



Listen. Speak. Read. Write. Think!

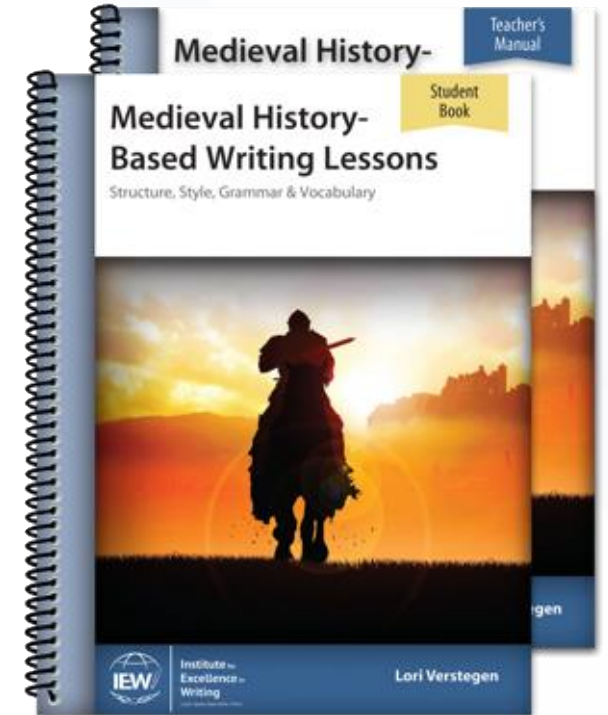
Medieval History-Based Writing Lessons Support for Unit 8

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?



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Tonight's Outline

- Tools for Teaching This Course
- Structural Models Pacing
- Overview of Unit 8
- Practice of Unit 8
 - Lesson 25: *Knights, Part 3*
- Stylistic Techniques Pacing
- Checklist Preview
- How to Convert an Essay into a Speech
- Questions and Answers
- Gift certificate winner announced!

Tools for Teaching This Course

- Teaching Writing: Structure and Style® Seminar Workbook

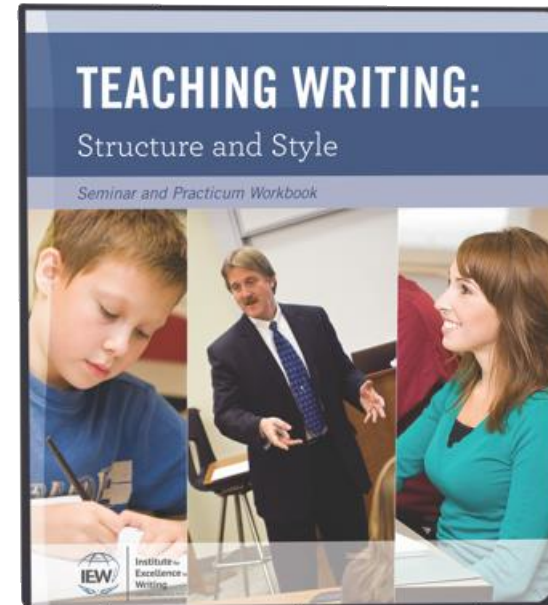
IEW.com/TWSS

Premium Membership (optional)

IEW Checklist Generator™

TWSS Streaming

Mini Posters



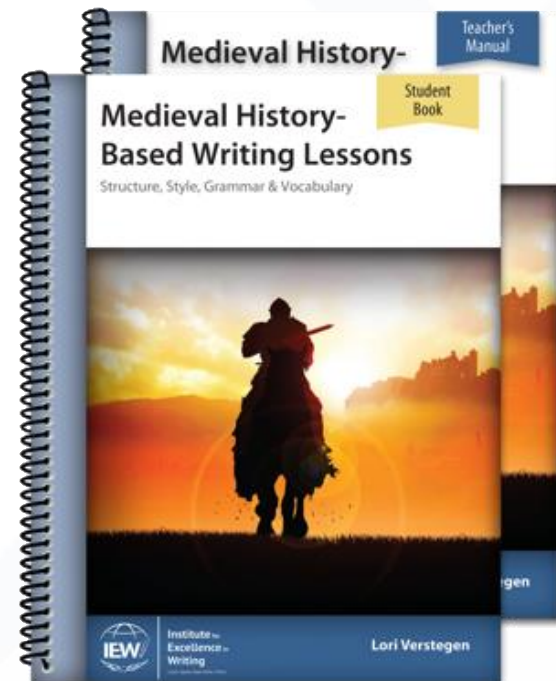
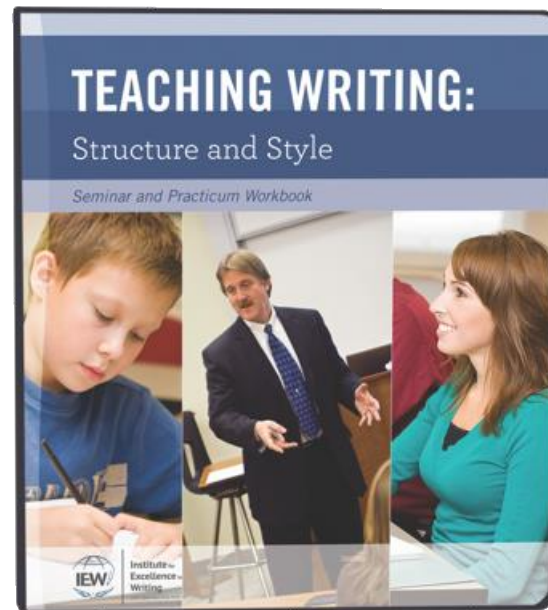
Tools for Teaching This Course

- 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 8: Formal Essay Models

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 5 allows for imagination.

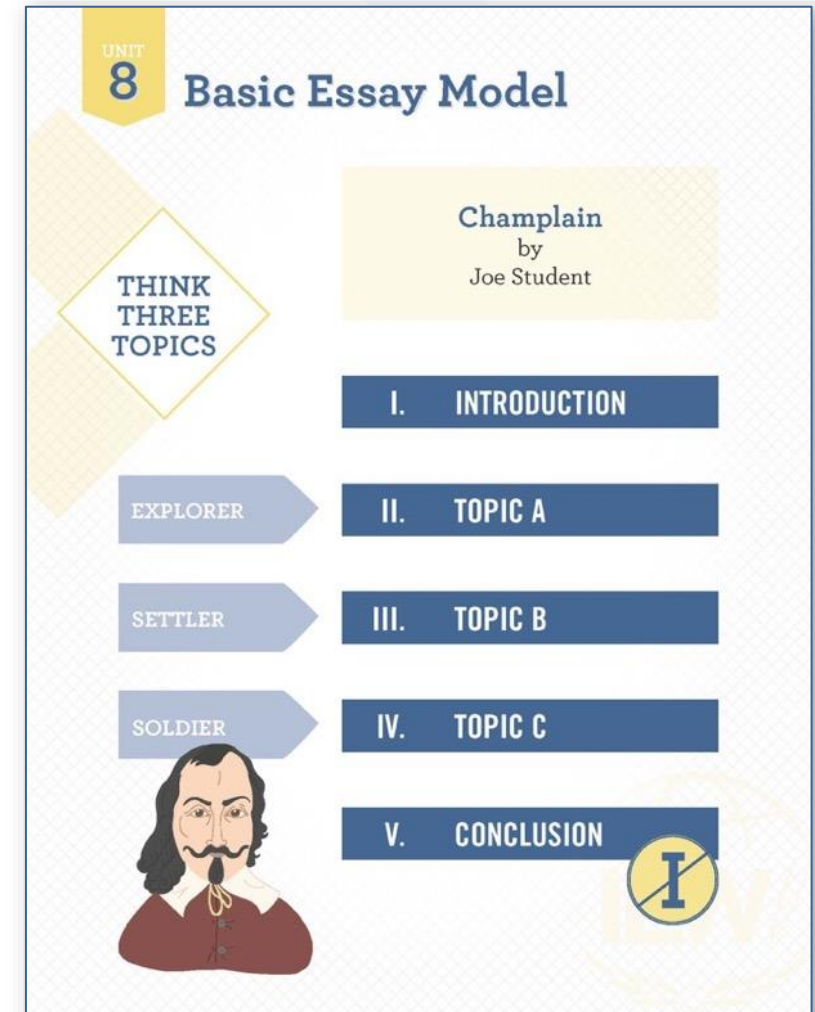
Key words come from answers to questions about a picture.

Unit 6 increases the complexity.

Key words come from facts that must be selected from multiple sources.

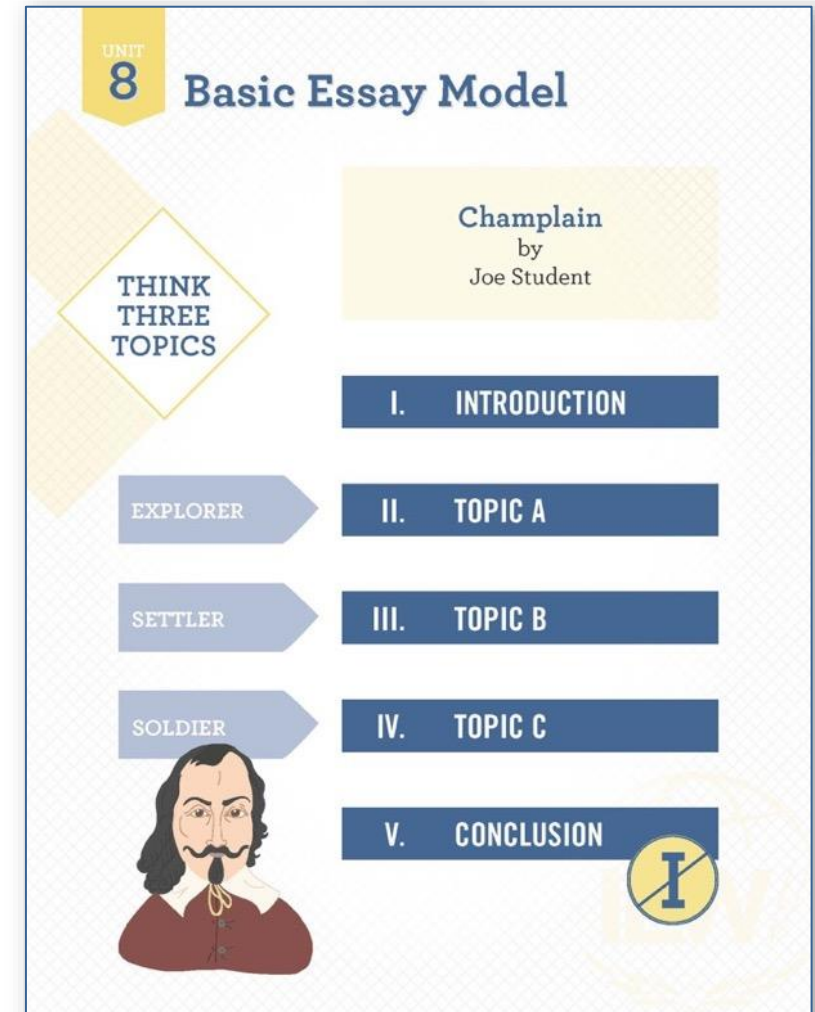
Unit 7 depends fully upon the student.

Key words come from ideas generated during the invention process.



Unit 8: Formal Essay Models

Unit 8 lends purpose to factual compositions.
The student's opinion is added to the
research process.

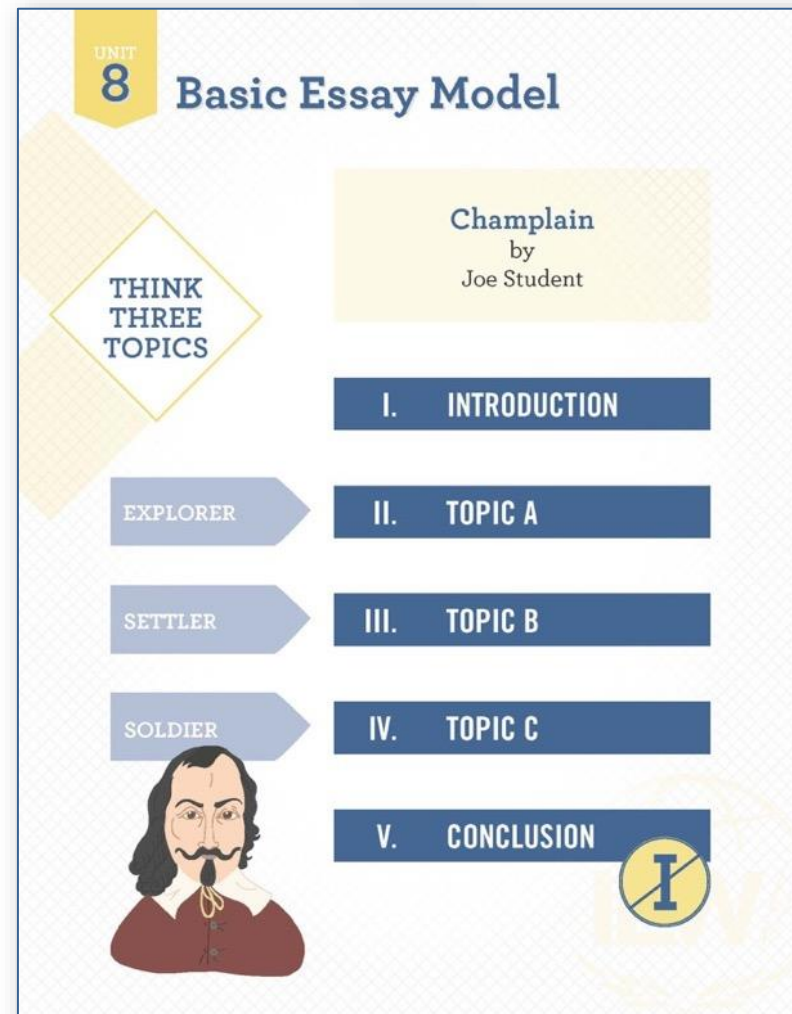


Unit 8: Formal Essay Models

What is an essay?

Essay: a short literary composition on a particular theme or subject, usually in prose and generally analytic, speculative, or interpretative. (Dictionary.com)

Latin *exagium*: a weighing



Unit 8: Formal Essay Models

What is the difference between an essay and a report?

Reports

facts

#¶ = topics

Essays

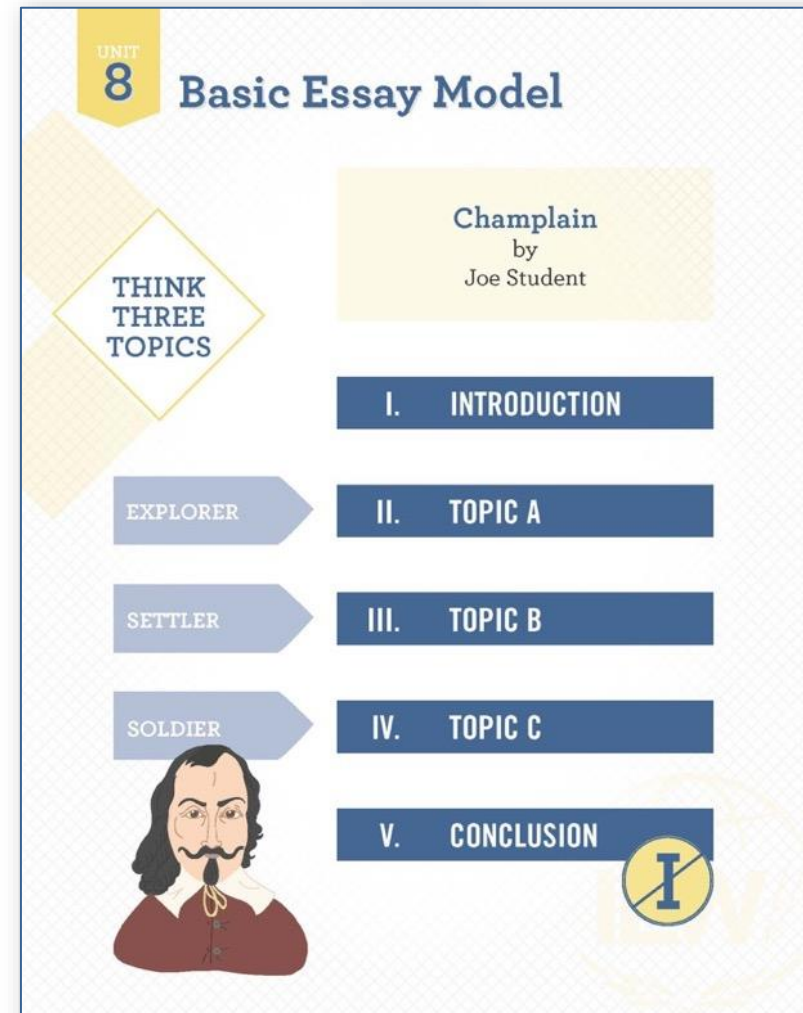
facts plus opinion

#¶ = topics

add introduction and conclusion

most important and why

opinion in conclusion

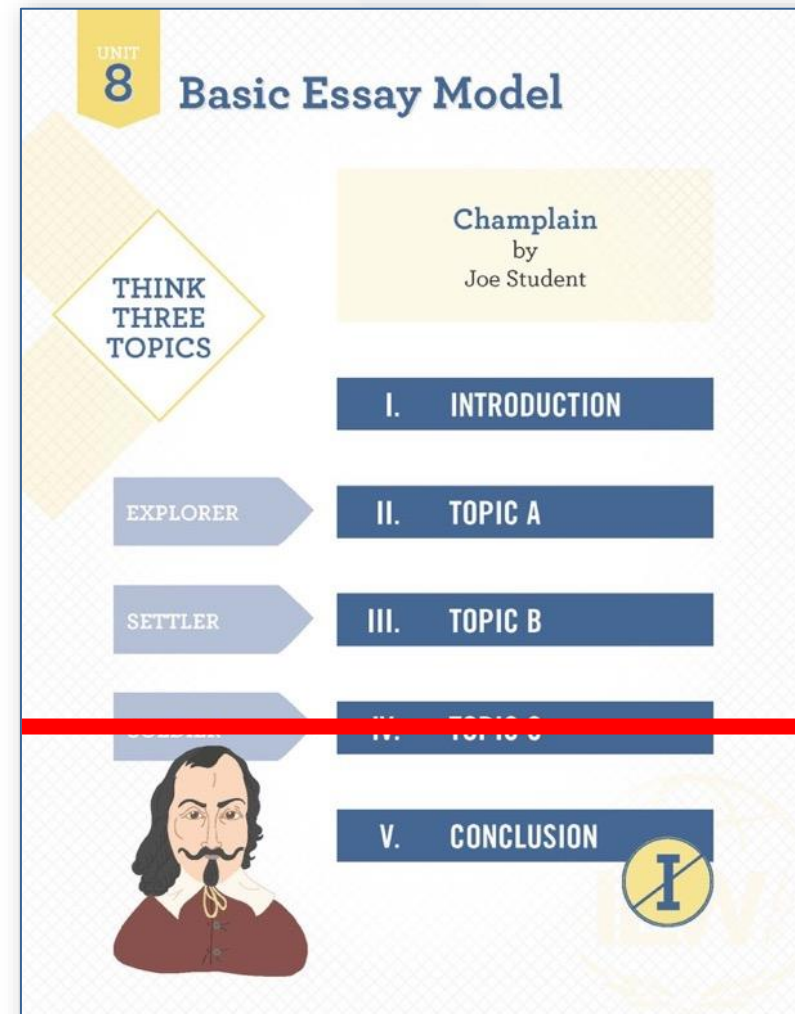


Unit 8: Formal Essay Models

Goals and Materials

Goals

- to create a key word outline from material generated by the research process
- to combine the skill of summarizing references with the skill of writing an introduction and conclusion
- to learn the five-paragraph essay model, with four-paragraph variation



Unit 8: Formal Essay Models

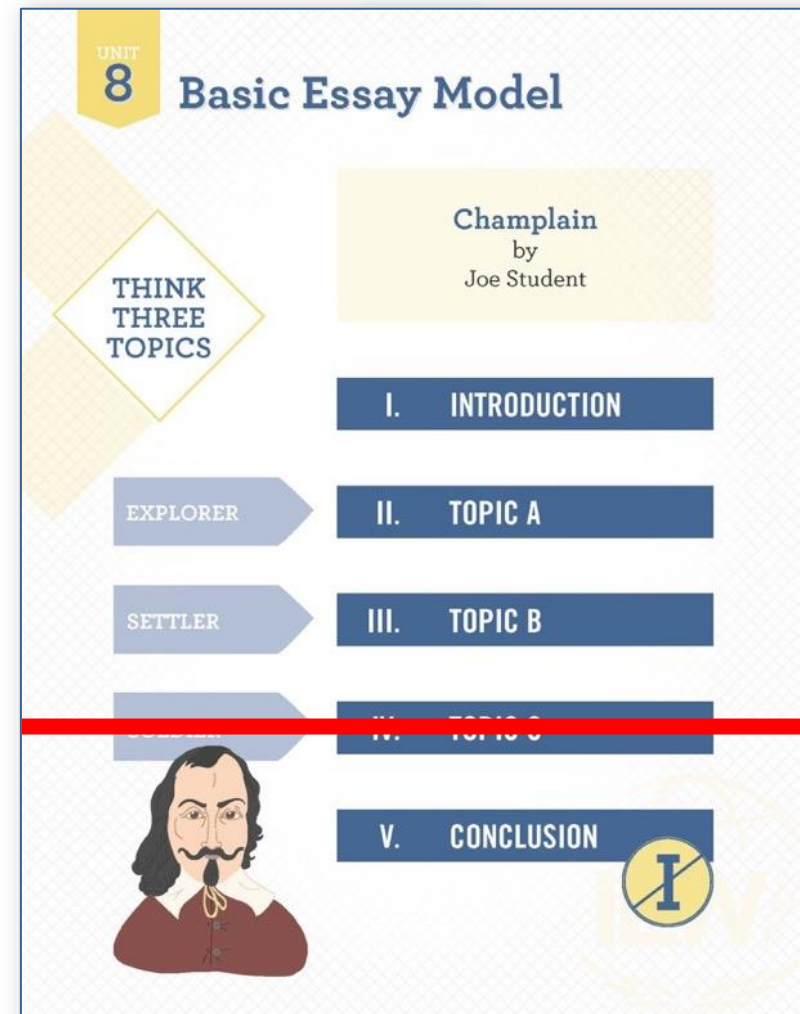
Goals and Materials

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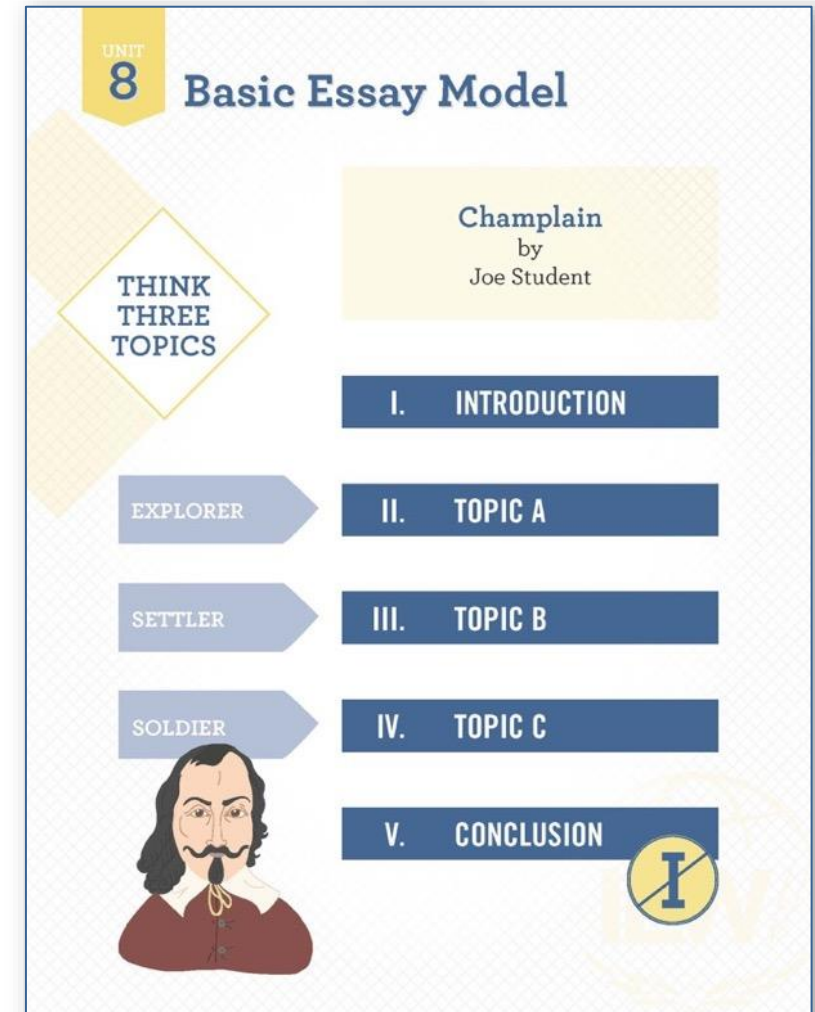
Recommended Materials

- Use student compositions from Unit 6 assignments (Lessons 17 and 18).
- Display Unit 8 mini-poster.



Unit 8: Formal Essay Models

1. Determine the subject.
2. List possible topics related to that subject.
3. Choose topics.
number needed related
4. Make body paragraph KWOs using the source texts.
5. Write body paragraphs.
6. Write conclusion.
restate topics, most important and why
7. Write introduction.
attention getter, background, state topics





Listen. Speak. Read. Write. Think!

Basic Essay: 5 Paragraph

Step One: Subject

The subject is provided: *knights*.

Step Two: List Possible Topics

Step Three: Choose Topics

I. Introduction

1. Attention getter
2. Background/Thesis
3. State Topics

II. Topic A

- 1.
2. etc.

Clincher

III. Topic B

- 1.
2. etc.

Clincher

IV. Topic C

- 1.
2. etc.

Clincher

V. Conclusion

1. Re-state Topics
2. Most Significant
3. & WHY



Listen. Speak. Read. Write. Think!

Basic Essay: 5 Paragraph

Step Four: Body ¶ KWOs

Remember that two paragraphs are already complete.

1st

Step Five: Write Body ¶s

I. Introduction

1. Attention getter
2. Background/Thesis
3. State Topics

II. Topic A

- 1.
2. etc.

Clincher

III. Topic B

- 1.
2. etc.

Clincher

IV. Topic C

- 1.
2. etc.

Clincher

V. Conclusion

1. Re-state Topics
2. Most Significant
3. & WHY



Listen. Speak. Read. Write. Think!

Basic Essay: 5 Paragraph

II. Topic A

- 1.
- 2.
- 3.
- 4.
- 5.

Clincher

1st

I. Introduction

1. Attention getter
2. Background/Thesis
3. State Topics

II. Topic A

- 1.
2. etc.

Clincher

III. Topic B

- 1.
2. etc.

Clincher

IV. Topic C

- 1.
2. etc.

Clincher

V. Conclusion

1. Re-state Topics
2. Most Significant
3. & WHY



Listen. Speak. Read. Write. Think!

Basic Essay: 5 Paragraph

II. Topic A

III. Topic B

- 1.
- 2.
- 3.
- 4.
- 5.

Clincher

1st

I. Introduction

1. Attention getter
2. Background/Thesis
3. State Topics

II. Topic A

- 1.
2. etc.

Clincher

III. Topic B

- 1.
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Clincher

IV. Topic C

- 1.
2. etc.

Clincher

V. Conclusion

1. Re-state Topics
2. Most Significant
3. & WHY



Listen. Speak. Read. Write. Think!

Basic Essay: 5 Paragraph

II. Topic A

III. Topic B

- 1.
- 2.
- 3.
- 4.
- 5.

Clincher

1st

I. Introduction

1. Attention getter
2. Background/Thesis
3. State Topics

II. Topic A

- 1.
2. etc.

Clincher

III. Topic B

- 1.
2. etc.

Clincher

IV. Topic C

- 1.
2. etc.

Clincher

V. Conclusion

1. Re-state Topics
2. Most Significant
3. & WHY

Remember that this week's assignment is a four-paragraph variation.



Listen. Speak. Read. Write. Think!

Basic Essay: 5 Paragraph

Last

Step Six: Write Conclusion

Restate the topics.

Tell what is most important and why.

1st

Step Seven: Write Introduction

Write attention getter.

Include background information.

State the topics.

2nd

I. Introduction

1. Attention getter
2. Background/Thesis
3. State Topics

II. Topic A

- 1.
2. etc.

Clincher

III. Topic B

- 1.
2. etc.

Clincher

IV. Topic C

- 1.
2. etc.

Clincher

V. Conclusion

1. Re-state Topics
2. Most Significant
3. & WHY



Unit 8

Let's try it together!

Lesson 25: Knights, Part 3

UNIT 8: FORMAL ESSAY MODELS

Lesson 25: Knights, Part 3

Goals

- to be introduced to the Unit 8 Formal Essay structural model
- to review the components for an introduction and a conclusion paragraph
- to add an introduction and a conclusion paragraph to the body paragraphs written in Lessons 17–18



Unit 8

Let's try it together!

IV. Key Word Outline for Conclusion

Topic A _____

Topic B _____

Most significant _____

Why? _____

Title repeats 1–3 key words from final sentence.



Listen. Speak. Read. Write. Think!

Unit 8

Let's try it together!

I. Key Word Outline for Introduction

Attention getter _____

Background _____

Topic A _____

Topic B _____



Listen. Speak. Read. Write. Think!

Unit 8

Lesson 26 Preparation

Unit 8: Formal Essay Models

Important

Read page 219 of Lesson 26. Choose a prominent person of the Renaissance as the subject of your essay for Lesson 26. Find three fairly short sources of information about that person and bring them to class. There is list of possible subjects on page 219, but you may think of another.

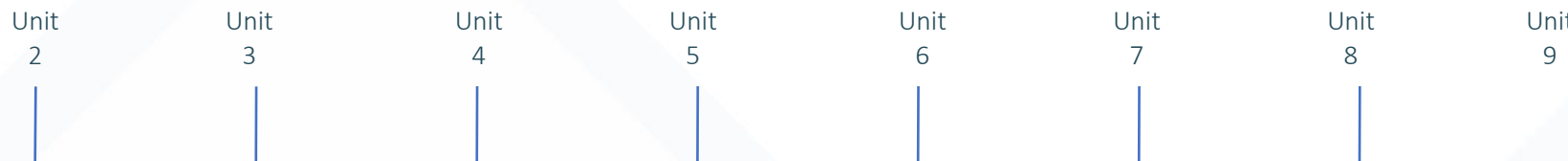


Listen. Speak. Read. Write. Think!

Stylistic Techniques Pacing

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

Example:

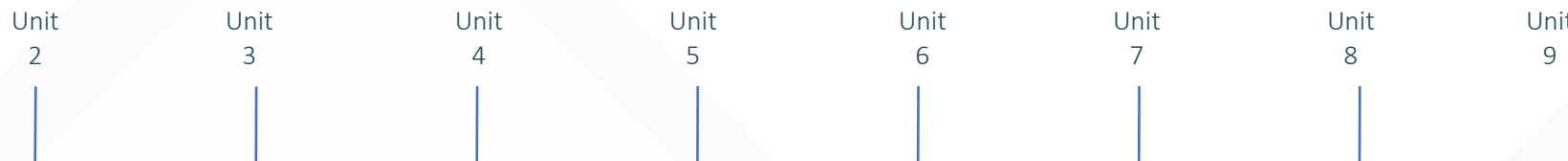




Stylistic Techniques Pacing

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

Example:



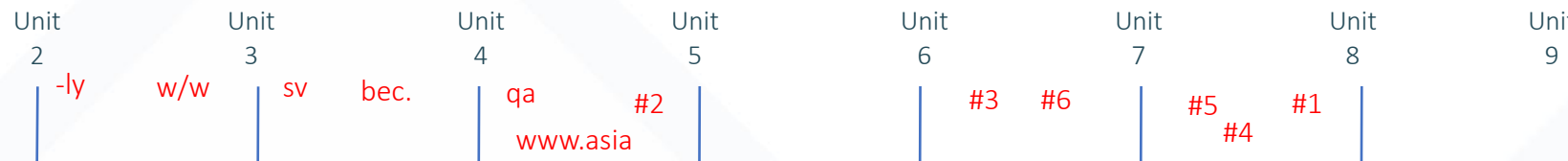


Listen. Speak. Read. Write. Think!

Stylistic Techniques Pacing

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

Example:



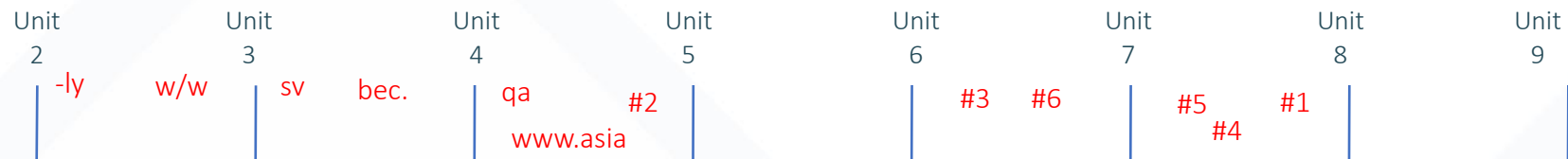
EZ+1



Stylistic Techniques Pacing

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

Example:



Advanced Additions

allit.

conv.

conv./ quote

simile/ metaphor

question

3sss

drama. O-C



Checklist Preview

Checklist for Lesson 25 is only for the introduction and conclusion.

Structure

MLA

title centered

introduction

conclusion

submission

Unit 8 Composition Checklist

Formal
Essay
Models

Lesson 25: Knights, Part 3 introduction and conclusion

Name: _____



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STRUCTURE

MLA format (see Appendix I) _____ 1 pt

title centered _____ 1 pt

Introduction

attention getter background topics stated (highlight or bold) _____ 9 pts

insert body paragraphs _____ 2 pts

Conclusion

restate topics (highlight or bold) most significant/why _____ 9 pts

final sentence repeats 1-3 key words for the title _____

checklist on top, final draft, rough draft, key word outline _____ 2 pts

STYLE (one of each in each paragraph)

¶1 ¶4 Dress-Ups (underline) (1 pt each)

-ly adverb _____ 2 pts

who/which clause _____ 2 pts

strong verb _____ 2 pts

quality adjective _____ 2 pts

www.asia.b clause _____ 2 pts

banned words: go/went, say/said, good/bad, big/little (-1 for each use) _____ pts

¶1 ¶4 Sentence Openers (number; one of each as possible)

[1] subject _____ 2 pts

[2] prepositional _____ 2 pts

[3] -ly adverb _____ 2 pts

[4] -ing _____ 2 pts

[5] clausal - *www.asia.b* _____ 2 pts

[6] vss _____ 2 pts

MECHANICS

spelling, grammar, and punctuation _____ 4 pts

VOCABULARY

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

Total: _____ 50 pts

Custom Total: _____ pts



Checklist Preview

Style: Dress-Ups

-ly adverb

who/which clause

strong verb

quality adjective

www.asia.b clause

banned words

Unit 8 Composition Checklist

Formal
Essay
Models

Lesson 25: Knights, Part 3 introduction and conclusion

Name: _____



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STRUCTURE

MLA format (see Appendix I) _____ 1 pt

title centered _____ 1 pt

Introduction

attention getter background topics stated (highlight or bold) _____ 9 pts

insert body paragraphs _____ 2 pts

Conclusion

restate topics (highlight or bold) most significant/why _____ 9 pts

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checklist on top, final draft, rough draft, key word outline _____ 2 pts

STYLE (one of each in each paragraph)

¶1 ¶4 **Dress-Ups** (underline) (1 pt each)

-ly adverb _____ 2 pts

who/which clause _____ 2 pts

strong verb _____ 2 pts

quality adjective _____ 2 pts

www.asia.b clause _____ 2 pts

banned words: go/went, say/said, good/bad, big/little (-1 for each use) _____ pts

¶1 ¶4 **Sentence Openers** (number; one of each as possible)

[1] subject _____ 2 pts

[2] prepositional _____ 2 pts

[3] -ly adverb _____ 2 pts

[4] -ing _____ 2 pts

[5] clausal - *www.asia.b* _____ 2 pts

[6] vss _____ 2 pts

MECHANICS

spelling, grammar, and punctuation _____ 4 pts

VOCABULARY

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

Total: _____ 50 pts

Custom Total: _____ pts





Listen. Speak. Read. Write. Think!

Checklist Preview

Style: Sentence Openers

#1 subject

#2 prepositional

#3 -ly adverb

No double-dipping.

#4 -ing

#5 clausal - *www.asia.b*

No double-dipping.

#6 vss

Mechanics and Vocabulary

Unit 8 Composition Checklist

Formal Essay Models

Lesson 25: Knights, Part 3 introduction and conclusion

Name: _____



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STRUCTURE

MLA format (see Appendix I) _____ 1 pt

title centered _____ 1 pt

Introduction

attention getter background topics stated (highlight or bold) _____ 9 pts

insert body paragraphs _____ 2 pts

Conclusion

restate topics (highlight or bold) most significant/why _____ 9 pts

final sentence repeats 1-3 key words for the title

checklist on top, final draft, rough draft, key word outline _____ 2 pts

STYLE (one of each in each paragraph)

¶1 ¶4 Dress-Ups (underline) (1 pt each)

-ly adverb _____ 2 pts

who/which clause _____ 2 pts

strong verb _____ 2 pts

quality adjective _____ 2 pts

www.asia.b clause _____ 2 pts

banned words: go/went, say/said, good/bad, big/little (-1 for each use) _____ pts

¶1 ¶4 Sentence Openers (number; one of each as possible)

[1] subject _____ 2 pts

[2] prepositional _____ 2 pts

[3] -ly adverb _____ 2 pts

[4] -ing _____ 2 pts

[5] clausal - *www.asia.b* _____ 2 pts

[6] vss _____ 2 pts

MECHANICS

spelling, grammar, and punctuation _____ 4 pts

VOCABULARY

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

Total: _____ 50 pts

Custom Total: _____ pts

Adjustments for Style

- Remember the EZ+1 rule!
- It is okay for parents and teachers to modify checklists for individual students.



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Lesson 25: Knights, Part 3

Unit 8 Composition Checklist		Formal Essay Models
Lesson 25: Knights, Part 3 introduction and conclusion		
Name: _____		Institute for Excellence in Writing <small>Listen. Speak. Read. Write. Think!</small>
STRUCTURE		
<input type="checkbox"/> MLA format (see Appendix I)	_____	1 pt
<input type="checkbox"/> title centered	_____	1 pt
Introduction		
<input type="checkbox"/> attention getter <input type="checkbox"/> background <input type="checkbox"/> topics stated (highlight or bold)	_____	9 pts
<input type="checkbox"/> insert body paragraphs	_____	2 pts
Conclusion		
<input type="checkbox"/> restate topics (highlight or bold) <input type="checkbox"/> most significant/why	_____	9 pts
<input type="checkbox"/> final sentence repeats 1–3 key words for the title	_____	2 pts
<input type="checkbox"/> checklist on top, final draft, rough draft, key word outline	_____	2 pts
STYLE (one of each in each paragraph)		
¶1 ¶4 Dress-Ups (underline)		(1 pt each)
<input type="checkbox"/> <input type="checkbox"/> -ly adverb	_____	2 pts
<input type="checkbox"/> <input type="checkbox"/> <i>who/which</i> clause	_____	2 pts
<input type="checkbox"/> <input type="checkbox"/> strong verb	_____	2 pts
<input type="checkbox"/> <input type="checkbox"/> quality adjective	_____	2 pts
<input type="checkbox"/> <input type="checkbox"/> <i>www.asia.b</i> clause	_____	2 pts
<input type="checkbox"/> banned words: go/went, say/said, good/bad, big/little (-1 for each use)	_____	pts
¶1 ¶4 Sentence Openers (number; one of each as possible)		
<input type="checkbox"/> <input type="checkbox"/> [1] subject	_____	2 pts
<input type="checkbox"/> <input type="checkbox"/> [2] prepositional	_____	2 pts
<input type="checkbox"/> <input type="checkbox"/> [3] -ly adverb	_____	2 pts
<input type="checkbox"/> <input type="checkbox"/> [4] -ing	_____	2 pts
<input type="checkbox"/> <input type="checkbox"/> [5] clausal - <i>www.asia.b</i>	_____	2 pts
<input type="checkbox"/> <input type="checkbox"/> [6] vss	_____	2 pts
MECHANICS		
<input type="checkbox"/> spelling, grammar, and punctuation	_____	4 pts
VOCABULARY		
<input type="checkbox"/> vocabulary words - label (<i>voc</i>) in left margin or after sentence	_____	pts
Total:		_____ 50 pts
Custom Total:		_____ pts



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Advanced Additions

Access through the blue page.

Formal Essay Models (IEW Unit 8)

Lesson 25	Knights, Part 3	68
	<i>Additional Style Practice</i>	
Lessons 26–27	The Renaissance, Parts 1–2	70
	<i>New Decoration: Vss Open-Close</i>	



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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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<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)

- ly adverb

CHECK FOR BANNED WORDS :

MECHANICS

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

VOCABULARY

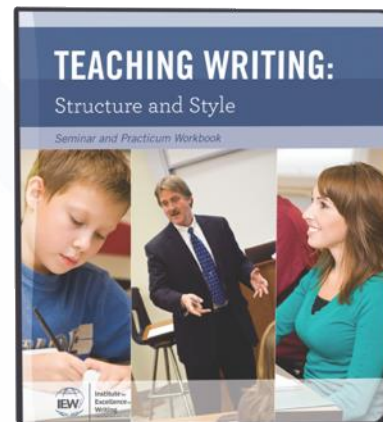
- vocab. requirement removed

How to Convert an Essay into a Speech

Public Speaking is a core component of the Structure and Style writing method!



Seminar Workbook, page 93



Unit 8 Teaching Procedure and How it Can be Used for Presentations

- Have your student choose his or her subject.
- Write a Unit 8 Basic Essay, using the first person “I.”
- Choose interesting (over important) facts.
- Create a KWO from the essay.
- The teacher should model how this is done.
- Students should practice.



Unit 8 Teaching Procedure and How it Can be Used for Presentations

Teachers should demonstrate how not to speak.

- look at paper
- fidget
- use verbal crutches

Teachers should demonstrate how to speak.

- plan and program hand gestures
- show student videos from previous years

The best students can speak first as an example.





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Coming Spring 2023: Introduction to Public Speaking

Introduce students to processes and practices that help build confidence and competence in public speaking!

- techniques for memorizing speeches and poems
- voice exercises
- tips for better persuasion
- strategies for impromptu speeches

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





Listen. Speak. Read. Write. Think!

Questions and Answers





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We're here to help!

IEW Accreditation and CEUs IEW.com/accreditation

Podcasts IEW.com/podcast

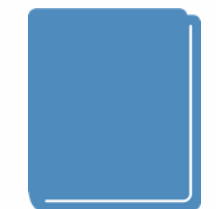
Forum IEW.com/forum

Blogs IEW.com/blog

Facebook page facebook.com/excellenceinwriting

Magalog IEW.com/magalog

IEW Customer Service Team info@IEW.com





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



Congratulations!

Join us next time!

Medieval History-Based Writing Lessons Support for Unit 9

Unit 9: Formal Critique

March 6, 2023

7:30 PM Central Time

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