



Listen. Speak. Read. Write. Think!

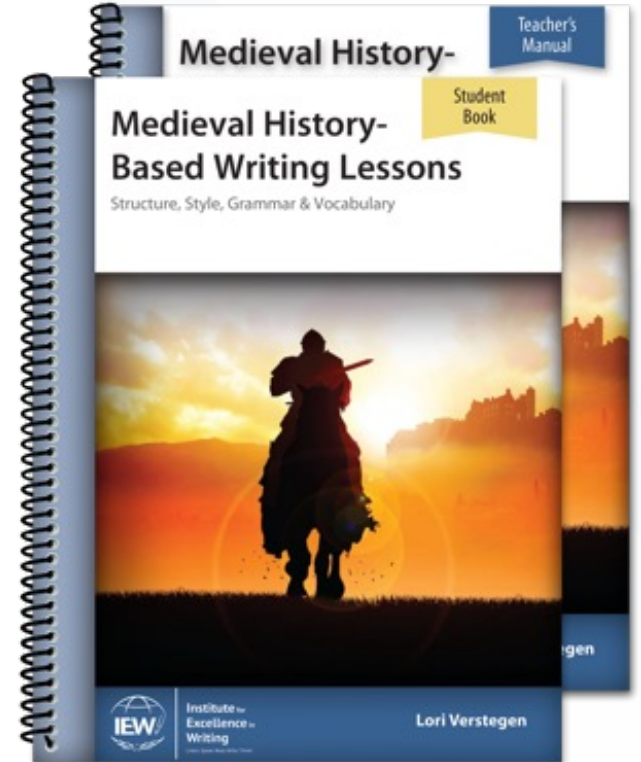
Medieval History-Based Writing Lessons Support for Unit 4

Andrew Pudewa

Founder and Director
Institute for Excellence in Writing

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/MHW-TS



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Tonight's Outline

- Tools for Teaching This Course
- Structural Models Pacing
- Overview of Unit 4
- Practice of Unit 4
 - Lesson 9: *Charlemagne*
- Advanced Additions
- Stylistic Techniques Pacing
- Checklist Preview
- Questions and Answers
- Gift certificate winner announced!

Tools for Teaching This Course

- Teaching Writing: Structure and Style® Seminar Workbook

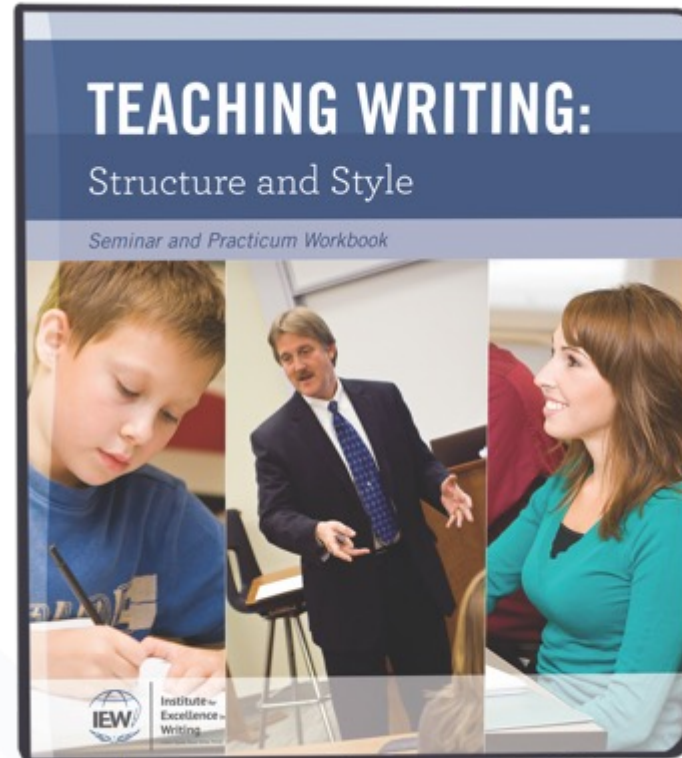
IEW.com/TWSS

Premium Membership (optional)

IEW Checklist Generator™

TWSS Streaming

Mini Posters



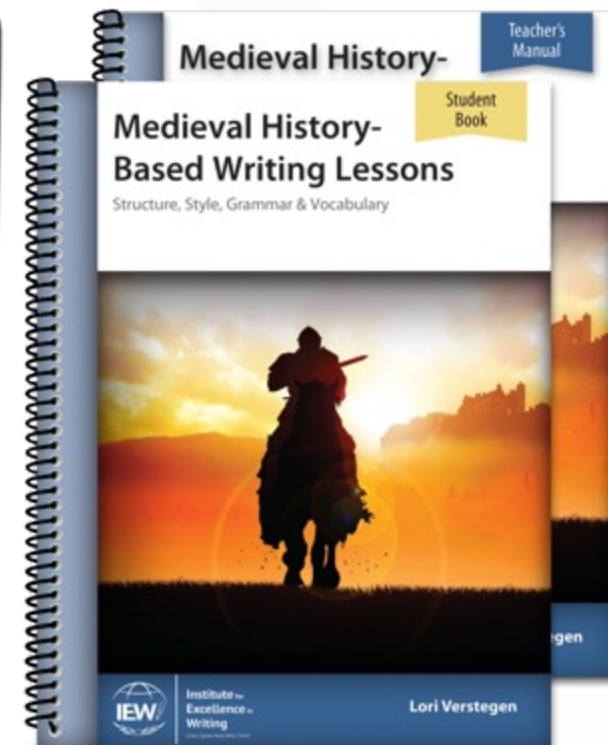
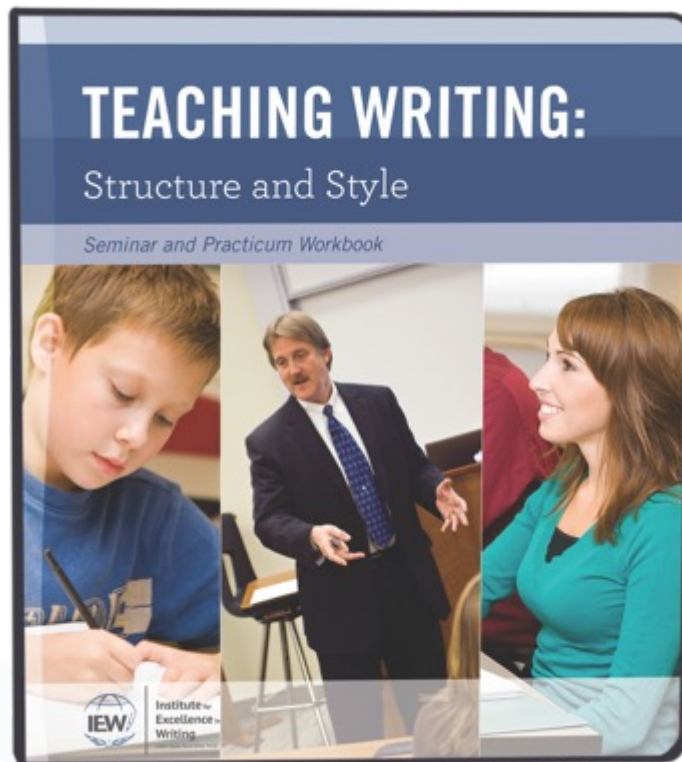
Tools for Teaching This Course

- Teaching Writing: Structure and Style[®] Seminar Workbook
- Medieval History-Based Writing Lessons Teacher/Student Combo

IEW.com/MHW-TS

Teacher's Manual includes suggested answers.

Each student needs his or her own Student Book. The Student Book may be reproduced for use within the same physical household.





Structural Models Pacing

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



Unit 4: Summarizing a Reference

Units 1 and 2 are easy.

Key words come in every sentence.

UNIT

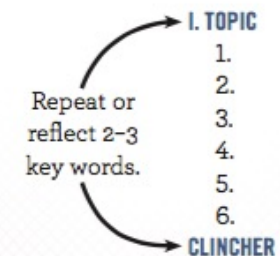
4

Summarizing a Reference

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



Topic-Clincher Rule



Unit 4: Summarizing a Reference

Units 1 and 2 are easy.

Key words come in every sentence.

Unit 3 is different.

Key words come from the brain.

UNIT

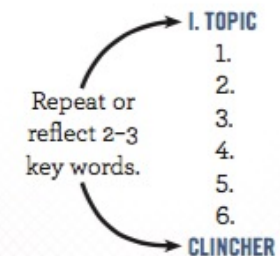
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Summarizing a Reference

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



Topic-Clincher Rule



Unit 4: Summarizing a Reference

Units 1 and 2 are easy.

Key words come in every sentence.

Unit 3 is different.

Key words come from the brain.

Unit 4 requires more thought.

Key words come from facts.

UNIT

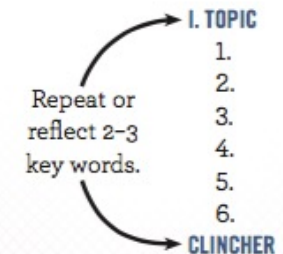
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Summarizing a Reference

- Key words from facts.
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Topic-Clincher Rule



Unit 4: Summarizing a Reference

Goals and Materials

Goals

- to take notes from a reference and write a summary
- to create a KWO from interesting or important (or relevant) facts pulled from one “too long” source text
- to introduce the topic sentence and the clincher sentence

UNIT

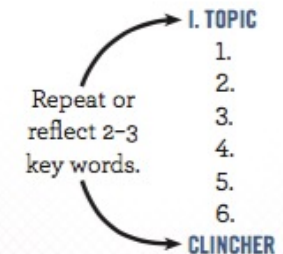
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Topic-Clincher Rule



Unit 4: Summarizing a Reference

Goals and Materials

Goals

- to take notes from a reference and write a summary
- to create a KWO from interesting or important (or relevant) facts pulled from one “too long” source text
- to introduce the topic sentence and the clincher sentence

Recommended Materials

- Use MHW source texts. You do not need outside sources.
- Display the reminder sign with Topic-Clincher Rule.
- Provide highlighters.

UNIT

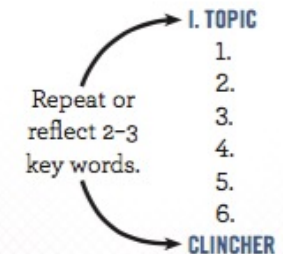
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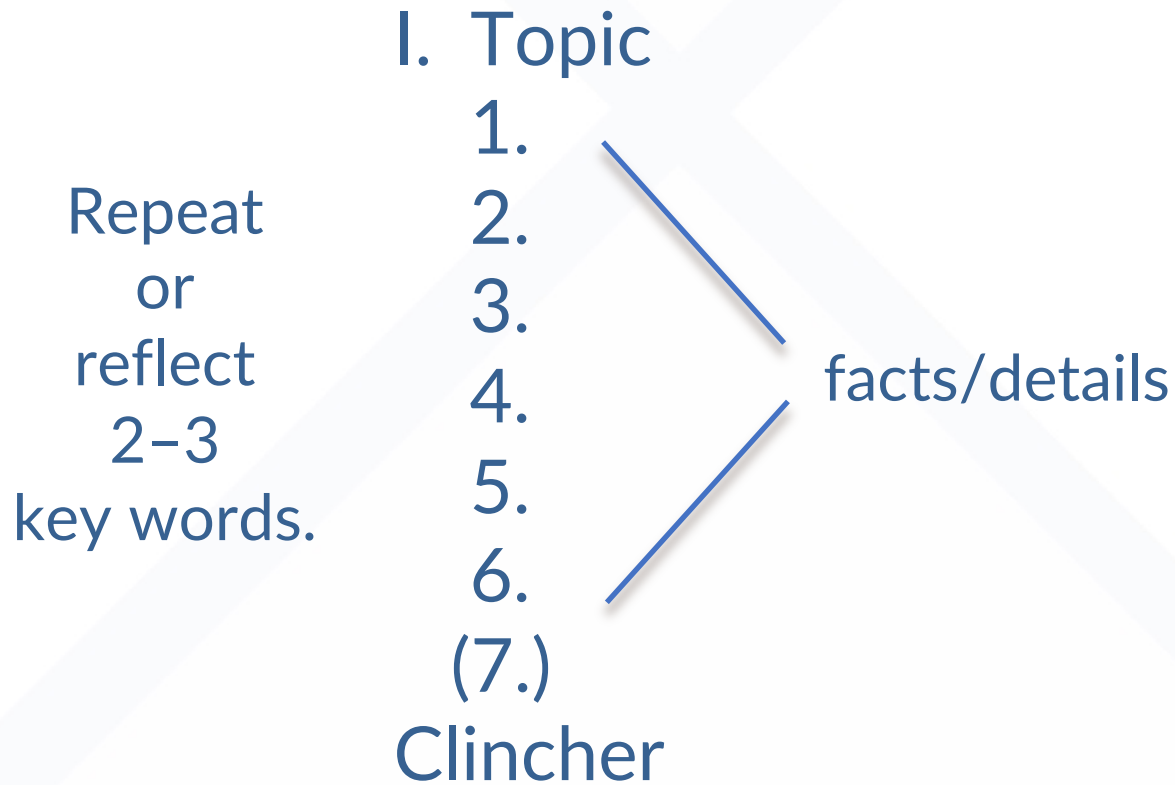
Topic-Clincher Rule





The Topic-Clincher Rule

Memorize the rule!





The Topic-Clincher Rule

Memorize the rule!

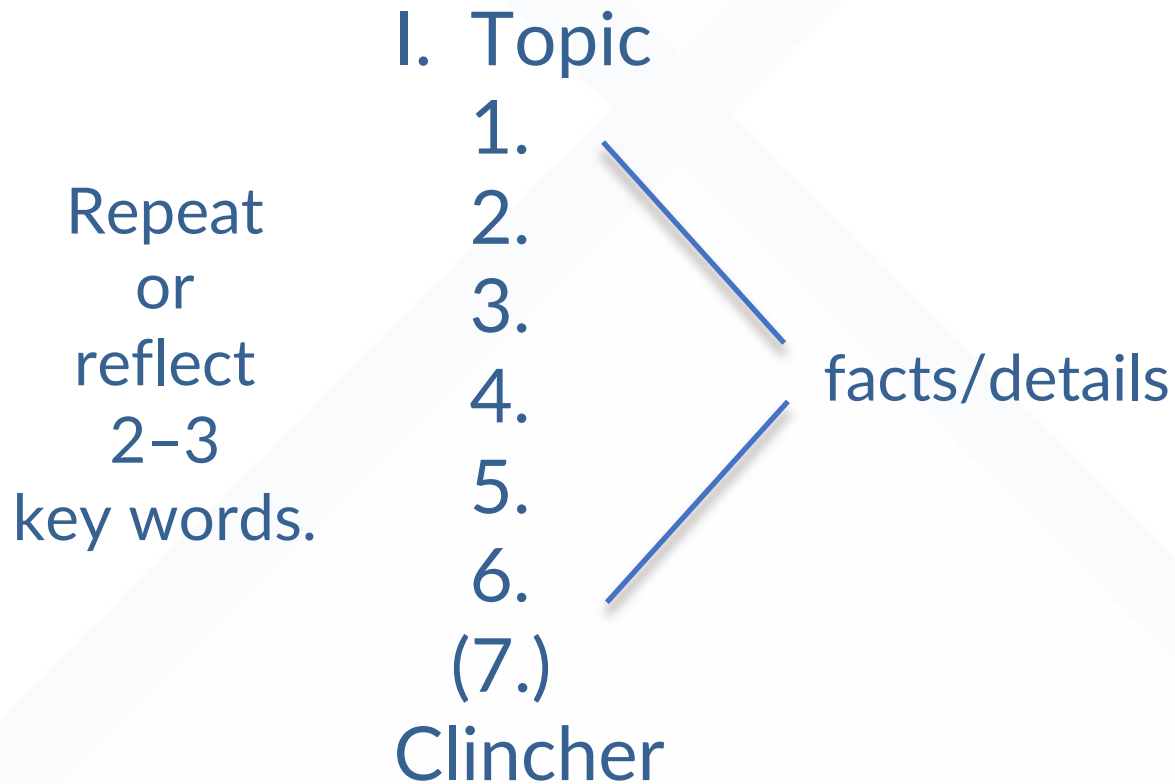




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The Topic-Clincher Rule

Memorize the rule!



of facts
determined by
teacher; give
an option of
“or +1”

If students do not understand, have them simply rewrite the topic sentence and change 1-2 words by using a thesaurus.

Clincher can sometimes be combined with last detail in outline.



Listen. Speak. Read. Write. Think!

Unit 4: Summarizing a Reference Teaching Procedure

1. Reports – but maybe not a finished product (think process).
2. Assignments:
Communicate # of topics = #¶s
of facts per paragraph
3. # of facts/details per topic (6-7)
4. How to choose? interesting vs. important (relevant)
5. “Summarize” vs. “Some-a-rize” Choose some; ignore the rest.
6. Use the source texts in MHW. They are designed to work well for this age level and ability.
7. Think about the funnel. Gradually increase source lengths.

SUMMARIZING

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



Unit 4

Let's try it together!

Lesson 9: *Charlemagne*
page 82

Source Text

Charlemagne

Charlemagne, whose name means “Charles the Great,” is one of the most famous rulers of the Middle Ages. He was born in A.D. 742. He was the son of King Pepin the Short and the grandson of Charles the Hammer. From them he inherited the kingdom of the Franks. The Franks lived in what is now France and part of Germany.

Charlemagne was a deeply religious man. He wanted to recapture lands taken by barbarians in order to spread his idea of the Christian faith everywhere. For thirty years he fought many wars. By 800, his empire covered almost all of western Europe. There had not been an empire so large since ancient Rome. In his zeal to spread his faith, he forced those he conquered to be baptized. In addition, all across his empire he made reforms to improve the lives of his people. He made uniform laws, and he hired loyal men to keep law and order. In exchange for their service, he gave them land. This was the beginning of knighthood. He built roads so people, especially priests and teachers, could travel more easily. He established many schools, the most famous one being in his palace. For these schools he sought the best teachers from all over the world. He believed that education should be free for all who wanted it. Charlemagne had such a huge impact on so much of Europe that he is sometimes called “the Father of Europe.”





Listen. Speak. Read. Write. Think!

Charlemagne

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

Clincher

Don't look at the
Teacher's Manual!

You take notes on your paper.
I will do the same.

After you create a KWO, the rest is easy!

- One topic = one paragraph
Lessons 9, 10, 11
- Two topics = two paragraphs
Lesson 12





Listen. Speak. Read. Write. Think!

Advanced Additions for More Experienced IEW Students

- See blue page.
- Use Lesson 9 Advanced Additions source text:
“Founder of the Holy Roman Empire” (Charlemagne).
- Add new decoration: quotation.
- Do this lesson in place of or in addition to the one in the book.

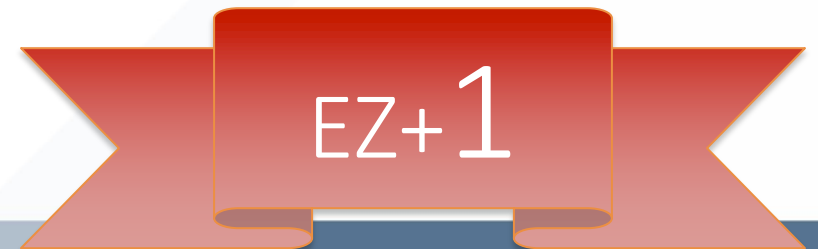
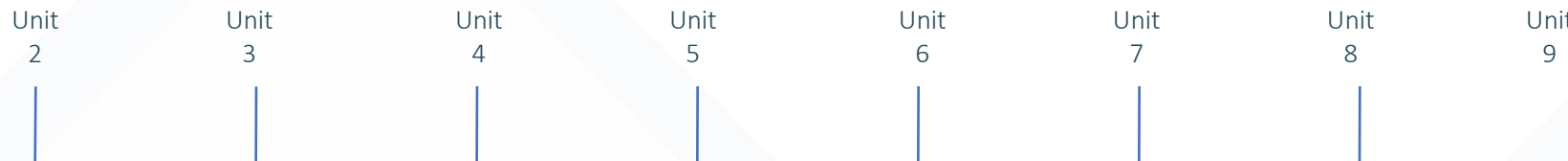


Listen. Speak. Read. Write. Think!

Stylistic Techniques Pacing

Techniques should be “dripped” in as they become _____.

Example:



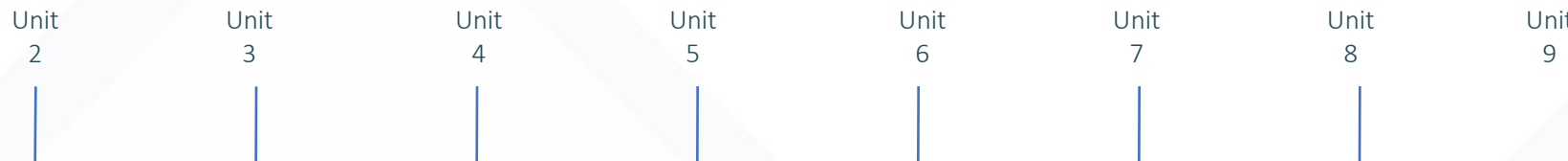


Listen. Speak. Read. Write. Think!

Stylistic Techniques Pacing

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

Example:



EZ+1

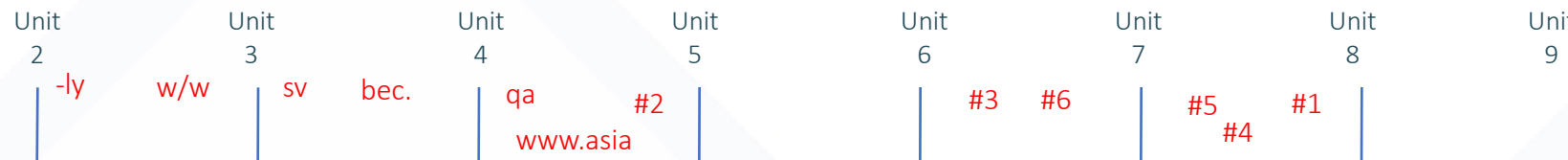


Listen. Speak. Read. Write. Think!

Stylistic Techniques Pacing

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

Example:

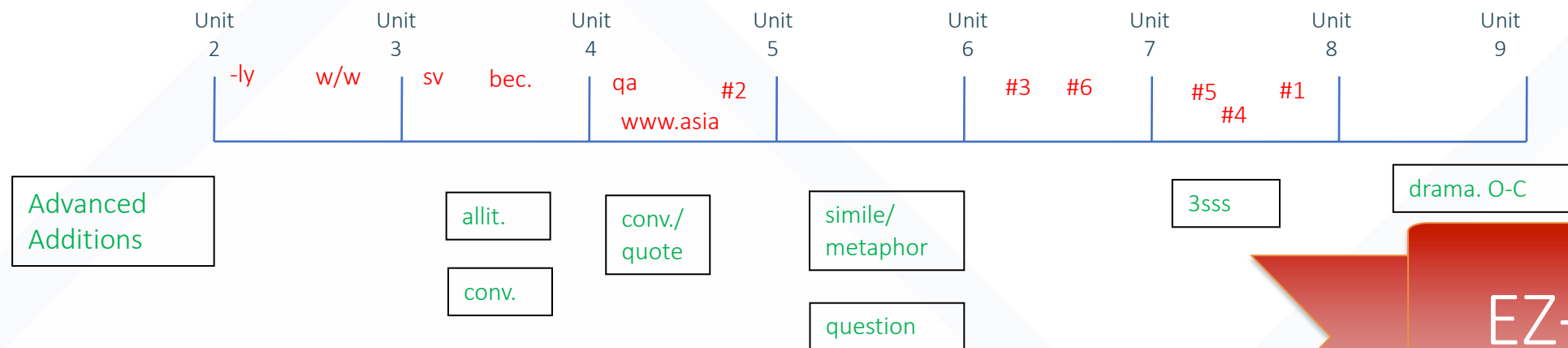


EZ+1

Stylistic Techniques Pacing

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

Example:





Listen. Speak. Read. Write. Think!

Checklist Preview

- Structure
 - MLA
 - title
 - topic-clincher rule
 - submission
- Style: one each per ¶
 - ly adverb
 - who/which* clause
 - strong verb
 - because* clause
 - banned words
- Mechanics and Vocabulary

Unit 4: Summarizing a Reference

Unit 4 Composition Checklist Lesson 9: Charlemagne

Summarizing
a Reference

Name: _____



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Since 1988

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 | _____ | 3 (pts) |
| <input type="checkbox"/> topic-clincher sentences repeat or reflect 2–3 key words (highlight or bold) | _____ | 3 (pts) |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ | 1 (pt) |

STYLE (one of each in each paragraph)

- | | | |
|--|-------|--------------|
| 11 Dress-Ups (underline) | | (3 pts each) |
| <input type="checkbox"/> -ly adverb | _____ | 3 (pts) |
| <input type="checkbox"/> <i>who/which</i> clause | _____ | 3 (pts) |
| <input type="checkbox"/> strong verb | _____ | 3 (pts) |
| <input type="checkbox"/> <i>because</i> clause | _____ | 3 (pts) |
| <input type="checkbox"/> banned words: go/went, say/said (-1 for each use) | _____ | (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"/> spelling and usage | _____ | 1 (pt) |

VOCABULARY

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

Total: _____ 25 (pts)
Custom Total: _____ (pts)



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Adjustments for Style

- Remember the EZ+1 rule!
- Allow students and parents to dictate what they will include on their checklist, not the IEW text.

Unit 4: Summarizing a Reference

Unit 4 Composition Checklist Lesson 9: Charlemagne

Summarizing
a Reference

Name: _____



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Excellence in
Writing
Since 1989

STRUCTURE

- | | | |
|---|-------|---------|
| <input type="checkbox"/> MLA format (see Appendix I) | _____ | 2 (pts) |
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STYLE (one of each in each paragraph)

- | | | |
|--|-------|--------------|
| 11 Dress-Ups (underline) | | (3 pts each) |
| <input type="checkbox"/> -ly adverb | _____ | 3 (pts) |
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| <input type="checkbox"/> strong verb | _____ | 3 (pts) |
| <input type="checkbox"/> because clause | _____ | 3 (pts) |
| <input type="checkbox"/> banned words: go/went, say/said (-1 for each use) | _____ | (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"/> spelling and usage | _____ | 1 (pt) |

VOCABULARY

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

Total: _____ 25 (pts)
Custom Total: _____ (pts)



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IEW Checklist Generator™

- Easily adjust style with the IEW Checklist Generator™.

Speed it up!

Slow it down.



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- Premium Membership annual renewal fee is only \$39!

<input checked="" type="checkbox"/> Standard Templates	
<input type="checkbox"/> Product Templates	
<input type="checkbox"/> Bible-Based (BBW)	(30)
<input type="checkbox"/> Fables, Myths, Fairy Tales (FMF)	(27)
<input type="checkbox"/> Medieval (MHW)	(56)
<input checked="" type="checkbox"/> My Custom Checklists	(8)

Anglo-Saxons Writing From Notes
Lesson 2 Level: B

Name: _____ Date: _____

STRUCTURE

- MLA format
- title centered on top
- checklist on top, final draft, rough draft, key word outline

STYLE

Dress-Ups (underline one of each)

5

- ly adverb

CHECK FOR BANNED WORDS :

MECHANICS

- capitalization
- end marks and punctuation
- complete sentences (Does it make sense?)
- correct spelling

VOCABULARY

- vocab. requirement removed



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Questions and Answers





We're here to help!

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Podcasts IEW.com/podcast

Forum IEW.com/forum

Blogs IEW.com/blog

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Magalog IEW.com/magalog

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IEW's 2022

FALL CONFERENCE

Inspiration and Encouragement
for Teachers and Parents

[IEW.com/fall-conference](https://www.iew.com/fall-conference)

October 14, 2022

Andrew Pudewa
IEW's Founder and Director





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



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Join us next time!

Medieval History-Based Writing Lessons Support for Unit 5

Unit 5: Writing from Pictures

November 14, 2022

7:30 PM Central Time

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