

# **U.S. History-Based Writing Lessons**

Implementing the Structure and Style® Writing Method

Teacher's Manual

by Lori Verstegen

Illustrated by Laura Holmes

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Institute for Excellence in Writing, L.L.C.

Also by Lori Verstegen

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Welcome to *U.S. History-Based Writing Lessons*. This Teacher's Manual shows reduced copies of the Student Book pages along with instructions to teachers and sample key word outlines. Please be aware that this manual is not an answer key. The samples provided in this book are simply possibilities of what you and your students could create.

Lesson instructions are directed to the student, but teachers should read them over with their students and help as necessary, especially with outlining and structure and style practice. It is assumed that teachers have viewed and have access to IEW's *Teaching Writing: Structure and Style* video course and own the *Seminar Workbook*. Before each new unit, teachers should review the appropriate information in that workbook and video. You can find references to the *Teaching Writing: Structure and Style* course in the teacher's notes for each new unit.

## Introduction

The lessons in this book teach Structure and Style® in writing. As they move through various American History themes and topics, they incrementally introduce and review the models of structure and elements of style found in the Institute for Excellence in Writing's *Teaching Writing: Structure and Style*®.

It is important to note that these lessons are not intended as history curriculum replacement, but rather their purpose is to broaden subject knowledge while students learn to write. The primary purpose is for students to learn structure and style in writing.

## Student Book Contents

- **Scope and Sequence Chart** (pages 8–9)
- **The Lesson Pages**  
This is the majority of the text. It contains the instructions, source texts, worksheets, and checklists you will need for each lesson.
- **Appendix I: Modified MLA Format**
- **Appendix II: Magnum Opus Notebook and Keepsake**  
This appendix explains the Magnum Opus Notebook and includes a checklist.
- **Appendix III: Mechanics**  
This appendix contains a compilation of the correct mechanics of writing numbers, punctuating dates, referencing individuals, etc. that is found in many of the lessons. Well-written compositions are not only written with structure and style, but they also contain correctly spelled words and proper punctuation.
- **Appendix IV: Critique Thesaurus**  
This appendix provides a list of literary terms and their synonyms that are often used when critiquing various forms of literature. This page will be used in Unit 9.
- **Appendix V: Adding Literature**  
This appendix suggests various American novels to be read or listened to. It also includes templates of literature-response pages for you to use if your teacher assigns such pages. Teachers should read the books before assigning them to their students.
- **Appendix VI: Vocabulary** (See blue page to access your download.)  
This appendix provides a list of the vocabulary words and their definitions organized by lesson as well as quizzes to take periodically. Twenty lessons include new vocabulary words to cut out, study, and learn. Every lesson includes vocabulary practice. The goal is that these great words will become part of your natural writing vocabulary.

### Customizing the Checklist

The total point value of each assignment is indicated at the bottom of each checklist. This total reflects only the basic items and does not include the vocabulary words. If this is used, add the appropriate amount of points and write the new total on the custom total line.

**Important:** Teachers and parents should remember IEW's EZ+1 Rule when introducing IEW stylistic techniques. The checklist should include only those elements of style that have become easy plus one new element. If students are not yet ready for a basic element on the checklist, simply have them cross it out. Subtract its point value from the total possible and write the new total on the custom total line at the bottom. If you would like to add elements to the checklist, assign each a point value and add these points to the total possible, placing the new total on the custom total line.

Reproducible checklists are available. See the blue page for download information.

### Introduction

#### **Checklists**

Each lesson includes a checklist that details all the requirements of the assignment. Tear the checklist out of the book so that you can use it while writing. Check off each element when you are sure it is included in your paper. With each assignment, turn in the checklist to be used by the teacher for grading. Reproducible checklists are available. See the blue page for download information.

#### **Teacher's Manual**

The Teacher's Manual includes all of the Student Book contents (except the vocabulary cards) with added instructions for teachers, including sample key word outlines and style practice ideas. Teachers may teach directly from this manual without the need of their own copy of the Student Book.

#### **Teaching Writing: Structure and Style**

Along with the accompanying Teacher's Manual for this Student Book, it is required that the teacher of this course has access to *Teaching Writing: Structure and Style*. This product is available in DVD format or online streaming. For more information, please visit [IEW.com/TWSS](http://IEW.com/TWSS)

#### **Adapting the Schedule**

Groups who follow a schedule with fewer than thirty-one weeks will have to omit some lessons. Because there are several lessons for each of the nine IEW units, this is not a problem. Teach lessons that introduce new concepts and omit some of those that do not.

### Grading with the Checklist

To use the checklists for grading, do not try to add all the points earned. Instead, if an element is present, put a check in the blank across from it. If an element is missing, write the negative point value on its line or box. Total the negative points and subtract them from the total possible (or your custom total).

**Note:** Students should have checked the boxes in front of each element they completed.

Encourage students to bring a thesaurus to class. Most students enjoy using an electronic thesaurus, but for those who prefer books, IEW offers a unique one entitled *A Word Write Now*.

This schedule is provided to emphasize to parents and students, particularly in a class setting, that teachers and students should not expect to complete an entire lesson in one day. Spreading work throughout the week will produce much better writing with much less stress. Parents teaching their own children at home should follow a similar schedule.

## Introduction

**Suggested Weekly Schedule**

All of the instructions for what to do each week are included in the Assignment Schedule located on the first page of each lesson. While there may be slight variations, most lessons are organized as follows:

**Day 1**

1. Review vocabulary words or past lesson concepts.
2. Learn a new structural model and/or writing concepts.
3. Read the source text, write a key word outline (KWO), and tell back the meaning of each line of notes.

**Day 2**

1. Review the key word outline from Day 1.
2. Learn a new stylistic technique and complete practice exercises.
3. Study the vocabulary words for the current lesson and complete vocabulary exercises.
4. Begin the rough draft using the KWO. Follow the checklist.

**Day 3**

1. Review vocabulary words.
2. Finish writing your composition and check each item on the checklist.
3. Submit your composition to an editor with completed checklist attached.

**Day 4**

1. Write or type a final draft making any corrections your editor asked you to make.
2. Paperclip the checklist, final draft, rough draft, and KWO together. Hand them in.

The lessons are organized in such a way that all new concepts regarding structure are introduced on day 1, and new style concepts and vocabulary words are introduced on day 2.

Students will benefit from learning new structure and style concepts with a teacher. In addition, students should plan to read the source text and begin KWOs with a teacher. These instructions are also found on day 1.

The instructions on day 3 and day 4 may be completed by students more independently. However, teachers and/or parents should be available to help and to edit.

## Scope and Sequence

Lesson	Subject and Structure	Style (First Introduced)	Vocabulary Words	Literature Suggestions
<b>Unit 1</b> 1	Native Americans Meet Christopher Columbus introduction to structure	introduction to style	reverently presume transfixed, hostile	<i>Squanto, Friend of the Pilgrims</i> by Clyde Robert Bulla
<b>Unit 2</b> 2	Spanish Explorers Arrive in America	-ly adverb	zealously futilely prosperity, quest	<i>Squanto, Friend of the Pilgrims</i> by Clyde Robert Bulla
3	Englishmen Arrive in America		audaciously inevitably endeavor, eerily	Elementary: <i>A Lion to Guard Us</i> by Clyde Robert Bulla
4	The <i>Mayflower</i> Mishap title rule	<i>who/which</i> clause	perilously imprudently subside vehemently	Junior and Senior High: <i>Night Journeys</i> by Avi
<b>Unit 3</b> 5	Ambush in the Wilderness		animosity, adroitly onrush, warily	
6	The Boston Massacre	strong verb banned words: <i>go/went, say/said</i>	confront, provoke obstinately indignantly	Elementary: <i>Ben and Me</i> by Robert Lawson
7	The Boston Tea Party	<i>because</i> clause	squander, waver cunningly, venture	Junior and Senior High: <i>Give Me Liberty</i> by L.M. Elliot
8	The Shot Heard Round the World		persevere, compel destined, appalled	
<b>Unit 4</b> 9	Benjamin Franklin topic-clincher sentences		draft, diligently acknowledge resolve	
10	George Washington Bonus: Quality Adjective Poem	quality adjective banned words: <i>good, bad</i>	exemplary esteemed prominent conceive	Girls: <i>Trolliver's Secret</i> by Esther Wood Brady Boys: <i>Guns for General Washington</i> by Seymour Reit
11	Thomas Jefferson	<i>www.asia</i> clause	stirring, affirm tyrant, adept	
12	The Louisiana Purchase	#2 prepositional opener banned words: <i>pretty, big, small</i>	grueling stupendous extensive formidable	
<b>Unit 5</b> 13	The Westward Movement		laden, fathom incessant trepidation	<i>By the Great Horn Spoon!</i> by Sid Fleischman
14	The Underground Railroad	#3 -ly adverb opener	deplorable, loom imperative, distracted	

## Scope and Sequence

Lesson	Subject and Structure	Style (First Introduced)	Vocabulary Words	Literature Suggestions
15	The Civil War		diminish awestruck, solemn encounter	Elementary: <i>Mr. Lincoln's Drummer</i> by G. Clifton Wisler
<b>Unit 6</b> 16	Oklahoma Land Rush of 1889 source and fused outlines			Junior and Senior High: <i>Behind Rebel Lines</i> by Seymour Reit
17	Transportation Milestones, Part 1	#6 vss opener		
18	Transportation Milestones, Part 2 bibliography		milestone, thrive innovative profound	
19	The Sinking of the <i>Lusitania</i>			
<b>Unit 7</b> 20	Hopes and Dreams, Part 1 body paragraphs		espouse, adverse aspire, lofty	<i>Hattie Big Sky</i> by Kirby Larson
21	Hopes and Dreams, Part 2 introduction and conclusion	#5 clausal opener <i>www.asia.b</i> clause	enthral, persistent emblem, elated	
22	The Preamble to the Constitution, Part 1			
23	The Preamble to the Constitution, Part 2			
24	The American Flag	#1 subject opener #4 -ing opener		
<b>Unit 8</b> 25	Transportation Milestones, Part 3		achievement flourish transformation efficient	<i>Journey to Topaz</i> by Yoshiko Uchida
26	A Prominent American, Part 1			
27	A Prominent American, Part 2			
<b>Unit 9</b> 28	Davy Crockett, Part 1		narrative intrigue recount triumph	<i>Cheaper by the Dozen</i> by Frank B. Gilbreth Jr. and Ernestine Gilbreth Carey
29	Davy Crockett, Part 2			
30	John Henry character analysis			
Bonus	Vocabulary Story			

SAMPLE

# Lesson 1: Native Americans Meet Christopher Columbus

<b>Structure:</b>	Unit 1: Note Making and Outlines
<b>Style:</b>	Introduction to Structure and Style
<b>Writing Topic:</b>	Native Americans Meet Christopher Columbus
<b>Literature Suggestion:</b>	<i>Squanto, Friend of the Pilgrims</i> by Clyde Robert Bulla

## Teaching Writing: Structure and Style

Watch the sections for Unit 1: Note Making and Outlines. At [IEW.com/twss-help](http://IEW.com/twss-help) reference the TWSS Viewing Guides.

### UNIT 1: NOTE MAKING AND OUTLINES

## Lesson 1: Native Americans Meet Christopher Columbus

### Goals

- to learn 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: *reverently, presume, transfixed, hostile*

### Assignment Schedule

#### Day 1

1. Read Introduction to Structure and Style and New Structure—Note Making and Outlines.
2. Read “Native Americans Meet Christopher Columbus.” Read it again and write a key word outline (KWO).

#### Day 2

1. Review your KWO from Day 1.
2. Look at the vocabulary cards for Lesson 1. Discuss the words and their definitions and complete Vocabulary Practice.
3. Try to add at least one vocabulary word to your KWO.

#### Day 3

1. Prepare to give an oral report using your KWO. Read. Think. Look up. Speak. Practice telling back the information one line at a time. Read a line; then, look up and talk about it. Then read the next line, look up, and talk about it. Continue through the outline this way.
2. Practice until the presentation of 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.

#### Day 4

1. Review the vocabulary words.
2. After practicing, use your KWO and give an oral report to a friend or family member as explained on Day 3. If applicable, be prepared to give the oral report in class.

### Literature Suggestion

Acquire and begin reading *Squanto, Friend of the Pilgrims* by Clyde Robert Bulla for Lessons 1–2.

Students will benefit from reading the source text and beginning KWOs with a teacher. Teachers should plan to teach New Structure, New Style, and introduce the vocabulary words. These items are always found in Day 1 and Day 2 of the Assignment Schedule.

### Beginning the KWO

In a classroom setting, write class ideas on a whiteboard. Students may copy these or use their own ideas. See the sample key word outline (KWO) on page 15.

### Vocabulary

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

## Introduction to Structure and Style

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*.

### 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 ship. What had to happen before the ship 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 captain certainly would not want the helm (steering wheel) placed in the hold nor the anchor in his cabin. Each part had to be placed in its own special spot, and each step had to be completed in its proper order, giving the ship its proper structure.

Writing a paper, in some ways, is similar to building a ship. A paper contains many facts and ideas. If you were just to begin writing without planning, your facts and ideas would probably not be arranged in the most logical way. Your composition would not be structured well and would not communicate your 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. One would dress differently to attend a wedding than to go to a baseball game. That is because formal events require a formal style of clothing, whereas casual settings do not.

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

He hit the ball!

The determined little leaguer firmly smacked the spinning baseball with all his might.

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

When you are speaking to people, they are with you, experiencing the same scene and event as you are. You do not need to fill in 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. This means that you must fill in the details and paint vivid pictures with your words. Descriptive words will help readers see, hear, feel, and experience the scene you are writing about as the second sentence does. The IEW elements of style will give you the tools you need to do just this.

**New Structure****Note Making and Outlines**

In Unit 1 you will practice choosing key words to form an outline—a key word outline (KWO). A KWO is one way to take notes. Key words indicate the main idea of a sentence. By writing down these important words, you can remember the main idea of a text.

Read the source text. Then locate two or three important words in each sentence that indicate the main idea. Transfer those words to the KWO. Write the key words for the first fact of the KWO on the Roman numeral line. Write no more than three words on each line.

Symbols, numbers, and abbreviations are “free.” Symbols take less time to draw than it would take to write the word. Abbreviations are commonly accepted shortened forms of words. Can you guess what each of the following might stand for?



123

ppl

Amer.

w/

As you form the KWO, separate key words, symbols, numbers, and abbreviations with commas.

After you have completed the KWO, you must test it to ensure the words you chose will help you remember the main idea of the sentence. For this reason whenever you finish writing a KWO, put the source text aside and use your outline to retell the paragraph line by line, sentence by sentence.

Encourage students to use symbols, numbers, and abbreviations. A symbol is legal if it can be written in less time than it takes to write the word.

Symbols



=

people



= more/after/greater than/larger



= see

Numbers

123 = numbers

Abbreviations

ppl = people

Amer. = America

w/ = with

## UNIT 1: NOTE MAKING AND OUTLINES

*Read and  
Discuss*

---

Read each source text with your students and ask questions to get them thinking about the information they will be working with. It is also important to make sure students understand words that may be unfamiliar to them in the text.

*Locate Key  
Words*

---

Model how to find key words. Reread the first sentence. Ask your students, "If I want to remember the main idea of that sentence, what three words are key words?" (Underline those words.) Sentence by sentence, repeat the process as the students give key word suggestions.

The KWOs in the Teacher's Manual are only samples. Every class and each student will have unique outlines.

## Sample

Lesson 1: Native Americans Meet Christopher Columbus

### Key Word Outline

On the lines below, write no more than three key words from each sentence of the source text. Choose words that will best help you remember the meaning of the sentence. Use symbols, numbers, and abbreviations freely. They do not count as words. However, be sure you can remember what they mean.

1. 15th century, ppl, Amer., different, ppl, Europe

1. simple, lives, -- villages

2. respected, nature, worshiped ☽☾

3. X own, land, shared

4. 0 ++ cities, w/ shops, roads

5. boats, -- canoes

6. 1492, San Salvador, ☺☺ ++ ships

7. strange, ḥ ḥ, w/ Columbus, stepped

8. friendly?

Cover the source text and tell the meaning of each line of notes in your own words. If a note is unclear, check the source text and add what you need to in order to make it clear.

### Tell Back

Telling back the KWO is an important step in the prewriting process.

Read.  
Think.  
Look up.  
Speak.

Andrew Pudewa teaches, "You may look at your notes, and you may speak to your audience, but you may not do both at the same time."

**Vocabulary**

Students study vocabulary to become better thinkers, speakers, and writers.

Allow students to use derivatives of words.

## UNIT 1: NOTE MAKING AND OUTLINES

**Vocabulary Practice**

Look at the vocabulary words for Lesson 1. Fill in the blanks with a word that makes sense.

1. Native Americans treated the land and nature \_\_\_\_\_ *reverently*.
2. The Native Americans stood \_\_\_\_\_ *transfixed* and watched as strange boats approached.
3. The Native Americans hoped the visitors would not be \_\_\_\_\_ *hostile*.

SAMPLE

## Lesson 2: Spanish Explorers Arrive in America

<b>Structure:</b>	Unit 2: Writing from Notes
<b>Style:</b>	-ly adverb
<b>Writing Topic:</b>	Spanish explorers
<b>Literature Suggestion:</b>	<i>Squanto, Friend of the Pilgrims</i> by Clyde Robert Bulla

### Teaching Writing: Structure and Style

Watch the sections for Unit 2: Writing from Notes. At [IEW.com/twss-help](http://IEW.com/twss-help) reference the TWSS Viewing Guides.

### UNIT 2: WRITING FROM NOTES

## Lesson 2: Spanish Explorers Arrive in America

### Goals

- to learn the Unit 2 Writing from Notes structural model
- to create a key word outline (KWO) about Spanish explorers
- to write a paragraph about Spanish explorers from the KWO
- to correctly add a new dress-up: -ly adverb
- to be introduced to the composition checklist
- to correctly use new vocabulary words: *zealously, futilely, prosperity, quest*

### Assignment Schedule

#### Day 1

1. Play No-Noose Hangman. Directions for this game and all other suggested games can be found in the Teacher's Manual.
2. Read Mechanics and New Structure—Writing from Notes.
3. Read “Spanish Explorers Arrive in America.” Read it again and write a KWO.

#### Day 2

1. Review your KWO from Day 1.
2. Learn how to dress-up your writing. Read New Style and complete Style Practice.
3. Look at the vocabulary cards for Lesson 2. Discuss the words and their definitions and complete Vocabulary Practice.
4. Using your KWO as a guide, begin writing a rough draft of your paragraph in your own words.
5. Go over the checklist. You will need to underline one -ly adverb. You may use more than one, but only underline one. Also, label the vocabulary words that you use. Put a check in the box for each requirement on the checklist you have completed.
6. See Appendix I. It explains how to format your papers.

#### Day 3

1. Review all vocabulary words learned thus far.
2. Finish writing your paragraph using your KWO, your Style Practice, and the checklist to guide you. Try your best not to look back at the source text.
3. Turn in your rough draft to your editor with the completed checklist attached. The back side of all checklists are blank or only have an illustration so that they can be removed from this consumable book.

Lesson 2: Spanish Explorers Arrive in America

In Unit 2 students use the KWO to write a summary paragraph. 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.

### No-Noose Hangman

See Appendix VII for game directions. For this lesson use the following phrases and bonus questions:

**MOTIONLESS WITH AMAZEMENT**  
**Bonus:** What is the vocabulary word? *transfixed* Can you finish the definition? *or horror*

**THREE KEY WORDS**  
**Bonus:** In addition to two to three key words, what may you write on each line of a KWO? *symbols, numbers, and abbreviations*

## UNIT 2: WRITING FROM NOTES

**Day 4**

1. Write or type a final draft making any corrections your editor asked you to make.
2. Paperclip the checklist, final draft, rough draft, and KWO together. Hand them in.

Study for Vocabulary Quiz 1. It will cover words from Lessons 1–2.

**Literature Suggestion**

Finish reading *Squanto, Friend of the Pilgrims* by Clyde Robert Bulla.

Acquire *A Lion to Guard Us* by Clyde Robert Bulla (elementary) or *Night Journeys* by Avi (junior/senior high) to read for Lessons 3–5.

**Mechanics****Numbers**

Occasionally you will incorporate numbers into your writing. Here are rules to keep in mind:

1. Spell out numbers that can be expressed in one or two words.  
twenty, fifty-three, three hundred
2. Use numerals for numbers that are three or more words.  
123, 204
3. Spell out ordinal numbers.  
the seventh city, the first settlement
4. Use numerals with dates. Do not include st, nd, rd, or th.  
January 1, 1400  
December 25 *not* December 25th
5. Never begin a sentence with a numeral.  
1492 is a famous year in history. (incorrect)  
The year 1492 is a famous year in history. (correct)

## New Structure

### Writing from Notes

In Unit 2 you will use a key word outline (KWO) to write a paragraph. When you write your paragraph using your key word outline, make sure your sentences are complete and make sense.

This is the first sentence of the source text:

Following the expedition of Christopher Columbus, many Spanish explorers sailed to the New World.

Your key word notes may look something like this:

I. Following CC, Spanish → New World

### Practice

Using the key word notes, write a sentence that communicates the main idea of the first sentence without using the exact words *following*, *expedition*, and *sailed*. Use a thesaurus for help. Here is an example:

Once Christopher Columbus opened the way to a new land, several Spanish explorers set out on their own quests.

*After Christopher Columbus succeeded in reaching the New World,*

*Spain sent several more explorers.*

### The Editor

Selecting and ‘hiring’ an editor is key to your writing success. You will need to acquire an editor to complete your assignments in this book. The purpose of the editor is to look over your work to amend anything that is not correct or complete. When you receive your paper back with the corrections marked, you will then rewrite your paper including the changes suggested by your editor. This process is very important because through the editing process you will receive useful feedback from your editor and learn correct spelling, punctuation, and proper grammar usage.

When editing, Andrew Pudewa says, “Hands on structure, hands off content.” Make the paper grammatically legal; however, refrain from meddling with content. For tips on evaluating your students, search at [IEW.com](http://IEW.com) for Andrew Pudewa’s article “Marking and Grading,” available at no cost to you.

## UNIT 2: WRITING FROM NOTES

**Source Text**

### Spanish Explorers Arrive in America

Following the expedition of Christopher Columbus, many Spanish explorers sailed to the New World. Most wanted fame and fortune and were not friendly toward the natives. Ponce de Leon wanted to find a legendary fountain of youth, which, of course, he never found. However, in his search he became the first man from Spain to reach the mainland of North America. He called the land he reached Florida, most likely because of the many flowers in bloom there. Another explorer, Francisco Coronado, searched for the mythical seven cities of gold. He did not find them, but his men discovered the Grand Canyon. It was the Spanish who established the first permanent European settlement in America: St. Augustine, Florida. This settlement began as a small fort but grew into a city that still exists today.

**Sample**

## Lesson 2: Spanish Explorers Arrive in America

**Key Word Outline**

On the lines below, write no more than three key words from each sentence of the source text. Choose words that will best help you remember the meaning of the sentence.

You may find the symbols and abbreviations below helpful for this outline.

➔ = to go    b/c = because    perm. = permanent

- I. *following, CC, Spanish, ➔, New World*
1. *⊗⊗, fame, fortune, X friendly*
2. *Ponce de Leon, ⊗⊗ X fountain of youth*
3. *1st, Spanish, mainland, N Amer.*
4. *named, Florida, b/c, flowers*
5. *F. Coronado, ⊗⊗, 7, cities, gold*
6. *men, discovered, Grand Canyon*
7. *Sp., 1st permanent, settlement = St. Augustine, FL*
8. *1st, sm, fort, city, today*

Cover the source text and tell the meaning of each line of notes in your own words. If a note is unclear, check the source text and add what you need to in order to make it clear.

**Tell Back**

Require students to use the KWO to tell back the summary in complete sentences.

Help as needed.

## UNIT 2: WRITING FROM NOTES

**New Style****Dress-Ups**

There are many IEW elements of style. The first element you will be introduced to is called a dress-up because it will help you “dress-up” your writing. The IEW dress-ups are descriptive words, phrases, or clauses that you add to a sentence. You will learn six dress-ups. To indicate that you have added a dress-up to a sentence, you should underline it. Although you may use more than one of a specific type of dress-up in a paragraph, only underline one of each type in each paragraph.

**-ly Adverb Dress-Up**

In this lesson you will learn the first dress-up: the *-ly* adverb.

An *-ly* adverb is 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.

Notice how the meaning of this sentence changes when different *-ly* adverbs are added:

The captain gave the order.

The captain gave the order angrily.

The captain gave the order nervously.

Now you choose an *-ly* adverb.

The captain gave the order rudely.

 From now on, include an *-ly* adverb in each paragraph you write. Mark the *-ly* adverb by underlining it.

**-ly Adverbs**

angrily

anxiously

boldly

eagerly

evilly

excitedly

fearfully

foolishly

futilely

hopefully

humbly

hysterically

innocently

intrepidly

joyfully

longingly

nervously

rudely

savagely

sheepishly

smugly

stubbornly

suspiciously

tirelessly

woefully

Students benefit from looking at word lists like those listed on this page. A longer list of *-ly* adverbs can be found on the *Portable Walls for Structure and Style®* Students as well as the IEW Writing Tools App.

From this point forward students should include one *-ly* adverb in each paragraph they write. Although more than one *-ly* adverb may be placed in a paragraph, only one should be underlined.

This dress-up now appears on the checklist.

## Lesson 2: Spanish Explorers Arrive in America

**Style Practice****-ly Adverb Dress-Up**

You must include an -ly adverb in the paragraph you write for this lesson. Write a few ideas for possible -ly adverbs on the lines below. You may look at the list on the previous page or at a longer list found on the *Portable Walls for Structure and Style® Students* or on the IEW Writing Tools App. Some of your vocabulary words may be helpful as well.

1. What -ly adverbs could express how the Spanish sailed to the New World?

*boldly, audaciously, bravely, hopefully, eagerly, intrepidly*

2. What -ly adverbs could express how the explorers searched for the mythical fountain of youth and seven cities of gold?

*foolishly, tirelessly, greedily, naively, relentlessly, futilely*

Suggested answers in bold indicate the word is a vocabulary word.

**Note:** A vocabulary word that is an -ly adverb may count as both an -ly adverb and a vocabulary word.

**Vocabulary Practice**

Look at the vocabulary words for Lesson 2. Fill in the blanks with a word that makes sense.

1. The explorers were on a *quest* to find *prosperity*.
2. Ponce de Leon searched *futilely* for a fountain that did not exist.

Which of the vocabulary words from Lesson 1 might work in the following sentences?

1. The Spanish *presumed* (ed) they would find gold in the New World.
2. Many Spanish explorers were *hostile* toward the natives.

**Note:** Derivatives of a vocabulary word may be used. For example, you may add an *-ed* or *-ing* to a basic vocabulary word.

UNIT 2: WRITING FROM NOTES

Before students begin to write, preview the checklist. This ensures that the students understand expectations.



## Unit 2 Composition Checklist

### Lesson 2: Spanish Explorers Arrive in America

Name: \_\_\_\_\_

Lesson 2: Spanish Explorers Arrive in America

Writing from Notes

 Institute for Excellence in Writing  
Learn. Speak. Write. Think.

**STRUCTURE**

- MLA format (see Appendix I) \_\_\_\_\_ 25 pts
- title centered \_\_\_\_\_ 25 pts
- checklist on top, final draft, rough draft, key word outline \_\_\_\_\_ 25 pts

**STYLE**

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

- ly adverb \_\_\_\_\_ 25 pts

**MECHANICS** (-1 pt per error)

- capitalization \_\_\_\_\_ pts
- end marks and punctuation \_\_\_\_\_ pts
- complete sentences \_\_\_\_\_ pts
- correct spelling \_\_\_\_\_ pts

**VOCABULARY**

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

Total: \_\_\_\_\_ 100 pts

Custom Total: \_\_\_\_\_ pts

**DUPLEX** **NOT FOR** **SAMPLE**

U.S. History-Based Writing Lessons: Student Book

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Instruct the students to tear the checklist out of the book so that they can use it while writing. Train students to "check what you do and do what you check."

If your students are handwriting their assignments, disregard the MLA requirement on the checklist.

In each lesson students are directed to give their editors their rough draft with the completed checklist attached. The back side of all checklists are blank or only have an illustration so that they can be removed from this consumable book.

Teachers are free to adjust a checklist by requiring only the stylistic techniques that have become easy, plus one new one. EZ+1

UNIT 2: WRITING FROM NOTES

Intentionally blank so the checklist can be removed.

SAMPLE

## Lesson 3: Englishmen Arrive in America

<b>Structure:</b>	Unit 2: Writing from Notes
<b>Style:</b>	no new style
<b>Writing Topic:</b>	Englishmen in America
<b>Literature Suggestion:</b>	Elementary: <i>A Lion to Guard Us</i> by Clyde Robert Bulla Junior and Senior High: <i>Night Journeys</i> by Avi

### Lesson 3: Englishmen Arrive in America

#### UNIT 2: WRITING FROM NOTES

## Lesson 3: Englishmen Arrive in America

### Goals

- to practice the Units 1 and 2 structural models
- to create a 1-paragraph KWO
- to write a 1-paragraph summary about Englishmen in America
- to take Vocabulary Quiz 1
- to correctly use new vocabulary words: *audaciously, inevitably, endeavor, eerily*

### Assignment Schedule

#### Day 1

1. Play Around the World.
2. Take Vocabulary Quiz 1.
3. Read “Englishmen Arrive in America.” Read it again and write a KWO.

#### Day 2

1. Review your KWO from Day 1.
2. Complete Style Practice.
3. Look at the vocabulary cards for Lesson 3. Discuss the words and their definitions and complete Vocabulary Practice.
4. Using your KWO as a guide, begin writing a rough draft in your own words.
5. Go over the checklist. Put a check in the box for each requirement you have completed.

#### Day 3

1. Review all vocabulary words learned thus far.
2. Finish writing your paragraph. Try your best not to look back at the source text.
3. Turn in your rough draft to your editor with the completed checklist attached.

#### Day 4

1. Write or type a final draft making any corrections your editor asked you to make.
2. Paperclip the checklist, final draft, rough draft, and KWO together. Hand them in.

### Literature Suggestion

Begin reading *A Lion to Guard Us* by Clyde Robert Bulla or *Night Journeys* by Avi.

### Around the World

See Appendix VII for game directions. Use the vocabulary chart on page 322, Lessons 1–2. Because there are only eight words, it is fine to repeat. You are helping students prepare for the quiz.

When students turn in their final drafts, read some of their compositions aloud. Clap for them! It is very motivating for writers to hear their pieces being read aloud. This is why we write—for an audience.

**Source Text**

### Englishmen Arrive in America

Beginning in 1497, England began sending explorers to America. However, many years passed before they attempted to establish colonies. One of the first attempts was by a group led by John White. In 1587 they landed on Roanoke Island, near what is now North Carolina. White left over a hundred settlers there, but when he returned in 1590, the entire settlement was gone! Because of its strange disappearance, this settlement is known as the Lost Colony. It was not until 1607 that a group of Englishmen were successful in beginning a permanent settlement. These men landed in Virginia and named their settlement Jamestown after King James. The settlers experienced many hardships, but over time Jamestown became a prosperous city.

**Mechanics**

---

*John White* is used in the third sentence, but only *White* is used after that. Names of adults are referenced by their first and last name the first time they are mentioned. After the first time, they are only referenced by their last name.

**Sample**

## Lesson 3: Englishmen Arrive in America

**Key Word Outline**

On the lines below, write no more than three key words from each sentence of the source text. Choose words that will best help you remember the meaning of the sentence.

- I. 1497, England, explorers, → America
1. ++ yrs., X try, colonies
2. 1, 1st, attempts, led, John White
3. 1587, Roanoke Island, NC
4. White, left, >100 ppl, rtn, 1590, gone
5. b/c disappeared, "Lost Colony"
6. 1607, English, 1st permanent, settlement
7. Virginia, Jamestown, after 
8. hardships, time, prosperous

Cover the source text and tell the meaning of each line of notes in your own words. If a note is unclear, check the source text and add what you need to in order to make it clear.



### Style Practice

#### -ly Adverb Dress-Up

You must include an -ly adverb in the paragraph you write for this lesson. Use a thesaurus or your vocabulary words. Write a few ideas on the lines below each sentence. Choose your favorite to write on the blank in the sentence.

1. The settlement at Roanoke had eerily disappeared.

-ly adverbs mysteriously, eerily, untraceably, strangely

2. The men who reached Jamestown eventually established a permanent settlement.

-ly adverbs audaciously, painstakingly, laboriously, eventually

3. The Englishmen reverently named their settlement after their king.

-ly adverbs affectionately, reverently, dutifully, respectfully, immediately

### Vocabulary Practice

Look at the vocabulary words for Lesson 3. Fill in the blanks with a word that makes sense.

1. Inevitably or Audaciously the English ventured to America too.

2. Though the settlers at Roanoke endeavored (ed) to establish a permanent settlement, they unexplainably failed.

Remember that derivatives of a vocabulary word may be used. At the end of the source text, did you notice a derivative of the word *prosperity*? What is it?

prosperous

Look at the vocabulary chart on page 322. Try to use words from Lessons 1–3 in sentences or phrases that could be in your summary about the English in America. Write at least one idea below.

The English **presumed** they could settle the New World too.

John White must have stood **transfixed** at the sight of the Lost Colony.

## Lesson 3: Englishmen Arrive in America

## Unit 2 Composition Checklist

### Lesson 3: Englishmen Arrive in America

Writing  
from  
Notes

Name: \_\_\_\_\_



Institute for  
Excellence in  
Writing  
Learn. Speak. Read. Write. Think.

**STRUCTURE**

- MLA format (see Appendix I)
- title centered
- checklist on top, final draft, rough draft, key word outline

\_\_\_\_\_ 25 pts  
\_\_\_\_\_ 25 pts  
\_\_\_\_\_ 25 pts

**STYLE****¶1 Dress-Ups** (underline one of each)

- ly adverb

(25 pts each)

\_\_\_\_\_ 25 pts

**MECHANICS** (-1 pt per error)

- capitalization
- end marks and punctuation
- complete sentences
- correct spelling

\_\_\_\_\_ pts  
\_\_\_\_\_ pts  
\_\_\_\_\_ pts  
\_\_\_\_\_ pts

**VOCABULARY**

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

Total: \_\_\_\_\_ 100 pts  
Custom Total: \_\_\_\_\_ pts

If your students  
are handwriting  
their assignments,  
disregard the MLA  
requirement on  
the checklist.

Teachers are  
free to adjust  
a checklist by  
requiring only  
the stylistic  
techniques that  
have become  
easy, plus one  
new one. EZ+1

UNIT 2: WRITING FROM NOTES

Intentionally blank so the checklist can be removed.

SAMPLE