



Listen. Speak. Read. Write. Think!

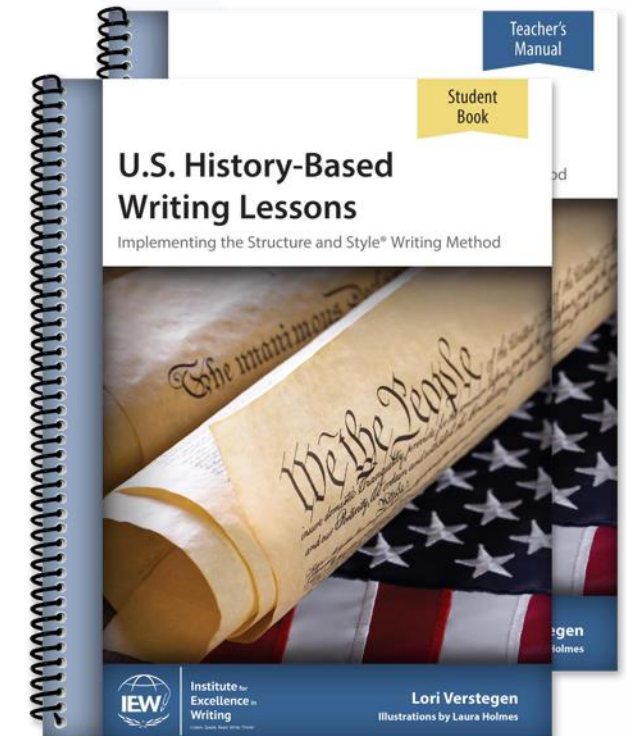
# U.S. History-Based Writing Lessons Support for Unit 4

## 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/USH-TS](http://IEW.com/USH-TS)

# Tonight's Outline

- Tools for Teaching This Course
- Structural Models Pacing
- Overview of Unit 4
- Practice
  - Lesson 9: *Benjamin Franklin*
- 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

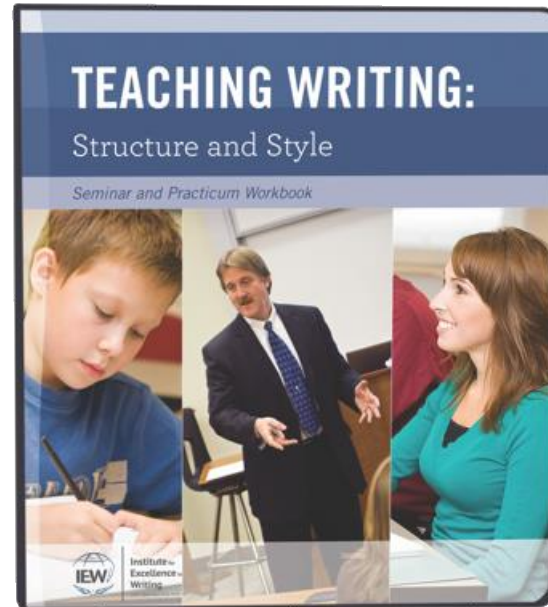
[IEW.com/TWSS](http://IEW.com/TWSS)

Premium Membership (optional)

IEW Checklist Generator™

TWSS Streaming

Mini Posters



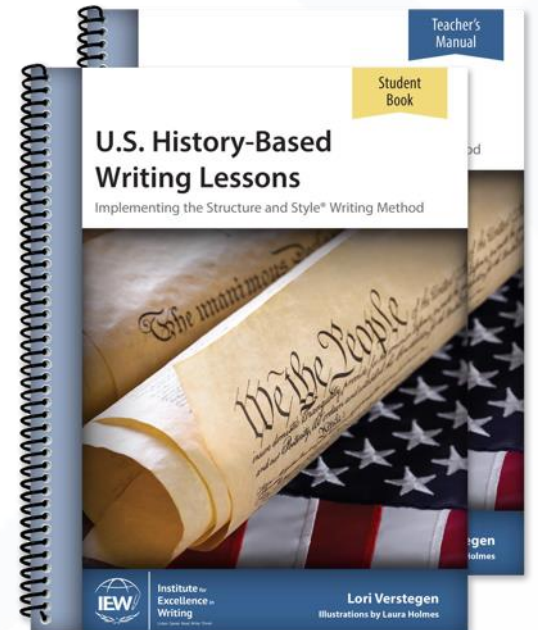
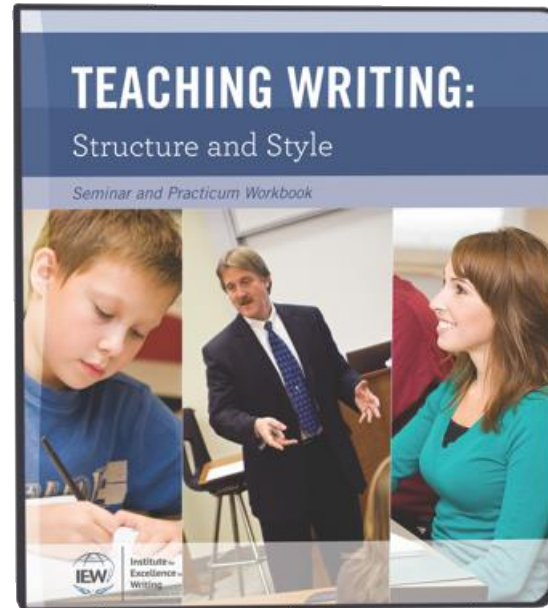
# Tools for Teaching This Course

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

[IEW.com/USH-TS](http://IEW.com/USH-TS)

Teacher's Manual includes sample 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

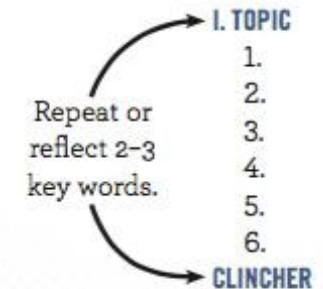
4

## 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

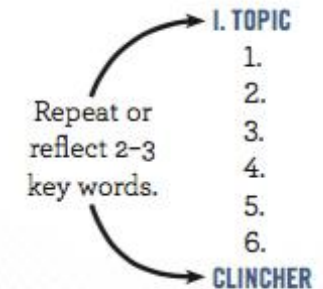
4

## 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 4 requires more thought.

Key words come from facts, not sentences.

**UNIT 4 Summarizing a Reference**

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




---

**Topic-Clincher Rule**

Repeat or reflect 2–3 key words.

I. TOPIC  
1.  
2.  
3.  
4.  
5.  
6.  
CLINCHER





# 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

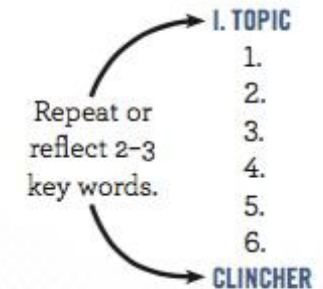
UNIT  
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# Unit 4: Summarizing a Reference

## 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

Unit 4 Mini Poster

Highlighters (if handwriting)

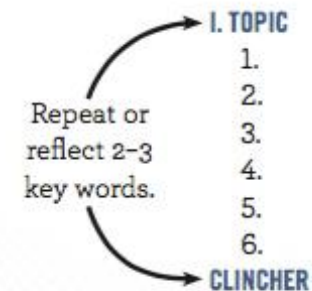
UNIT  
4

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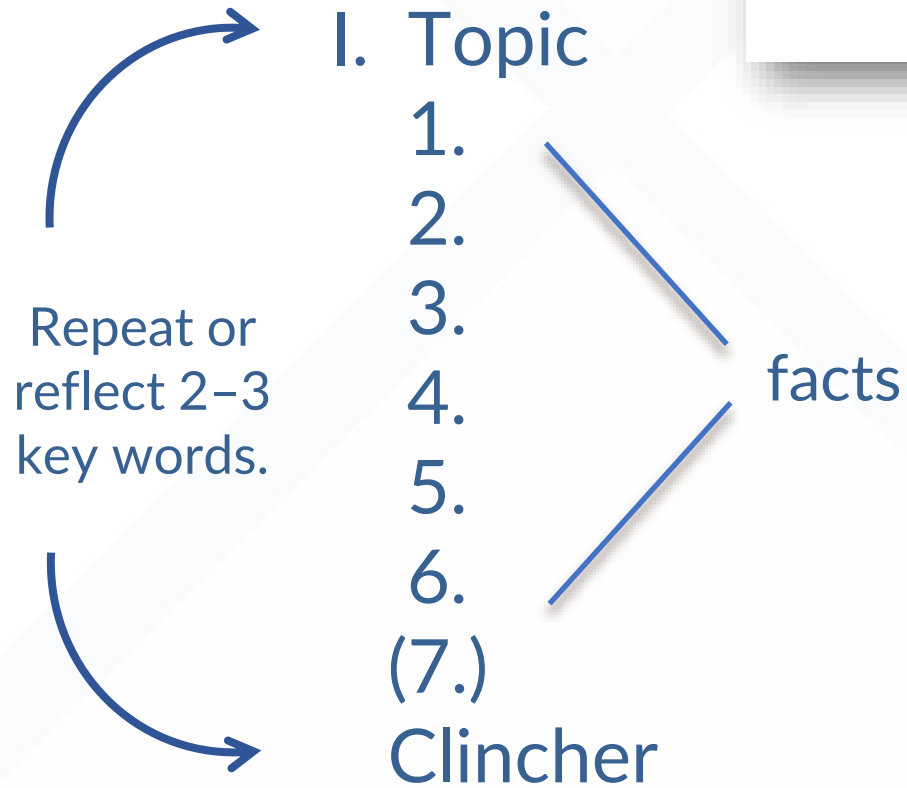
### Topic-Clincher Rule



# The Topic-Clincher Rule

Memorize the rule!

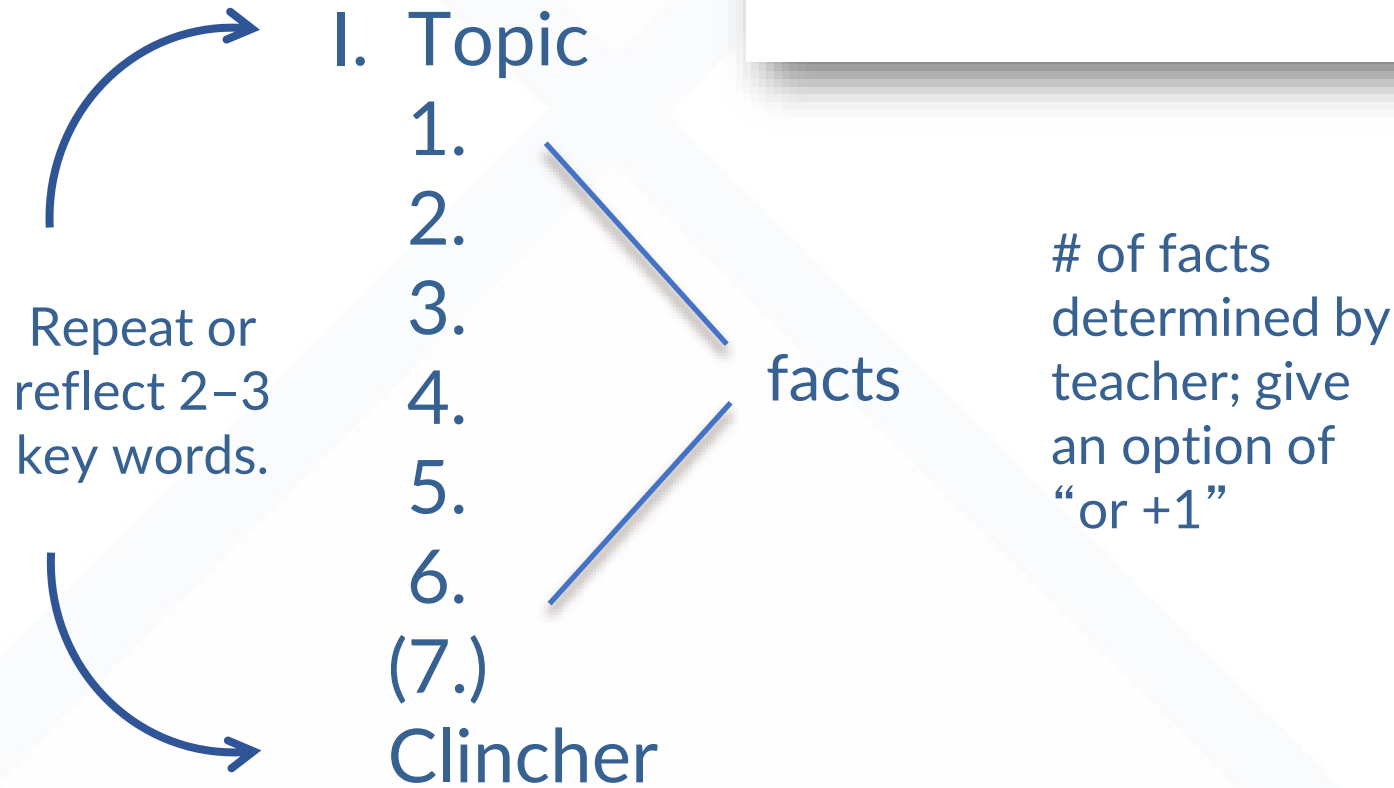
“ The topic sentence and the clincher sentence **MUST** repeat or reflect two or three key words. ”



# The Topic-Clincher Rule

Memorize the rule!

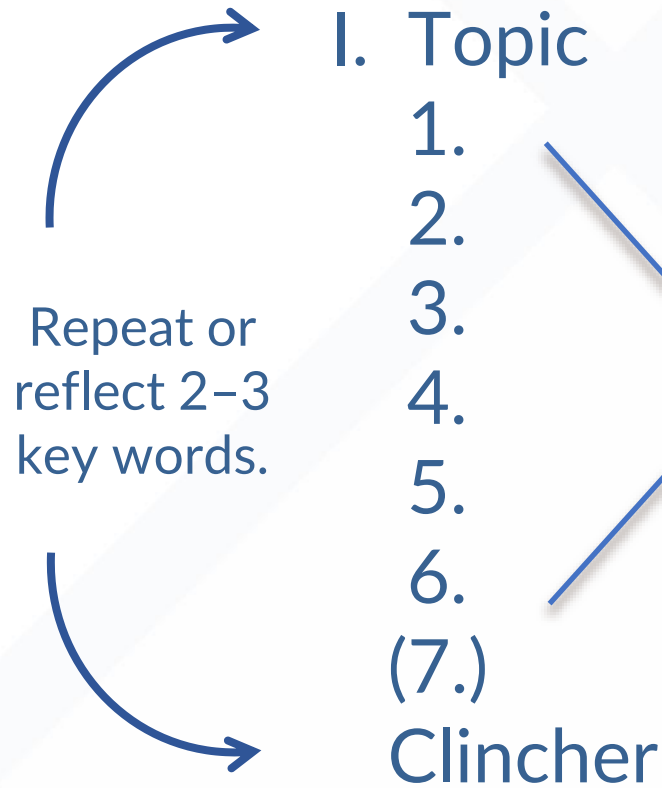
“ The topic sentence and the clincher sentence **MUST** repeat or reflect two or three key words. ”



# The Topic-Clincher Rule

Memorize the rule!

“ The topic sentence and the clincher sentence **MUST** repeat or reflect two or three key words. ”



facts

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

Clincher

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

Clincher may be combined with last detail in outline.

# Unit 4: Summarizing a Reference Teaching Procedure

1. Think process. reports—not a finished product

## SUMMARIZING

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



# Unit 4: Summarizing a Reference

## Teaching Procedure

1. Think process. reports—not a finished product
2. Communicate # of topics = #¶s  
# of facts per paragraph/topic

### SUMMARIZING

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



# Unit 4: Summarizing a Reference

## Teaching Procedure

1. Think process. reports—not a finished product
2. Communicate # of topics = #¶s  
# of facts per paragraph/topic
3. Choose 5-7 interesting or important facts (relevant)  
“Some-a-rize” Choose some; ignore the rest.

### SUMMARIZING

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





# Unit 4: Summarizing a Reference

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4. Use the source texts in USH.

### SUMMARIZING

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



# Unit 4: Summarizing a Reference Teaching Procedure

1. Think process. reports—not a finished product
2. Communicate # of topics = #¶s  
# of facts per paragraph/topic
3. Choose 5-7 interesting or important facts (relevant)  
“Some-a-rize” Choose some; ignore the rest.
4. Use the source texts in USH.
5. Think about the funnel. Gradually increase source length.

## SUMMARIZING

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



# Unit 4

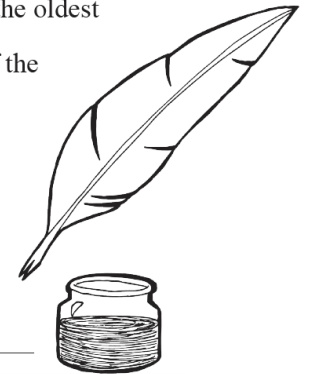
## Let's try it together!

### Lesson 9: *Benjamin Franklin* page 84

#### Source Text

#### Benjamin Franklin and Our Freedom Documents

Every American probably knows something about Benjamin Franklin. However, few probably know one of the most interesting things about him. It is the fact that he is the only man who signed all four documents that helped America become a free nation. First, in 1776 he signed the Declaration of Independence. In this document Americans proclaimed themselves free from British rule. It was considered treason by the king, so Franklin risked his life by signing it. Of course, Britain did not recognize the declaration, so America fought the Revolutionary War. During this war America needed help from France. Whom do you think they sent to obtain it? Yes, Benjamin Franklin sailed to France to ask for their help. The French people loved Franklin. In Paris he was able to obtain and sign the Treaty of Alliance with France. In this treaty France promised to send soldiers and supplies to help America. America would not have won the war without it. At the end of the war, Franklin was chosen as America's representative again, this time to return to France to sign the Treaty of Paris of 1783. This is the treaty that made peace with Britain. Finally, in 1787 at the age of eighty-one, Franklin was the oldest member of the Continental Congress to sign the Constitution of the United States of America. This document established a new government for the new, independent country. Benjamin Franklin's name remains on all four of America's freedom documents.



#### Mechanics

Titles of official documents are capitalized. They do not require quotation marks or italics.

# Benjamin Franklin

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!

## 1 topic = 1 paragraph

- Lesson 9: Benjamin Franklin
- Lesson 10: George Washington
- Lesson 11: Thomas Jefferson



## 2 topics = 2 paragraphs

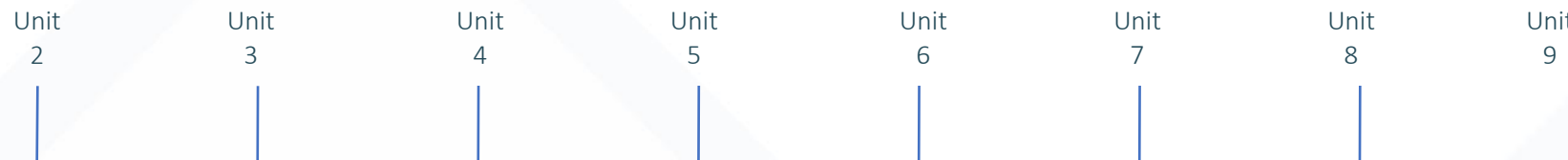
- Lesson 12: The Louisiana Purchase



# Stylistic Techniques Pacing

Techniques should be “dripped” in as they become \_\_\_\_\_.

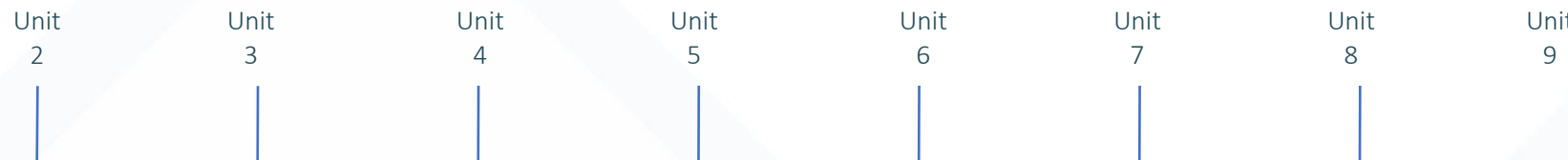
Example:



# Stylistic Techniques Pacing

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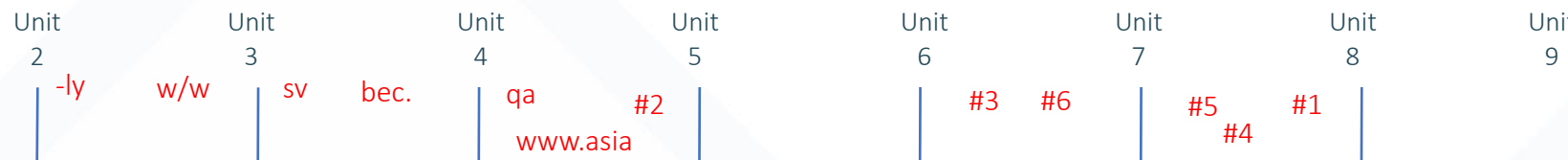
Example:



# Stylistic Techniques Pacing

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

Example:



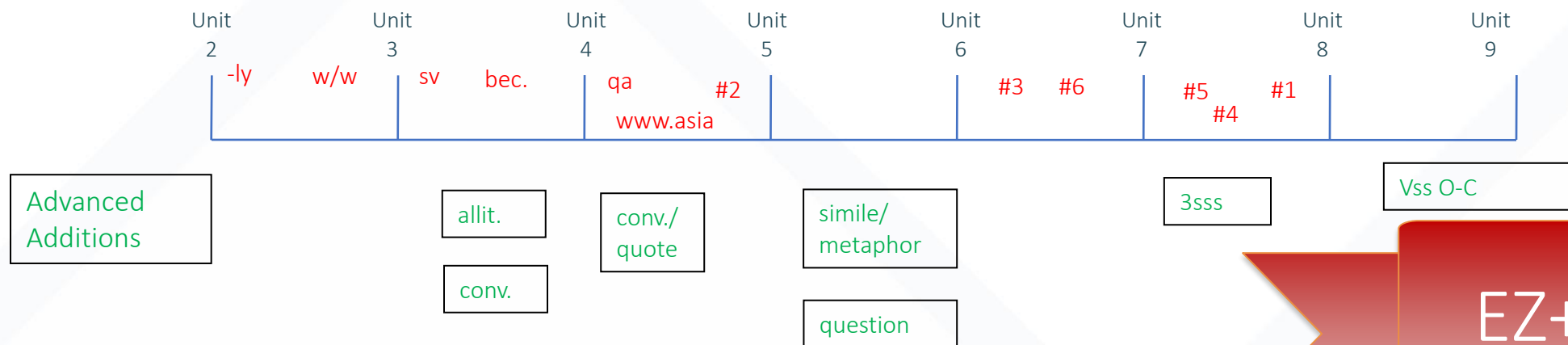
EZ+1



# Stylistic Techniques Pacing

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

Example:



# Checklist Preview

- Structure

MLA format

title centered and repeats 1-3 key words

topic-clincher rule (highlight or bold)

checklist on top, final draft, rough draft, KWO

- Style

Dress-Ups

-ly adverb

*because* clause

*who/which* clause

quality adjective (Lesson 10)

strong verb

*www.asia* clause (Lesson 11)

Sentence Openers

#2 prepositional (Lesson 12)

- Mechanics

- Vocabulary (optional)

## Unit 4 Composition Checklist

Summarizing  
a Reference

### Lesson 9: Benjamin Franklin

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



#### 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

- #1 Dress-Ups** (underline one of each) (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 |

**CHECK FOR BANNED WORDS** (-1 pt for each use): go/went, say/said \_\_\_\_\_ 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"/> correct spelling                         | _____ | 1 pt |

#### VOCABULARY


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

Total: \_\_\_\_\_ 25 pts  
Custom Total: \_\_\_\_\_ pts

# Adjustments for Style

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

Lesson 9: Benjamin Franklin

<b>Unit 4 Composition Checklist</b>	Summarizing a Reference
<b>Lesson 9: Benjamin Franklin</b>	
Name: _____	 <b>Institute for Excellence in Writing</b> <small>Listen. Speak. Read. Write. Think!</small>
<b>STRUCTURE</b>	
<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
<b>STYLE</b>	
<b>¶1 Dress-Ups</b> (underline one of each)	(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
<b>CHECK FOR BANNED WORDS</b> (-1 pt for each use): go/went, say/said	_____ pts
<b>MECHANICS</b>	
<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"/> correct spelling	_____ 1 pt
<b>VOCABULARY</b>	
<input type="checkbox"/> vocabulary words - label ( <i>voc</i> ) in left margin or after sentence	
Total:	_____ 25 pts
Custom Total:	_____ pts

# IEW Checklist Generator™

- Easily adjust style with the IEW Checklist Generator™.

Speed it up!

Slow it down.



- This is available only to IEW Premium Members.

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Buy Premium Membership. [IEW.com/TWSS2-PREM-GO](http://IEW.com/TWSS2-PREM-GO)

- 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)

# Questions and Answers



# We're here to help!

IEW Accreditation and CEUs [IEW.com/accreditation](http://IEW.com/accreditation)

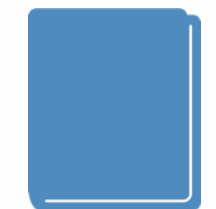
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Congratulations!

## Join us next time!

### **U.S. History-Based Writing Lessons Support for Unit 5**

Unit 5: Writing from Pictures

November 13, 2023

7:00 PM Central Time

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