIVE WRITING	0:00:32	
Structural Unit 7: Inventive Writing	0:12:41	
The "My Dog" Model	0:16:36	
Model and Practicum for Unit 7	0:31:22	
Observations about a 5¶ Structure	0:07:01	
Working with Younger Children	Optional	0:2
Author Imitation	Optional	0:1
Practicum Instructions for Unit 7	0:00:55	
Clip 8 February	0:52:51	0:3
VIDEO-08 FORMAL ESSAY MODELS	0:00:32	
Structural Unit 8: Formal Essay Models	0:01:31	
Basic Essay "Champlain" Model and Variations	0:23:47	
Purpose and Goals of Writing Essays	0:19:47	
Persuasive Essay Model	Optional	0:1
Student Samples	Optional	0:0
Super Essay	Optional	0:0
Documentation and Citation	Optional	0:0
Practicum Instructions for Unit 8	0:00:30	
Q&A for Unit 8	0:06:44	
TRIAC Model	Optional	0:0
Clip 9 March	44:40	0:1
VIDEO-09 FORMAL CRITIQUES AND WRITING ABOUT	0:00:32	
Structural Unit 9: Formal Critique	0:18:32	
Non-Fiction Critique	0:03:45	





# 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

March

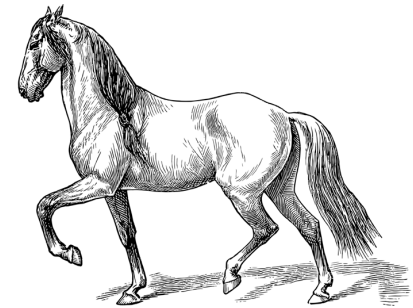


# Goals for Unit 9: Formal Critique

- To teach a solid structure for book reports, reviews, and critiques.
- To develop a critique vocabulary, which aids in literary analysis.
- To use a five-paragraph format by combining the basic Story Sequence Chart with introduction and conclusion paragraphs.

# Recommended Materials

- the source text beginning on page 261, “The Taming of Bucephalus”



# Teaching Procedure

- Begin by talking about some familiar Unit 3 type stories.



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  - story or book’s title
  - type of story
  - biographical and historical information about the author
  - publisher, date of publication, page number, and illustrations and illustrator

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  - story or book’s title
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  - publisher, date of publication, page number, and illustrations and illustrator
- Put the introduction, story sequence paragraphs, and conclusion together, and *voilà!* you have a critique.



# Critique Thesaurus

UNIT 9

Included in Student  
Book and Teacher's  
Manual  
pg. 297

“Put the story into  
your brain.”

## Critique Thesaurus

### INTRODUCTION

**Story** tale, saga, narrative, epic, legend, mystery, tragedy, comedy, romance, novel, yarn, anecdote, myth

**Type** sad, nature, science fiction, love, adventure, historical, horror, folk, fairy, animal, moral, space, descriptive

**CHARACTERS** players, actors, heroes, personae, participants, figures, villain, victim, protagonist, antagonist, static, foil, dynamic, flat, round

**Role** main, central, leading, major, minor, subordinate, lesser, supporting, shadowy, background, secondary, foil

**Types** adventurous, tragic, comic, bumbling, retiring, extroverted, pliant, scheming, sordid, acquisitive, inquisitive, impulsive, sinister

**Analysis** well- or poorly-drawn, convincing, fully or underdeveloped, consistent, lifeless, too perfect, overly evil, idyllic

### SETTING

**Time** long ago, ancient or biblical times, Middle Ages or Medieval, modern, contemporary, futuristic, mythical

**Place** rural, urban, small town, frontier, pioneer, war, space, slums, ghetto, exotic

**Mood** mysterious, foreboding, tragic, bland, comic, violent, suspenseful, compelling, sad, supernatural, emotional

### CONFLICT

**Stages** initiated, promoted, continued, expanded, resolved

**Intensity** exacerbated, heightened, lessened

**Analysis** over- or under-played, realistic or unrealistic, convincing, contrived, stretched, sketchy

**Plot** plan, conspiracy, scheme, intrigue, sub-plot, sequence of events, action, narrative, episode, unfolds

**CLIMAX** turning point, most exciting moment, dramatic event, high point, crisis, anti-climactic, inevitable conclusion

**Theme** message, moral, lesson, topic, sub-theme, matter, subject

**Literary Techniques** foreshadowing, symbolism, quality of language, short sentences, repetition, revelation of sub-plot to the narrative, suspense



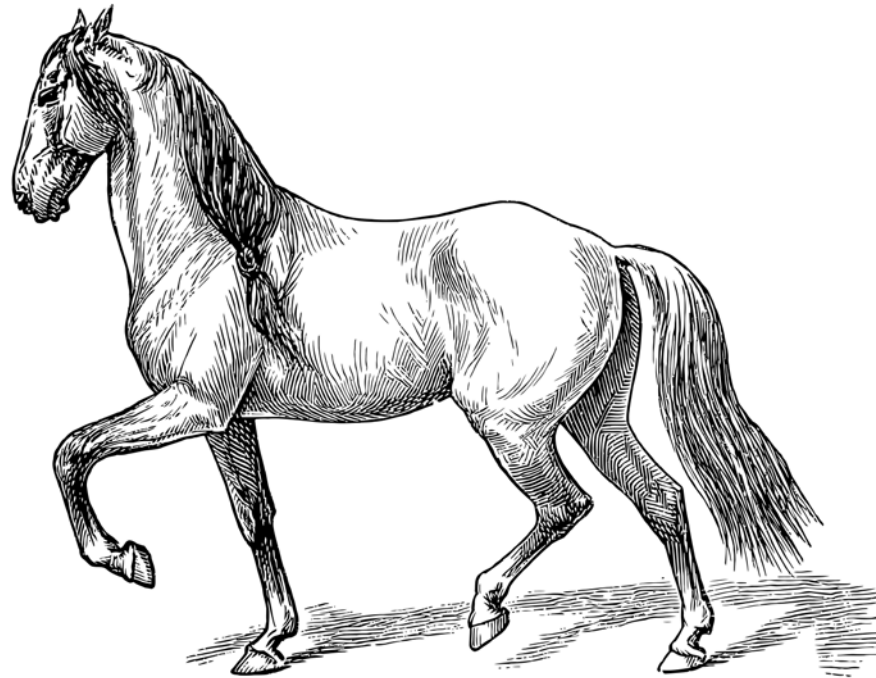


# Let's try one together!

## The Taming of Bucephalus

“Put the story into  
your brain.”

page 261



## Source Text

### The Taming of Bucephalus

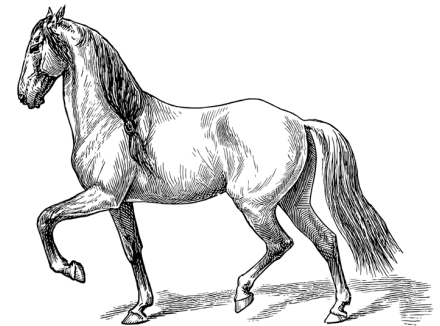
Based on Plutarch's *Life of Alexander*, written circa AD 100

Philonicus, a horse dealer, had found a most magnificent animal. It was unusually large and strong. Its black coat was flawless except for an ox-head shaped brand on its hip. This was surely a horse for a king.

Philonicus brought the horse to Philip II, King of Macedonia. He offered this beautiful but wild animal at a price of thirteen talents<sup>1</sup>. At first, Philip scoffed at such an amount. However, there was something about this horse that caught his interest.

Unfortunately, the horse was wild and almost uncontrollable. Several of Philip's best horsemen were thrown from its back. Alexander, Philip's twelve-year-old son, watched with interest. As Philip was about to send Philonicus away, Alexander boldly stood up and said, "What an excellent horse they will lose because of a lack of skill and boldness to manage him!"

Philip replied to his son, "Do you criticize those much older than yourself as if you knew more and would better handle him than they?" Alexander said that he could indeed manage this horse better than others. Amused, his father asked, "If you do not, what penalty would you pay?"

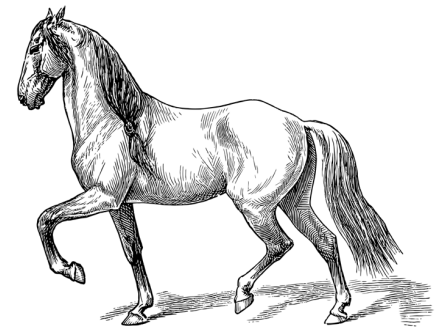


Without hesitation, Alexander promised to pay the whole price of the horse. The men around Philip laughed, but Alexander approached the horse and took the bridle. As he turned its head into the sun, the horse was no longer able to see its shadow, a thing which had likely frightened it. The boy then gently stroked the horse to keep it calm. Then, in one nimble leap, he mounted the mighty stallion. Holding the bridle firmly, he was able to urge the horse forward at a walk. When their confidence in each other increased, Alexander was able to let the horse run at full speed. Philip and his friends looked on in amazement.

When Alexander returned, the king praised him, saying “O my son, find a kingdom worthy of yourself, for Macedonia is too little for you.”

Alexander named his horse Bucephalus, meaning *ox-head* after the brand on its hip. Alexander became a famous warrior and conqueror, and Bucephalus was always with him, carrying him to faraway places and into fierce battles. It was said that Alexander’s stallion would allow no other man to ride him.

After a long and remarkable life, Bucephalus died in India around 326 BC either of battle wounds or old age. Alexander was greatly saddened by the loss of his faithful companion, even naming a city he founded—Bucephalia—after him.



# Writing a Critique

## Paragraph II: Characters and Setting



# Writing a Critique

Paragraph II: Characters and Setting

Paragraph III: Problem or Conflict



# Writing a Critique

Paragraph II: Characters and Setting

Paragraph III: Problem or Conflict

Paragraph IV: Climax and Resolution



# Writing a Critique

Paragraph II: Characters and Setting

Paragraph III: Problem or Conflict

Paragraph IV: Climax and Resolution

Paragraph V: Conclusion

like? dislike? why?

What does this story teach?

title rule



# Writing a Critique

Paragraph II: Characters and Setting

Paragraph III: Problem or Conflict

Paragraph IV: Climax and Resolution

Paragraph V: Conclusion

like? dislike? why?

What does this story teach?

title rule

Paragraph I: Introduction

attention getter;

background information about story, title, author, etc.





# Lesson 30 Response to Literature

## Unit 9: Formal Critique

- I. Introduction
  1. attention
  2. background (author, historical context, etc.)
- II. Characters and Setting
- III. Conflict
- IV. Climax and Resolution
- V. Conclusion
  1. opinion
  2. Why?
  3. message/moral

## Response to Literature

- I. Introduction
  1. attention
  2. background
  3. State main focus.
- II. Story Summary
- III. Character Analysis
  - topic
  - restriction
  - illustration
  - analysis
  - clincher
- IV. Conclusion

### 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.*



# Response to Literature

## I. Introduction

1. attention
2. background
3. State main focus.

## II. Story Summary

## III. Character Analysis

topic

restriction

illustration

analysis

clincher

## IV. Conclusion

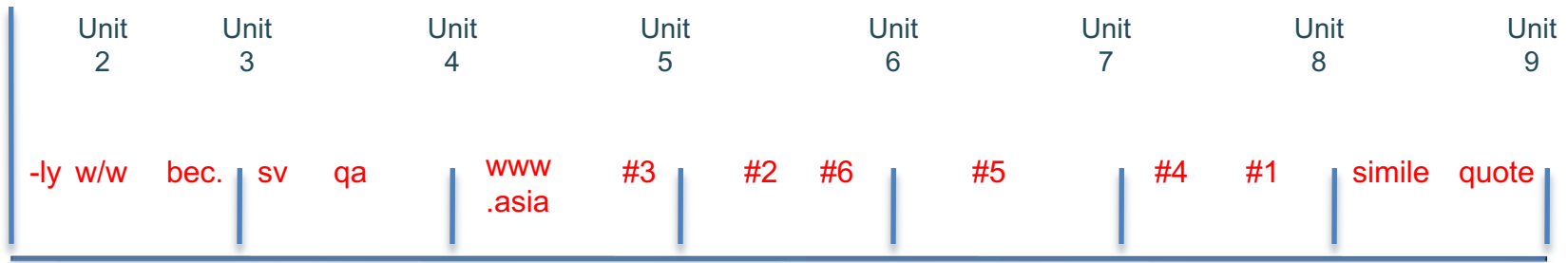


Lesson 29, "The Curse of the Sphinx"

# Stylistic Techniques: Pacing

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

EZ+1



# IEW's Checklist Generator™



- Available only to IEW's Premium Members
- Become a Premium Member one of three ways:
  - Buy the [IEW.com/TWSS2-D](http://IEW.com/TWSS2-D) (TWSS Seminar w/ DVDs).
  - Buy the [IEW.com/TWSS2-FS](http://IEW.com/TWSS2-FS) (TWSS Seminar w/ Forever Streaming).
  - Buy the [IEW.com/TWSS2-PREM-GO](http://IEW.com/TWSS2-PREM-GO) (just the Premium Membership).
- Premium Membership annual renewal fee is \$39.



# Questions and Answers



# We're here to help!

- IEW Accreditation and CEUs
- Podcasts
- Blogs
- Forum
- Facebook and other groups
- Magalog
- IEW's Customer Service Team



# Announcing the Winner of Tonight's \$100 IEW Gift Card

**Congratulations!**



**See you next month!**

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Save the date:

- 4/11/21 Ask Andrew Anything

