



Listen. Speak. Read. Write. Think!

Medieval History-Based Writing Lessons Support for Unit 9

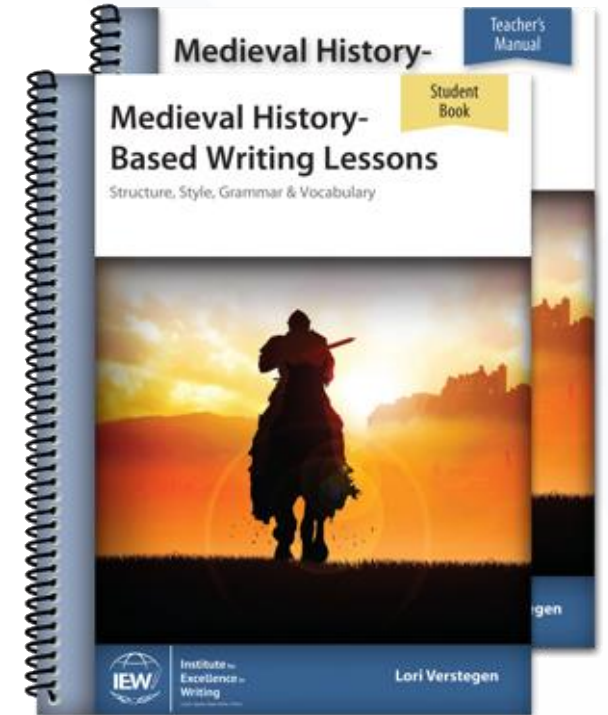


Andrew Pudewa

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



Listen. Speak. Read. Write. Think!

Tonight's Outline

- Tools for Teaching This Course
- Structural Models Pacing
- Overview of Unit 9
- Practice of Unit 9
Lessons 28–29: Genghis Khan and His Hawk, Parts 1 and 2
- Stylistic Techniques Pacing
- Checklist Preview
- Questions and Answers
- Gift certificate winner announced!

Tools for Teaching This Course

- Teaching Writing: Structure and Style® Seminar Workbook

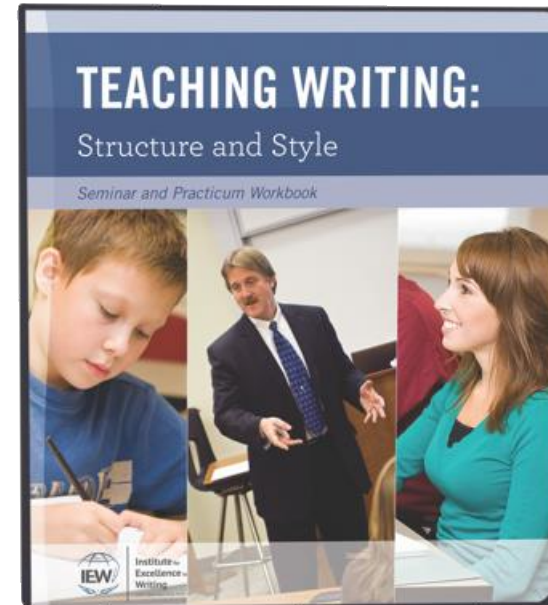
IEW.com/TWSS

Premium Membership (optional)

IEW Checklist Generator™

TWSS Streaming

Mini Posters



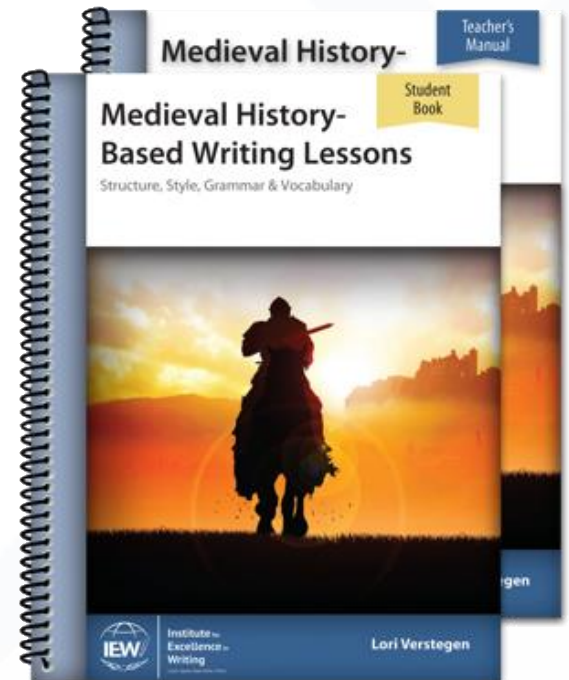
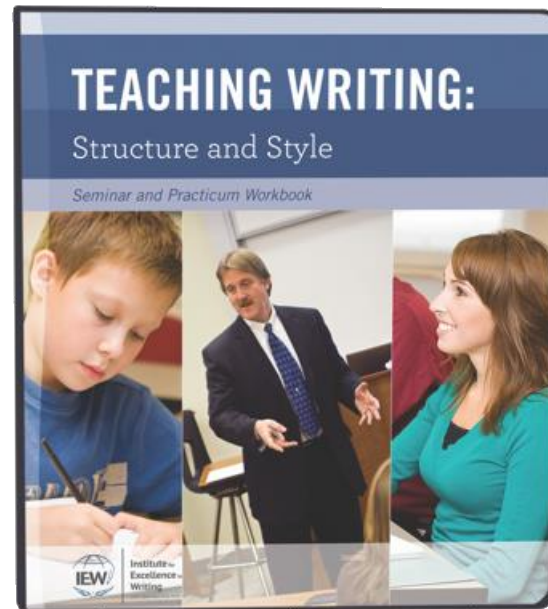
Tools for Teaching This Course

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

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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 9: Formal Critique

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 9 Formal Critique	
INTRODUCTION	I. Introduction <ul style="list-style-type: none"> • Attention getter • Type of story • Title • Author
	II. Characters/Setting <ul style="list-style-type: none"> • People or animals in story • Place, time, mood
UNIT 3 STORY SEQUENCE	III. Conflict/Problem <ul style="list-style-type: none"> • Problems that must be solved • What characters think, say, and do
	IV. Climax/Resolution <ul style="list-style-type: none"> • Turning point of story • Outcome of main characters
CONCLUSION	V. Conclusion <ul style="list-style-type: none"> • Liked? Disliked? Why? • Message/Theme 


Unit 9: Formal Critique

Unit 8 lends purpose to factual compositions.

The student's opinion is added to the research process.

Unit 9 combines Unit 3 and Unit 8.

It incorporates the Story Sequence Chart with the introduction and conclusion, similar to Unit 8.

UNIT 9 Formal Critique	
INTRODUCTION	I. Introduction <ul style="list-style-type: none"> • Attention getter • Type of story • Title • Author
UNIT 3 STORY SEQUENCE	II. Characters/Setting <ul style="list-style-type: none"> • People or animals in story • Place, time, mood III. Conflict/Problem <ul style="list-style-type: none"> • Problems that must be solved • What characters think, say, and do IV. Climax/Resolution <ul style="list-style-type: none"> • Turning point of story • Outcome of main characters
CONCLUSION	V. Conclusion <ul style="list-style-type: none"> • Liked? Disliked? Why? • Message/Theme 



Unit 9: Formal Critique

What is the difference between a book report and a Unit 9 composition?

UNIT 9 Formal Critique	
INTRODUCTION	I. Introduction <ul style="list-style-type: none"> • Attention getter • Type of story • Title • Author
UNIT 3 STORY SEQUENCE	II. Characters/Setting <ul style="list-style-type: none"> • People or animals in story • Place, time, mood III. Conflict/Problem <ul style="list-style-type: none"> • Problems that must be solved • What characters think, say, and do IV. Climax/Resolution <ul style="list-style-type: none"> • Turning point of story • Outcome of main characters
CONCLUSION	V. Conclusion <ul style="list-style-type: none"> • Liked? Disliked? Why? • Message/Theme



Unit 9: Formal Critique

Goals and Materials

Goals


- to teach a clear structural model for book reports, reviews, and critiques
- to develop a critique vocabulary (p. 265 Appendix III)
- to build on the already familiar Unit 3 process

Story Sequence Chart (Unit 3) +
Introduction + Conclusion = Unit 9

- to move to more sophisticated models

Response to Literature

Literary Analysis

UNIT 9 Formal Critique	
INTRODUCTION	I. Introduction <ul style="list-style-type: none"> • Attention getter • Type of story • Title • Author
UNIT 3 STORY SEQUENCE	II. Characters/Setting <ul style="list-style-type: none"> • People or animals in story • Place, time, mood III. Conflict/Problem <ul style="list-style-type: none"> • Problems that must be solved • What characters think, say, and do IV. Climax/Resolution <ul style="list-style-type: none"> • Turning point of story • Outcome of main characters
CONCLUSION	V. Conclusion <ul style="list-style-type: none"> • Liked? Disliked? Why? • Message/Theme 




Unit 9: Formal Critique

Goals and Materials

Recommended Materials

- Use the source text from the Unit 9 assignments (Lessons 28 and 29).
- Display Unit 9 mini-poster.

UNIT 9 Formal Critique	
INTRODUCTION	I. Introduction <ul style="list-style-type: none"> • Attention getter • Type of story • Title • Author
UNIT 3 STORY SEQUENCE	II. Characters/Setting <ul style="list-style-type: none"> • People or animals in story • Place, time, mood III. Conflict/Problem <ul style="list-style-type: none"> • Problems that must be solved • What characters think, say, and do IV. Climax/Resolution <ul style="list-style-type: none"> • Turning point of story • Outcome of main characters
CONCLUSION	V. Conclusion <ul style="list-style-type: none"> • Liked? Disliked? Why? • Message/Theme 



Unit 9: Teaching Procedure

1. Start with some familiar Unit 3 type stories.
2. Outline the Story Sequence as in Unit 3.
3. Teach the critique conclusion, containing what the writer likes and/or dislikes but without using “I.”
4. Teach the critique introduction with attention getter and background information about the source:
 - type of story
 - “Short Story Title” or *Book Title*
 - biographical/historical information about the author
 - date of publication, publisher, illustrator
1. Combine the introduction, story sequence paragraphs, and conclusion to make a critique.

UNIT 9 Formal Critique	
INTRODUCTION	I. Introduction <ul style="list-style-type: none"> • Attention getter • Type of story • Title • Author
UNIT 3 STORY SEQUENCE	II. Characters/Setting <ul style="list-style-type: none"> • People or animals in story • Place, time, mood III. Conflict/Problem <ul style="list-style-type: none"> • Problems that must be solved • What characters think, say, and do IV. Climax/Resolution <ul style="list-style-type: none"> • Turning point of story • Outcome of main characters
CONCLUSION	V. Conclusion <ul style="list-style-type: none"> • Liked? Disliked? Why? • Message/Theme





Unit 9

Let's try it together! (page 233)

UNIT 9: FORMAL CRITIQUE

Lesson 28: "Genghis Khan and His Hawk," Part 1

Goals

- to be introduced to the Unit 9 Formal Critique structural model
- to create a key word outline
- to write the body paragraphs of a short story critique
- to correctly use some critique vocabulary
- to correctly use new vocabulary words: *analyze, aghast, tragic, rash*



Listen. Speak. Read. Write. Think!

Unit 9

Let's try it together! (page 239)

UNIT 9: FORMAL CRITIQUE

Lesson 29: "Genghis Khan and His Hawk," Part 2

Goals

- to practice the Unit 9 structural model
- to add an introduction and a conclusion paragraph to the short story critique
- to correctly use more critique vocabulary

Unit 9

Let's try it together!



Listen. Speak. Read. Write. Think!

Source Text

Genghis Khan and His Hawk

Genghis Khan ruled the huge Mongolian empire in the early 1200s. He was a ruthless warrior and a respected king who commanded multitudes. When he was not at war, the khan enjoyed his favorite sport of hunting. And when he hunted, his loyal hawk always accompanied him. His hawk was his best friend. He loved his master, and he loved hunting. With his keen eyes and his master's great skill, their hunting expeditions were always a success.

One day while on a hunt, the khan wandered farther than he had intended. In an intense chase, a deer had led him out of the shade of the forest trees, and he found himself in a barren field with the sun beating down on his head. He was hot and thirsty. He had to find water soon, so he stopped pursuing the deer, which had disappeared anyway, and headed back to the forest to look for a stream.

As he approached the forest, he heard the soft, constant trickling of water. He followed the sound. It led him to a high cluster of massive rocks, over which a small flow of crystal clear water fell. It was a welcome sight! The khan quickly took his cup from his pack and placed it under the stream. When the cup was filled, he brought it to his lips, anticipating how cool and refreshing it would be. However, before he could take a drink, his hawk swooped down and knocked the cup from his hand. The khan was stunned and angered by this apparently cruel action and shouted, "You crazy bird! You've spilled my water all over the ground!"

The khan picked up his cup and again filled it with the water. But again when he lifted it to his lips, his hawk flew down and knocked the cup from his hand.

"Insolent bird!" he yelled as he waved his arms at his hawk. "You'll not deprive me of a drink a third time." With that, the khan readied his sword. When the bird dove for the cup a third time, the khan struck him with his sword. The bird plummeted to the ground, dead.

Now by the time the khan retrieved his cup, the flow of water had diminished so much that the cup was only filling one drop at a time. Impatiently, the khan decided to climb higher to find the source of the flow. As he neared the top ledge, he spotted a large pool. As he looked closer, he was aghast at what he saw. In the pool was a dead viper, cut at the throat so that all of its deadly venom had spilled into the water.

"What have I done?" he lamented, for at that moment he realized that his hawk had only been trying to save his life. "I have killed my best friend. What a rash fool I was not to have trusted him and to have let my temper consume me so."

With that, he climbed down the rocks, picked up the stricken bird, and headed home. He had lost a friend, but he had learned a valuable lesson he would never forget.

How to Use the Critique Thesaurus

Included on the checklist

3 paragraphs follow Story Sequence Chart (Unit 3) and include words from the Critique Thesaurus page in each paragraph.



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Appendix III: 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, foil

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, static, dynamic, flat, round

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, subplot, sequence of events, action, narrative, episode, unfolds

Climax turning point, most exciting moment, dramatic event, high point, crisis, anticlimactic, inevitable conclusion

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

Literary Techniques foreshadowing, symbolism, quality of language, short sentences, repetition, revelation of subplot to the narrative, suspense

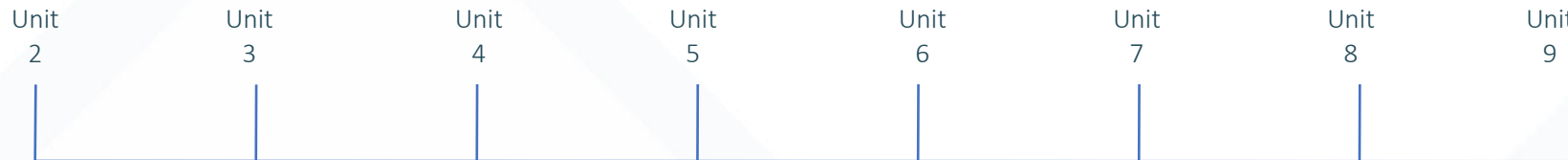


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Stylistic Techniques Pacing

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

Example:

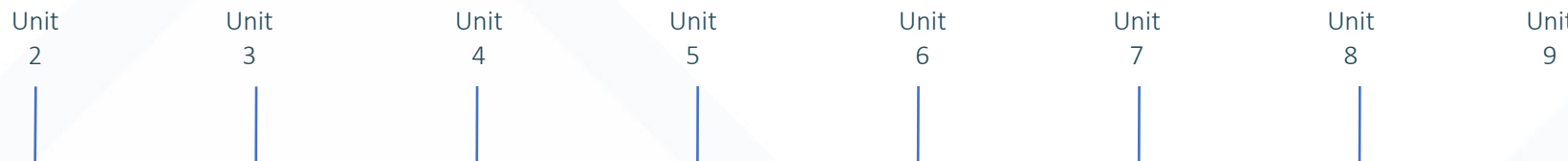




Stylistic Techniques Pacing

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

Example:



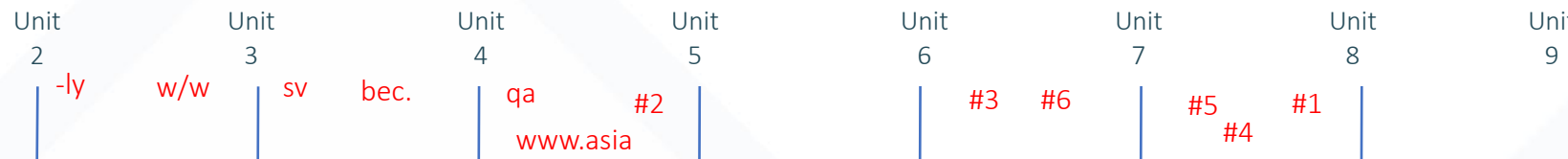


Listen. Speak. Read. Write. Think!

Stylistic Techniques Pacing

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

Example:



EZ+1



Listen. Speak. Read. Write. Think!

Checklist Preview

Structure

MLA

title

Introduction

Body

Conclusion

submission


Unit 9: Formal Critique

Unit 9 Composition Checklist

Lessons 28–29: “Genghis Khan and His Hawk,” Parts 1 and 2

Formal Critique

Name: _____


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STRUCTURE

MLA format (see Appendix I) _____ 2 pts

title centered _____ 4 pts

Introduction

attention getter _____ 4 pts

includes title, author, publisher and type of story, and background information _____ 5 pts

Body

Unit 9: 3 paragraphs follow Story Sequence Chart (Unit 3) and include words from the Critique Thesaurus page in each paragraph _____ 9 pts

Conclusion

your opinion of the story: well written or not, like/dislike and why, may also discuss character development, conflict, message, effect of story on reader _____ 10 pts

no “I,” “my,” “we,” “us,” “you” _____ 5 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)

11 12 13 14 15 Dress-Ups (underline) (1 pt each)

-ly adverb quality adjective _____ 10 pts

who/which clause *www.asia.b* clause _____ 10 pts

strong verb _____ 5 pts

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

11 12 13 14 15 Sentence Openers (number; one of each as possible)

[1] subject [4] -ing _____ 10 pts

[2] prepositional [5] clausal - *www.asia.b* _____ 10 pts

[3] -ly adverb [6] vss _____ 10 pts

MECHANICS

spelling, grammar, and punctuation _____ 4 pts

VOCABULARY

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

Total: _____ 100 pts
Custom Total: _____ pts



Listen. Speak. Read. Write. Think!

Checklist Preview

Style: Dress-Ups

-ly adverb

who/which clause

strong verb

quality adjective

www.asia.b clause


banned words

Unit 9: Formal Critique

Unit 9 Composition Checklist

Lessons 28–29: “Genghis Khan and His Hawk,” Parts 1 and 2 Formal Critique

Name: _____


 Institute of Excellence in Writing

STRUCTURE

<input type="checkbox"/> MLA format (see Appendix I)	_____	2 pts
<input type="checkbox"/> title centered	_____	4 pts

Introduction

<input type="checkbox"/> attention getter	_____	4 pts
<input type="checkbox"/> includes title, author, publisher and type of story, and background information	_____	5 pts

Body

<input type="checkbox"/> Unit 9: 3 paragraphs follow Story Sequence Chart (Unit 3) and include words from the Critique Thesaurus page in each paragraph	_____	9 pts
---	-------	-------

Conclusion

<input type="checkbox"/> your opinion of the story: well written or not, like/dislike and why, may also discuss character development, conflict, message, effect of story on reader	_____	10 pts
<input type="checkbox"/> no “I,” “my,” “we,” “us,” “you”	_____	5 pts
<input type="checkbox"/> final sentence repeats 1–3 key words for the title	_____	5 pts
<input type="checkbox"/> checklist on top, final draft, rough draft, key word outline	_____	2 pts

STYLE (one of each in each paragraph)

11 12 13 14 15 Dress-Ups (underline) (1 pt each)

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -ly adverb	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> quality adjective	_____	10 pts
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <i>who/which</i> clause	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <i>www.asia.b</i> clause	_____	10 pts
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> strong verb		_____	5 pts
<input type="checkbox"/> banned words: go/went, say/said, good/bad, big/little (-1 for each use)		_____	pts

11 12 13 14 15 Sentence Openers (number; one of each as possible)

<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> [1] subject	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> [4] -ing	_____	10 pts
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> [2] prepositional	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> [5] clausal - <i>www.asia.b</i>	_____	10 pts
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> [3] -ly adverb	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> [6] vss	_____	10 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: _____ 100 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 9: Formal Critique

Unit 9 Composition Checklist

Lessons 28–29: “Genghis Khan and His Hawk,” Parts 1 and 2

Formal Critique

Name: _____


 Institute of Excellence in Writing

STRUCTURE

MLA format (see Appendix I) _____ 2 pts

title centered _____ 4 pts

Introduction

attention getter _____ 4 pts

includes title, author, publisher and type of story, and background information _____ 5 pts

Body

Unit 9: 3 paragraphs follow Story Sequence Chart (Unit 3) and include words from the Critique Thesaurus page in each paragraph _____ 9 pts

Conclusion

your opinion of the story: well written or not, like/dislike and why, may also discuss character development, conflict, message, effect of story on reader _____ 10 pts

no “I,” “my,” “we,” “us,” “you” _____ 5 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)

11 12 13 14 15 Dress-Ups (underline) (1 pt each)

-ly adverb quality adjective _____ 10 pts

who/which clause *www.asia.b* clause _____ 10 pts

strong verb _____ 5 pts

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

11 12 13 14 15 Sentence Openers (number; one of each as possible)

[1] subject [4] -ing _____ 10 pts

[2] prepositional [5] clausal - *www.asia.b* _____ 10 pts

[3] -ly adverb [6] vss _____ 10 pts

MECHANICS

spelling, grammar, and punctuation _____ 4 pts

VOCABULARY

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

Total: _____ 100 pts
Custom Total: _____ pts

Adjustments for Style

- Remember the EZ+1 rule!
- Allow students and parents to dictate what they will include on their checklists.

Unit 9: Formal Critique

Unit 9 Composition Checklist

Lessons 28–29: “Genghis Khan and His Hawk,” Parts 1 and 2

Formal Critique

Name: _____

Institute for Excellence in Writing

STRUCTURE

MLA format (see Appendix I) _____ 2 pts

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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)

11 12 13 14 15 Dress-Ups (underline) (1 pt each)

-ly adverb quality adjective _____ 10 pts

who/which clause *www.asia.b* clause _____ 10 pts

strong verb _____ 5 pts

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

11 12 13 14 15 Sentence Openers (number; one of each as possible)

[1] subject [4] -ing _____ 10 pts

[2] prepositional [5] clausal - *www.asia.b* _____ 10 pts

[3] -ly adverb [6] vss _____ 10 pts

MECHANICS

spelling, grammar, and punctuation _____ 4 pts

VOCABULARY

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

Total: _____ 100 pts
Custom Total: _____ pts



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Advanced Additions

Access through the blue page.

Formal Critique and Response to Literature (IEW Unit 9)

Lessons 28–29	"Genghis Khan and His Hawk," Parts 1–2	74
	<i>Writing in Present Tense</i>		
Lesson 30	Character Analysis: "Seven in One Blow"	76
	<i>New Technique: TRIARIAC</i>		



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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



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Questions and Answers





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U.S. History-Based Writing Lessons Support for Units 1-2

Units 1-2: Note Making and Outlines and
Writing from Notes

August 14, 2023

7:30 PM Central Time

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