

Medieval History-Based Writing Lessons

Implementing the Structure and Style® Writing Method

Teacher's Manual

Lori Verstegen

Illustrated by Travis Wells

Fifth Edition © January 2019
Institute for Excellence in Writing, L.L.C.

Also by Lori Verstegen

Advanced U.S. History-Based Writing Lessons

Ancient History-Based Writing Lessons

Bible Heroes Writing Lessons

Modern World History-Based Writing Lessons

U.S. History-Based Writing Lessons

The purchase of this book allows its owner access to PDF downloads that accompany *Medieval History-Based Writing Lessons*. See blue page for details and download instructions. Our duplicating/copying policy for these resources is specified on the copyright page for each of these downloads.

Copyright Policy

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

Fifth Edition version 7, January 2019

PDF version 1

Copyright © 2019 Institute for Excellence in Writing

ISBN 978-1-62341-312-5

Our duplicating/copying policy for *Medieval History-Based Writing Lessons Teacher's Manual*:

All rights reserved.

No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher, except as provided by U.S.A. copyright law and the specific policy below:

Home use: Because this Teacher's Manual may not be reproduced, each family must purchase its own copy.

Small group or co-op classes: Because this Teacher's Manual may not be reproduced, each teacher must purchase his or her own copy.

Classroom teachers: Because this Teacher's Manual may not be reproduced, each teacher must purchase his or her own copy.

Library use: This Teacher's Manual may be checked out of a lending library provided patrons agree not to make copies.

Additional copies of this Teacher's Manual may be purchased from IEW.com/MHW-T

Institute for Excellence in Writing (IEW®)

8799 N. 387 Road

Locust Grove, OK 74352

800.856.5815

info@IEW.com

IEW.com

IEW®, Structure and Style®, and Fix It!® are registered trademarks of the Institute for Excellence in Writing, L.L.C.

Lesson 1: The Middle Ages

Structure: IEW Unit 1: Note Making and Outlines

Style: Introduction to Style

Writing Topic: The Middle Ages

In a class that meets weekly, follow Day 1 and 2 instructions together with students. Then read Days 3 and 4 so students understand how to complete the lesson during the remainder of the week.

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 Middle Ages

UNIT 1: NOTE MAKING AND OUTLINES

Lesson 1: The Middle Ages

Goals

- to be introduced to 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 correctly use new vocabulary words: *fetid*, *massive*, *dilapidated*, *intrepid*

Assignment Schedule

Note: Classes that meet only one day per week should complete Days 1 and 2 on class day.

Day 1

1. Read the Introduction to Structure and Style on pages 12–13.
2. Read “The Middle Ages” on page 14. Then read it again. As you do, choose no more than three key words from each sentence that will best help you remember the meaning of the sentence. Write the words on the blank outline on page 15.

Note: You may use symbols, numbers, and abbreviations freely. They do not count as words. However, be sure you can remember what they mean.

3. Cover the source text and tell the meaning of each line of notes *in your own words*.
4. Learn the vocabulary words for Lesson 1: *fetid*, *massive*, *dilapidated*, *intrepid*. Store cards in a pencil pouch where you can easily retrieve them when writing or studying for a quiz.

Day 2

1. Reread the paragraph on page 14; then, turn the page so you cannot see it. Using only your key word notes on page 15, try to tell back the information in complete sentences *in your own words*. You should not memorize the source text word for word. Rather, you should let the key words remind you of the key ideas; then, state the ideas in your own words. If a note is unclear, check the source text and fix your note.

Day 3

1. Try to add a vocabulary word to the outline of the Middle Ages paragraph.

Day 4

1. Prepare to give an oral report from your key word outline. Practice telling back the information one line at a time. Look at a line; then, look up and talk about it. Then look down at the next line, look up, and talk about it. Continue through the outline this way. Practice until 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.

Write class ideas on the whiteboard. Students may copy these or use their own ideas. See the sample key word outline (KWO) on page 15.

Hold up the page of cards for Lesson 1. (See blue page to access your download.) Read each definition and ask the students to guess which word it matches by looking at the pictures.

Unit 1: Note Making and Outlines

2. Review the vocabulary words.
3. If you will be reading the suggested literature, obtain a children's version of the tales of King Arthur for Lessons 2–5. Two are suggested in Appendix IV.

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*.

Introduction to Structure and 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 castle. What had to happen before the castle was built? Someone had to draw out the plans for the builders to follow. The builders had to follow the plans so that each part was in its proper place. The royal family certainly would not have wanted the moat placed around their thrones or a torture chamber in their bedroom. Each part had to be placed in its own special spot, and each step had to be completed in its proper order, giving the castle its proper structure.

Writing a paper, in some ways, is similar to building a castle. A paper contains many facts and ideas. If we were just to begin writing without planning, our facts and ideas would probably not be arranged in the most logical way. Our composition would not be structured well and would not communicate our thoughts effectively. So, 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. A maiden would dress differently to go to a royal ball than she would to tend her garden. That is because formal events require a formal style of clothing, whereas casual settings do not.

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

He fell!

The young knight plummeted headlong from his horse, dashing his hopes of winning the fair princess.

You probably like the second sentence better because it is more descriptive. Indeed, if it were part of a written story, the second would most likely be better. However, what if you were at the joust with your friend and the knight was your brother? Which of the above sentences would you be more likely to exclaim? *He fell!* would be more appropriate in this case. The second would sound silly. Why the difference?

When you are speaking to people, they are there with you, experiencing the same scene and event as you are. You do not need to fill in the details. When you write, however, you must realize that the readers are not with you and cannot see, hear, or feel what is in your mind. You must fill in the details and paint vivid pictures with your words. You must help them see, hear, feel, and experience the scene you are writing about as the second sentence does. IEW elements of style will help you do this.

Key Word Outlines

Before you begin to write, you will practice the first step of learning *structure* in writing: key word outlining.

Structure is how you organize the things you write. Key word outlining will help you gather information and help you organize that information in your compositions.

When you outline, you will want to use or create some symbols or abbreviations to help you outline quickly. Below are a few symbols that we could use today. What do you think each means?



>



w/

Practice key word outlining by following the assignment instructions under Day 1 of the Assignment Schedule.



= down, downfall

>

= greater, huge, a lot



= go, went; led to



= king

w/ = with

Source Text**The Middle Ages**



The Middle Ages began with the crumbling of the great Western Roman Empire in the fifth century. At that time several tribes of barbarians* from the North invaded Europe. Much of Roman culture and knowledge was lost. Over time, though, the Roman Catholic Church increased in power. Huge majestic cathedrals were built, and monasteries were established. Kings and nobles also rose to power in different territories. They constructed massive castles and hired knights to protect their land. However, most people were poor peasants who worked from sunup to sundown farming for the few wealthy noblemen. The Middle Ages lasted for one thousand years and ended with a time called the Renaissance.

***Note:** Romans called anyone who was not Roman a barbarian. The people north of the Roman Empire were also known as Germanic tribes. Many lived in what is now Germany and Scandinavia. They were very different from the Romans. They had light hair and eyes, and they worshiped different gods. They were warriors who valued bravery above all else.

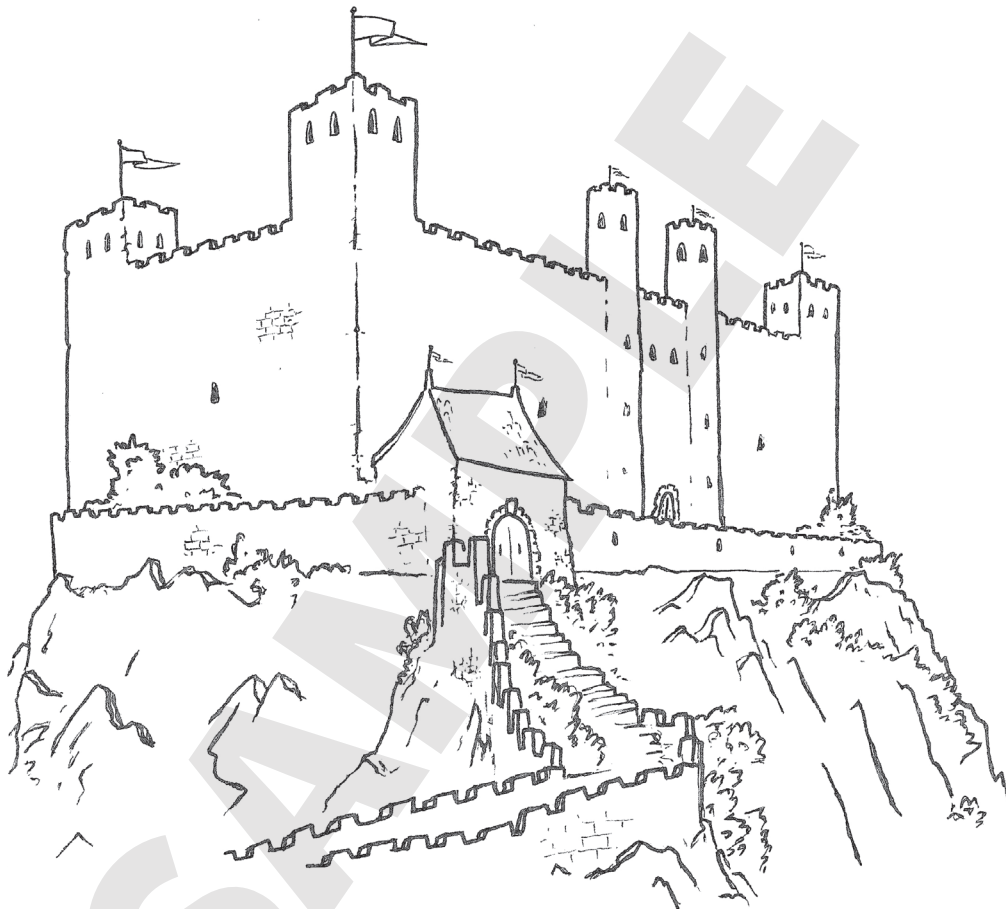
Sample

Lesson 1: The Middle Ages

Key Word Outline

- I. M-A, began, w/. ↓, W. Rom, Emp. 5th cent.
1. barbarians, N., → Europe
2. Rom., culture, lost
3. power, Rom. Catholic,  ↑
4. cathedrals, monasteries, built
5. s, nobles, ↑ power, territories
6. castles, hired, knights
7. most, ppl, poor, peasants
8. M-A, 1000 yrs, ended, w/Renaissance

Unit 1: Note Making and Outlines



Lesson 2: Anglo-Saxons

Structure: IEW Unit 2: Writing from Notes

Style: -ly adverb

Writing Topic: Anglo-Saxons

Optional Student Reading Assignment: During Lessons 2–5, students may read an appropriate version of the tales of King Arthur. Please see Appendix IV.

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: Anglo-Saxons

UNIT 2: WRITING FROM NOTES

Lesson 2: Anglo-Saxons

Goals

- to be introduced to the Unit 2 Writing from Notes structural model
- to create a key word outline about Anglo-Saxons
- to retell the content of a source text using just your outline
- to write a paragraph about Anglo-Saxons from the key word outline
- to correctly add a dress-up: -ly adverb
- to correctly use new vocabulary words: *capably*, *tenaciously*, *brazenly*, *benevolently*

Assignment Schedule

Note: Classes that meet only one day per week should complete Days 1 and 2 on class day.

Day 1

1. Read the Review, Writing from Key Word Outlines, and New Symbols for Key Word Outlining sections on pages 18–19.
2. Read “Anglo-Saxons” on page 20. With the help of your teacher, write a key word outline by writing no more than three key words from each sentence. You may also use as many symbols and abbreviations as you need. Use the blank outline on page 21.
3. Retell the content of the source by covering the source text and telling the meaning of each line of notes.
4. Learn the new vocabulary words for Lesson 2: *capably*, *tenaciously*, *brazenly*, *benevolently*.

Day 2

1. Retell the content of the source by reviewing your outline from Day 1. Be sure you understand everything on it. If a note is unclear, check the source text and add what you need to in order to understand it.
2. Read and complete page 22, “In Your Own Words.”
3. Learn a new dress-up, the -ly adverb, on page 23 and practice style ideas for including an -ly adverb and vocabulary words on page 24.
4. Using your key word outline as a guide, begin to write a paragraph *in your own words*. As you write, try to include some of the ideas for -ly adverbs and vocabulary words from your style practice. Write the first few sentences together as the teacher models the process.
5. Go over the checklist on page 25. You will need to underline one -ly adverb. You may use more than one, but only underline one. Also label the vocabulary words you use. Put a ✓ in the box for each requirement on the checklist you have completed.
6. See Appendix I. It explains how to format your papers from this point forward.

Here is a sample start:

(voc) With the collapse of the Roman Empire, intrepid Anglo-Saxons poured into Britain. They consisted of Angles, Saxons, and Jutes, who boldly crossed the North Sea and took over the land. ...

Note: As you model writing from the KWO, stress the importance of writing in your own words. Be sure students understand that they 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.

Day 3

1. Finish writing your paragraph using your key word outline, your style practice ideas, and the checklist to guide you. Let an editor proofread.
2. Review all vocabulary words learned thus far.

Day 4

1. Write or type a final draft, making any corrections your editor asked you to make. Check off each item on the checklist when you are sure it is completed.
2. Let an editor proofread again. He or she should check that all elements of structure and style are included and labeled as instructed on the checklist. Paperclip the checklist to your final draft to be turned in.

Literature Suggestion

With Lessons 2–5, read a children’s version of the tales of King Arthur. Two are suggested in Appendix IV.

Review

When making a key word outline, how many words may you write for each sentence of a source text? What else may you use to help you remember ideas?

Play No-Noose Hangman. See the Teacher’s Manual.

Share your oral report from Lesson 1.

Review

You may use up to 3 words per line.

You may use symbols, abbreviations, and numbers freely.

No-Noose Hangman

Instructions for No-Noose Hangman are in Appendix VI.

For the first puzzle, use FEARLESS. Once solved, ask, “Which vocabulary word means fearless?” (*intrepid*)

For the next puzzle, use the phrase KEY WORD OUTLINE. Once solved, ask the student who solved it, “How many words from each sentence may you write in a key word outline? (3) What else may you use freely?” (*symbols, abbreviations, numbers*)

Writing from Key Word Outlines

In Lesson 1 you learned a little about structure by making a key word outline. In this lesson you will learn to use a key word outline as a guide to write a paragraph. You will also practice using one of the IEW dress-ups.

New Symbols for Key Word Outlining

Here are some symbols that may be helpful for this week's outline. What do you think each stands for?

ea

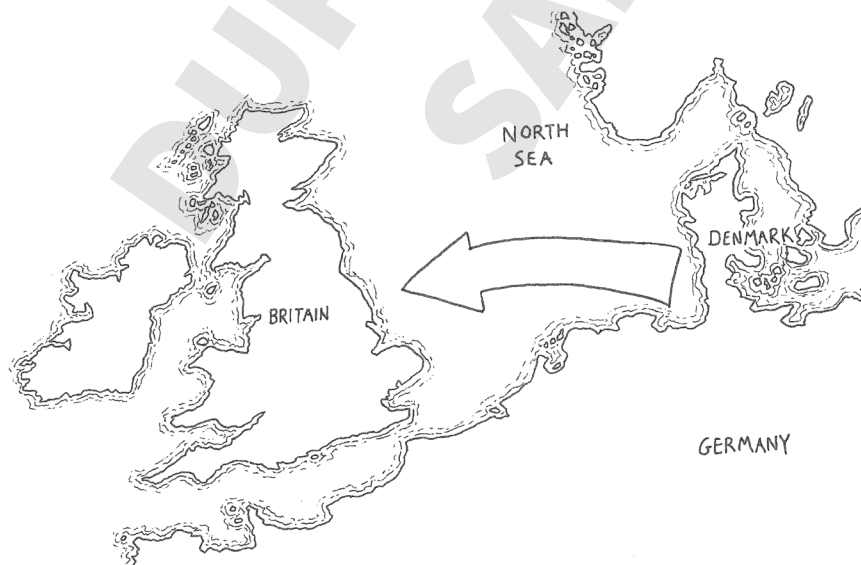


ppl

Unit 2: Writing from Notes

Source Text**Anglo-Saxons**

When the Roman Empire fell, Anglo-Saxons invaded Britain. They came from Europe across the North Sea. The Anglo-Saxons divided Britain into seven sections, each with its own king. The southern part of the land was called *Angle-land*, which eventually evolved into *England*. At first, the Anglo-Saxons were pagans who worshiped many gods. That is why in the English language, four of the days of the week are named after some of their gods.* However, in 598 a monk named Augustine traveled there, and many converted to Christianity. The Anglo-Saxons ruled England until 1066.





***Note:** Tuesday was named after Tiu, Wednesday came from Woden's Day (Woden was king of the Norse gods.), Thursday was named after Thor, and Friday was from Freya.

Sample

Lesson 2: Anglo-Saxons

Key Word Outline

- I. Rom. Emp, ↓, Anglo-Saxons, → Britain
1. from, Europe, → N. 
2. ÷, 7, sections, ea, own, 
3. S., Angle-land → England
4. 1st, pagans, many, gods
5. 4 days, from, gods
6. 598, monk, Augustine, converted
7. A-S, ruled, England, → 1066

Unit 2: Writing from Notes

Key Word Outlines**In Your Own Words**

When you write from key word notes, it is important that you use your own words, not the exact words of the source text. To help you say the ideas from your outline in your own words, complete the practice exercise below.

Practice

This is the first sentence of the source text:

When the Roman Empire fell, Anglo-Saxons invaded Britain.

Your notes might look something like this:

I. Rom. Emp., ↓ Anglo-Saxons, →, Britain

In the first line, avoid using the exact words *fell* and *invaded*. How could you communicate the idea of the first line without using those exact words? Use a thesaurus for help. (**Example:** With the collapse of the Roman Empire, Anglo-Saxons were able to take over Britain.)

Note your idea for Roman numeral I:

Since the once-mighty Roman Empire had been dilapidated, Anglo-Saxons were able to

successfully raid Britain.

New Style

-ly Adverb Dress-Up

There are many IEW elements of style. The first elements we will learn are called *dress-ups* because they will help you “dress-up” your writing. The IEW dress-ups are descriptive words, phrases, or clauses. Today we will have fun practicing one of these: the *-ly adverb*.

An -ly adverb is simply 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. Can you think of any such words?

Practice

Choose different -ly adverbs to plug into the sentences below and notice how the meaning of the scene is changed. You may use the -ly adverbs in the box or -ly adverbs that you find in a thesaurus.

1. The king walked happily/angrily to his throne room.
2. There, a young knight was nervously/boldly waiting for him.
3. “What do you want?” the king asked kindly/hatefully.
4. “Her,” the knight replied humbly/savagely.
5. “Me?” the princess sweetly/woefully gasped.

angrily	excitedly	humbly	longingly	smugly
anxiously	fearfully	hysterically	nervously	stubbornly
boldly	happily	innocently	rudely	suspiciously
eagerly	hatefully	intrepidly	savagely	sweetly
evilly	hopefully	joyfully	sheepishly	woefully

Vocabulary words are in bold.

Unit 2: Writing from Notes

Style Practice

-ly Adverb Dress-Up

Write ideas for adding -ly adverbs. Then, choose your favorite idea to write in the blank of the sentence. You may use the a thesaurus for help. Also, some of your vocabulary words for Lesson 2 may be used. See the chart on pages 274–275.

1. Anglo-Saxons _____ *boldly* _____ raided Britain.

-ly adverb ideas _____ *boldly, intrepidly, successfully, brutally, savagely, greedily,*
_____ *tenaciously, ferociously* _____

Which vocabulary words from Lesson 2 might work in the above sentence? _____ *brazenly* _____

2. A monk named Augustine _____ *adeptly* _____ shared Christianity with the Anglo-Saxons.

-ly adverb ideas _____ *boldly, diligently, lovingly, adeptly, successfully, kindly, wisely* _____

Which vocabulary words from Lesson 2 might work in the above sentence? _____

_____ *benevolently, capably* _____

3. Anglo-Saxons ruled England _____ *mightily* _____ until 1066.

-ly adverb ideas _____ *arrogantly, mightily, proudly, powerfully, ably, strictly* _____

Which vocabulary words from Lesson 2 might work in the above sentence? _____

_____ *tenaciously, capably* _____

Vocabulary Practice

In each blank, write a vocabulary word from Lesson 1 that would make sense.

1. Anglo-Saxons were _____ *intrepid* _____ warriors.

2. Because the Roman Empire had been _____ *dilapidated* _____, Anglo-Saxons seized
the opportunity to invade Britain.

Unit 2 Composition Checklist

Writing
from
Notes

Lesson 2: Anglo-Saxons

Name: _____

Institute for
Excellence in
Writing
Listen. Speak. Read. Write. Think!**STRUCTURE**

- | | | |
|---|-------|--------|
| <input type="checkbox"/> MLA format (see Appendix I) | _____ | 25 pts |
| <input type="checkbox"/> title centered | _____ | 25 pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ | 25 pts |

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

- | | | |
|-------------------------------------|-------|--------|
| <input type="checkbox"/> -ly adverb | _____ | 25 pts |
|-------------------------------------|-------|--------|

MECHANICS (-1 pt per error)

- | | | |
|--|-------|-----|
| <input type="checkbox"/> capitalization | _____ | pts |
| <input type="checkbox"/> end marks and punctuation | _____ | pts |
| <input type="checkbox"/> complete sentences | _____ | pts |
| <input type="checkbox"/> spelling and usage | _____ | pts |

VOCABULARY

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

Total:	_____	100 pts
Custom Total:	_____	pts

Unit 2: Writing from Notes

SAMPLE

Lesson 3: Monasteries

Structure: IEW Unit 2: Writing from Notes

Style: no new stylistic techniques

Writing Topic: Monasteries

Optional Student Reading Assignment: During Lessons 2–5, students may read an appropriate version of the tales of King Arthur. Please see Appendix IV.

Lesson 3: Monasteries

UNIT 2: WRITING FROM NOTES

Lesson 3: Monasteries

Goals

- to practice the Unit 1 and 2 structural models
- to create a key word outline about monasteries
- to retell the content of a source text using just your outline
- to write a paragraph about monasteries
- to practice the -ly adverb dress-up
- to correctly use new vocabulary words: *pursue*, *reverently*, *earnestly*, *astutely*

Assignment Schedule

Note: Classes that meet weekly should complete Days 1 and 2 in class.

Day 1

1. Read the Review section on page 28.
2. Read “Monasteries” on page 30. With the help of your teacher, write a key word outline on page 31.
3. Retell the content of the source by covering the source text and telling the meaning of each line of notes.
4. Learn the new vocabulary words for Lesson 3: *pursue*, *reverently*, *earnestly*, *astutely*.

Day 2

1. Retell the content of the source by reviewing your outline from Day 1. Be sure you understand everything on it. If a note is unclear, check the source text and add what you need to in order to understand it.
2. Practice style ideas for an -ly adverb and vocabulary words on page 32.
3. Begin to write your own paragraph, using only the outline and the style practice ideas to guide you. Do not look back at the source text. *Write in your own words*. Follow the checklist.

Day 3

1. Finish writing your paragraph. Include and underline the element of style on the checklist, page 33. Check off each item when you are sure you have completed it. Let an editor proofread.
2. Review all vocabulary words learned thus far.

Unit 2: Writing from Notes

Day 4

1. Write or type a final draft, making any corrections your editor asked you to make.
2. Let an editor proofread again. He or she should check that all elements of structure and style are included and labeled as instructed on the checklist. Paperclip the checklist to your final draft to be turned in.

Study for Vocabulary Quiz 1. It will cover words from Lessons 1–3.

Review

Play a vocabulary game to prepare for the quiz next week. See Appendix VI of the Teacher's Manual.

Tip

Collect all quizzes from Appendix V of the Student Books. That way, if a student comes to class without his book on quiz day, you will have his quiz.

Lesson 3: Monasteries



Unit 2: Writing from Notes






Source Text**Monasteries**

During the Middle Ages, some Christians believed that in order to be more holy, they needed to separate from society. Many escaped into the wilderness to live as hermits in caves. Eventually, though, people who believed this gathered into groups and built homes called monasteries or abbeys. The men were called monks, and the head monk was called the abbot, meaning father. Because most monks could read and write, they made copies of the scriptures and other books. They also wrote records of important events that occurred during their time. Monasteries became places of learning. They also became inns for travelers, who were given food and lodging whether or not they could pay. Monasteries were places of peace and hope during the difficult days of the Middle Ages.

Sample


Lesson 3: Monasteries

Key Word Outline

- I. M-A, , > holy, separate
1.  wilderness, caves, hermits
2. groups, , s, monasteries = abbeys
3. , monks,  = abbot, (father)
4. copied, scriptures, books
5. recorded, important, events
6. monasteries, places, learning
7. + inns, free, poor
8. places, peace, difficult, M-A

Symbols you might find useful:

 = home/house

 = man/men/male

Vocabulary words are in bold.

Ask students to share aloud sentences that use vocabulary words. Offer a ticket for each word that could be used in the writing assignment. (See Appendix VI for an explanation of tickets.)

Unit 2: Writing from Notes

Style Practice

-ly Adverb Dress-Up

Write ideas for adding -ly adverbs. Then, choose your favorite idea to write in the blank of the sentence. You may use a thesaurus for help. See the chart on pages 274–275.

1. The head monk was **reverently** called abbot, meaning father.

 *affectionately, respectfully, **reverently**, warmly*

2. Monks **earnestly** copied the scriptures.

 *diligently, carefully, reverently, meticulously, astutely, **earnestly***

3. Monasteries **benevolently** welcomed and lodged travelers.

 ***benevolently**, affectionately, kindly, compassionately, commonly, generously*

Vocabulary Practice

In each blank, write a vocabulary word from Lessons 1–3 that would make sense. You may use any form of a vocabulary word. For example, you may remove an -ly or add an -ed or -ing. See the chart on pages 274–275.

1. Men who became monks *earnestly* desired to *pursue*

a life of holiness.

2. Most monks were *astute* men who could read and write.

Lesson 3: Monasteries

Unit 2 Composition Checklist

Lesson 3: Monasteries

Writing
from
Notes

Name: _____



Institute for
Excellence in
Writing
Listen. Speak. Read. Write. Think!

STRUCTURE

- | | | |
|---|-------|--------|
| <input type="checkbox"/> MLA format (see Appendix I) | _____ | 25 pts |
| <input type="checkbox"/> title centered | _____ | 25 pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ | 25 pts |

STYLE

¶1 Dress-Ups (underline one of each) (25 pts each)

- | | | |
|-------------------------------------|-------|--------|
| <input type="checkbox"/> -ly adverb | _____ | 25 pts |
|-------------------------------------|-------|--------|

MECHANICS (-1 pt per error)

- | | | |
|--|-------|-----|
| <input type="checkbox"/> capitalization | _____ | pts |
| <input type="checkbox"/> end marks and punctuation | _____ | pts |
| <input type="checkbox"/> complete sentences | _____ | pts |
| <input type="checkbox"/> spelling and usage | _____ | pts |

VOCABULARY

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

Total: _____ 100 pts
Custom Total: _____ pts

Unit 2: Writing from Notes

SAMPLE