



Listen. Speak. Read. Write. Think!

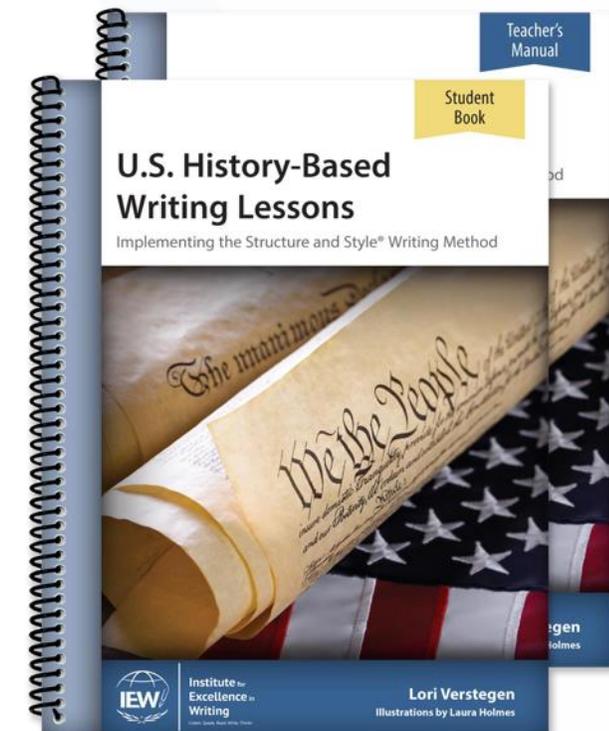
# U.S. History-Based Writing Lessons Support for Unit 8

## 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?



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

# Tonight's Outline

- Tools for Teaching This Course
- Structural Models Pacing
- Overview of Unit 8
- Practice of Unit 8
  - Lesson 25: *Transportation Milestones, 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

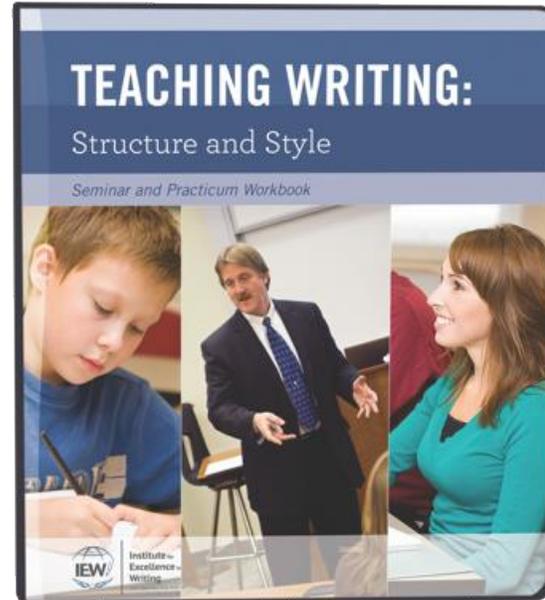
[IEW.com/TWSS](http://IEW.com/TWSS)

Premium Membership (optional)

IEW Checklist Generator™

TWSS Streaming

Mini Posters



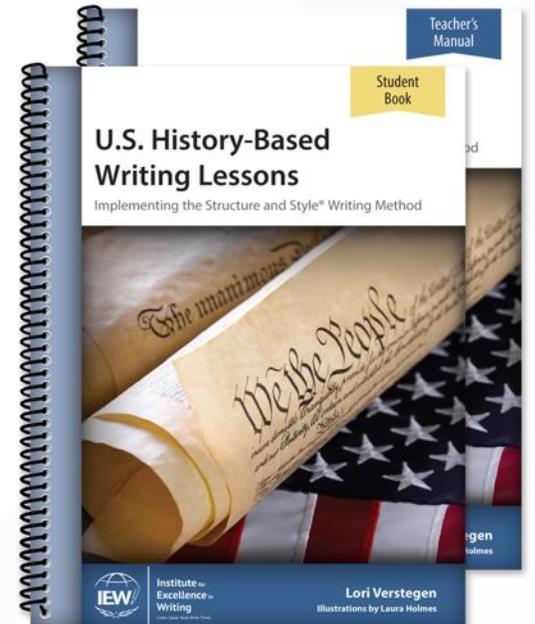
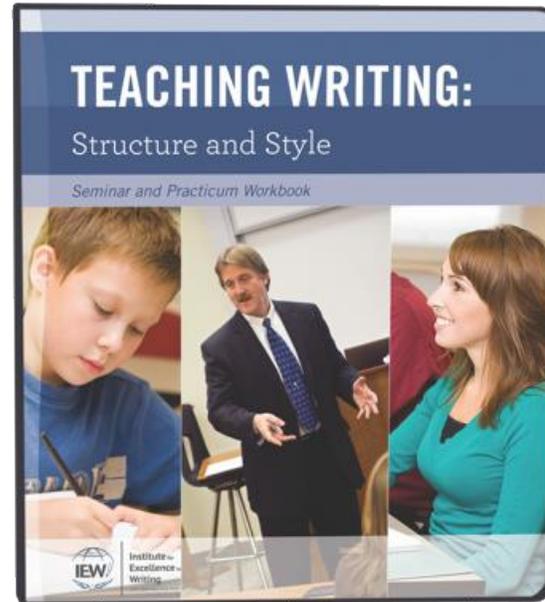
# Tools for Teaching This Course

- 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 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.

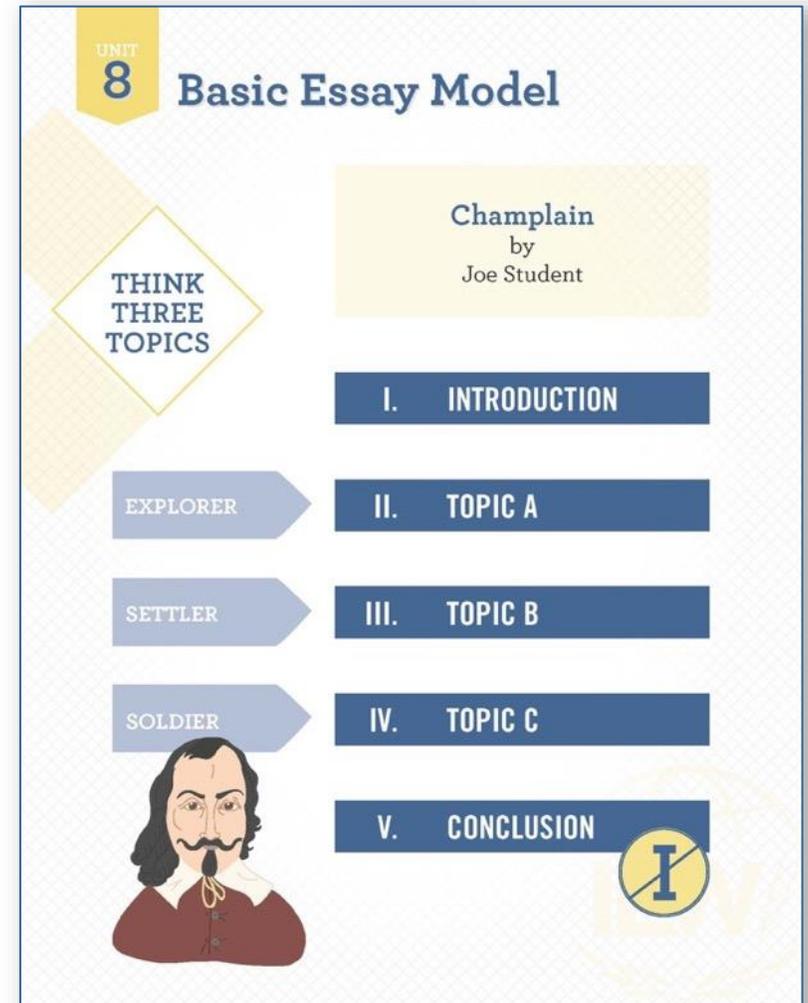
Key words come from answers to questions about a picture.

Unit 6 increases the complexity.

Key words come from facts selected from multiple sources.

Unit 7 uses your students' brains.

Key words come from ideas generated during the invention process.



# 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.

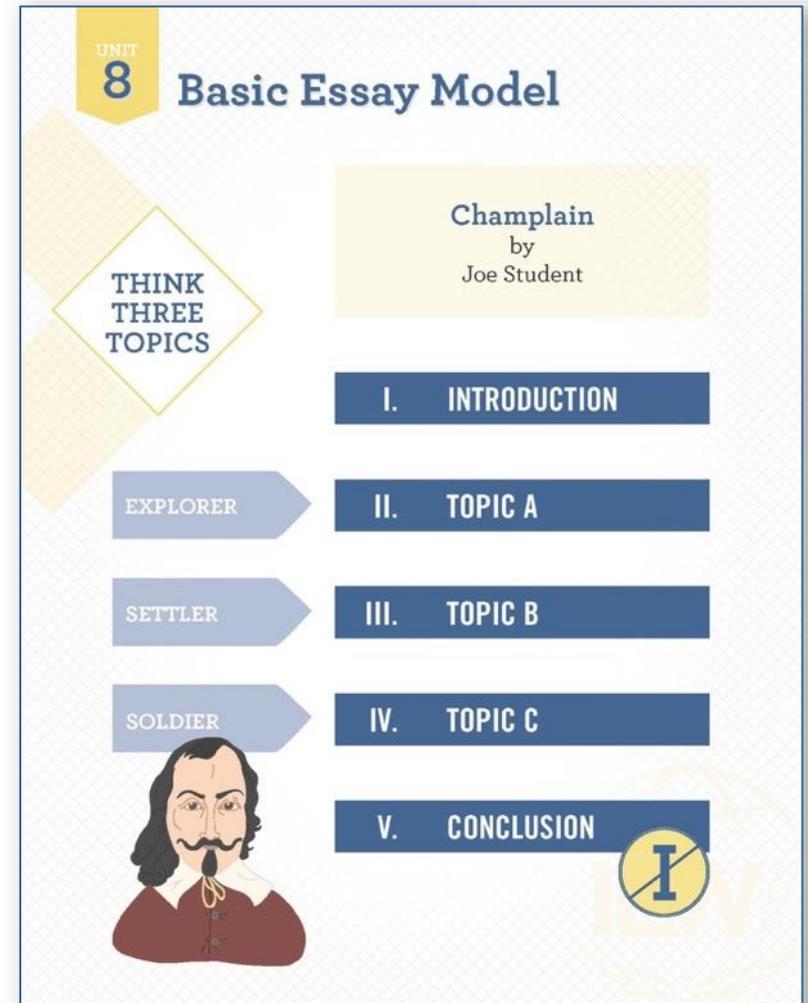
Key words come from facts selected from multiple sources.

Unit 7 uses your students' brains.

Key words come from ideas generated during the invention process.

Unit 8 lends purpose to factual compositions.

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

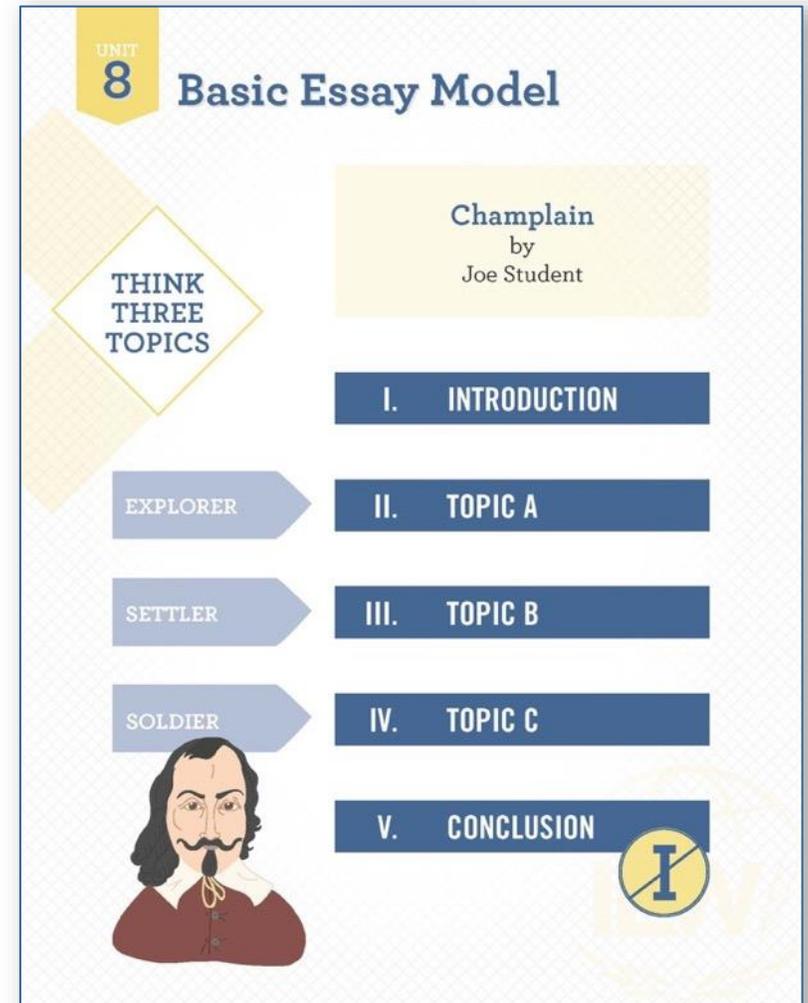


# Unit 8: Formal Essay Models

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

## Report vs. Essay

### Report

facts

# topics = # body ¶

### Essay

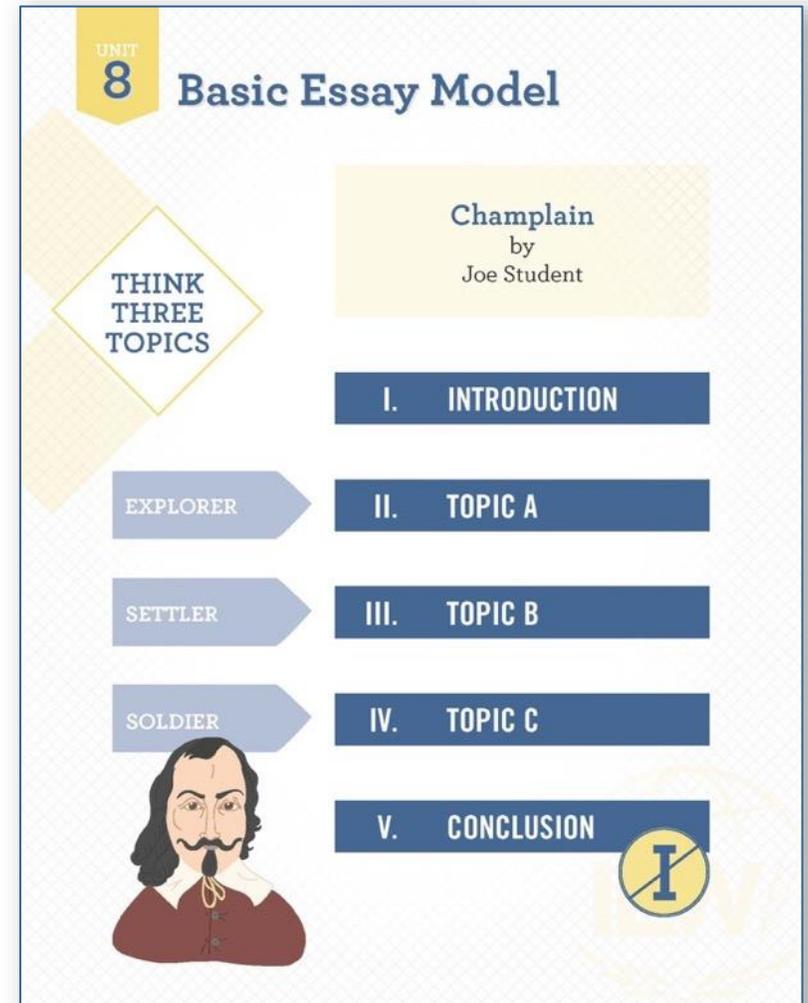
facts plus opinion

# topics = # body ¶

add introduction + conclusion

*most significant and why*

*opinion in conclusion*

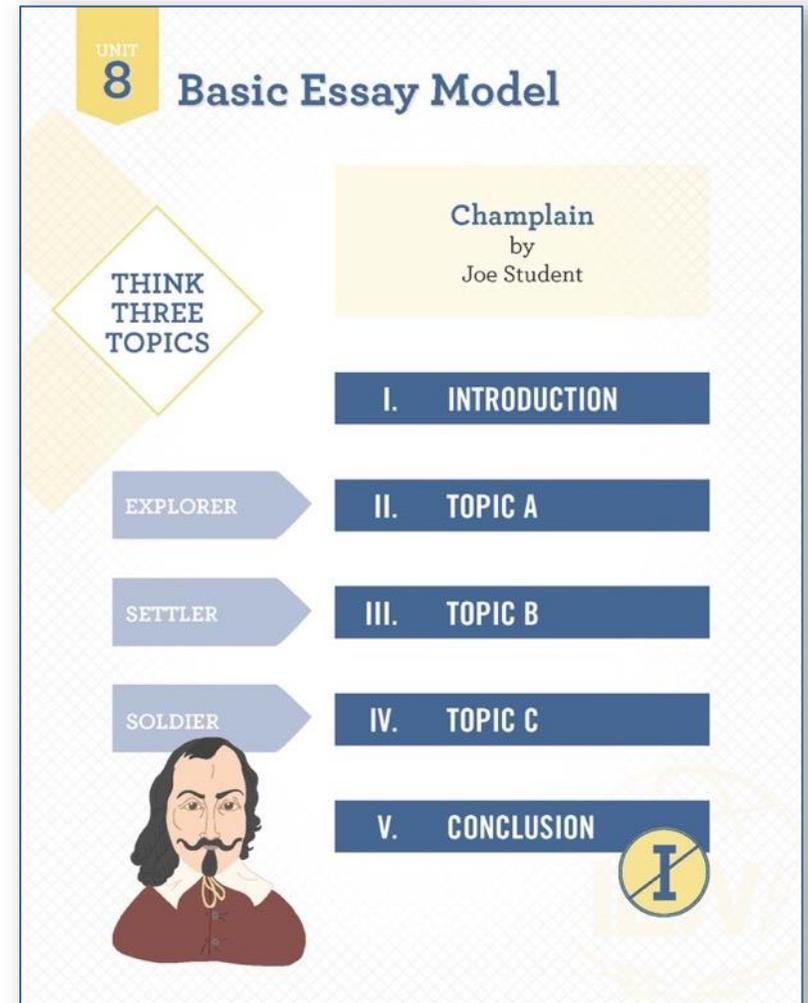


# Unit 8: Formal Essay Models

## 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 a conclusion
- to learn the five-paragraph essay model



# Unit 8: Formal Essay Models

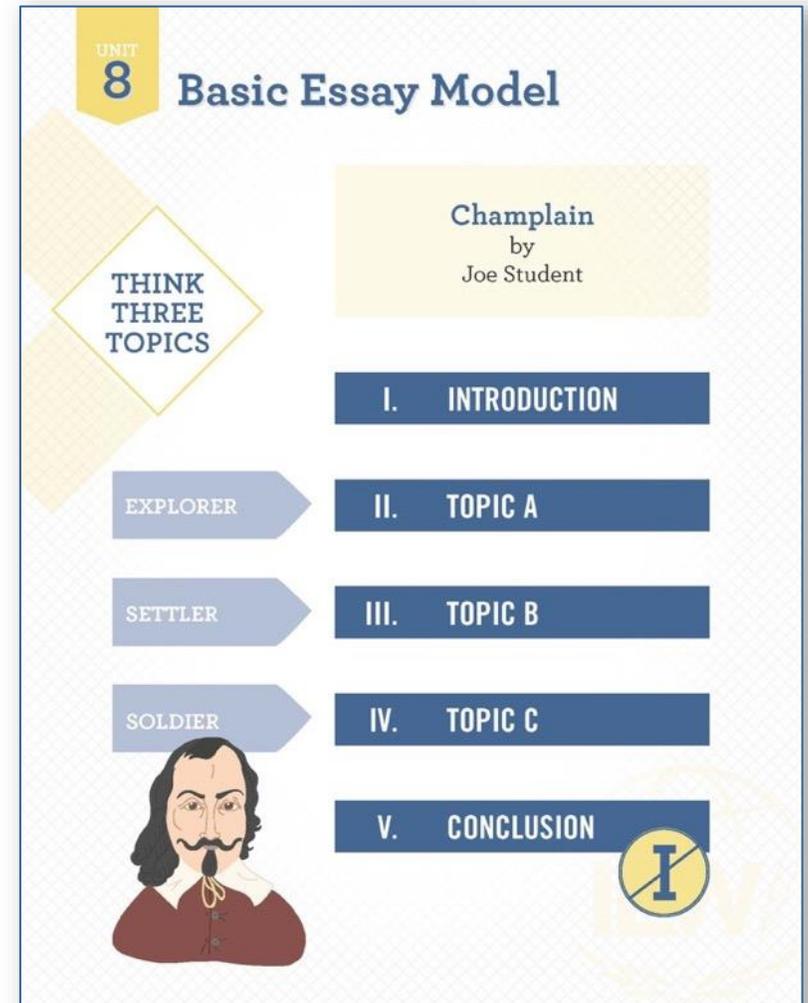
## Goals and Materials

### 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 a conclusion
- to learn the five-paragraph essay model

### Recommended Materials

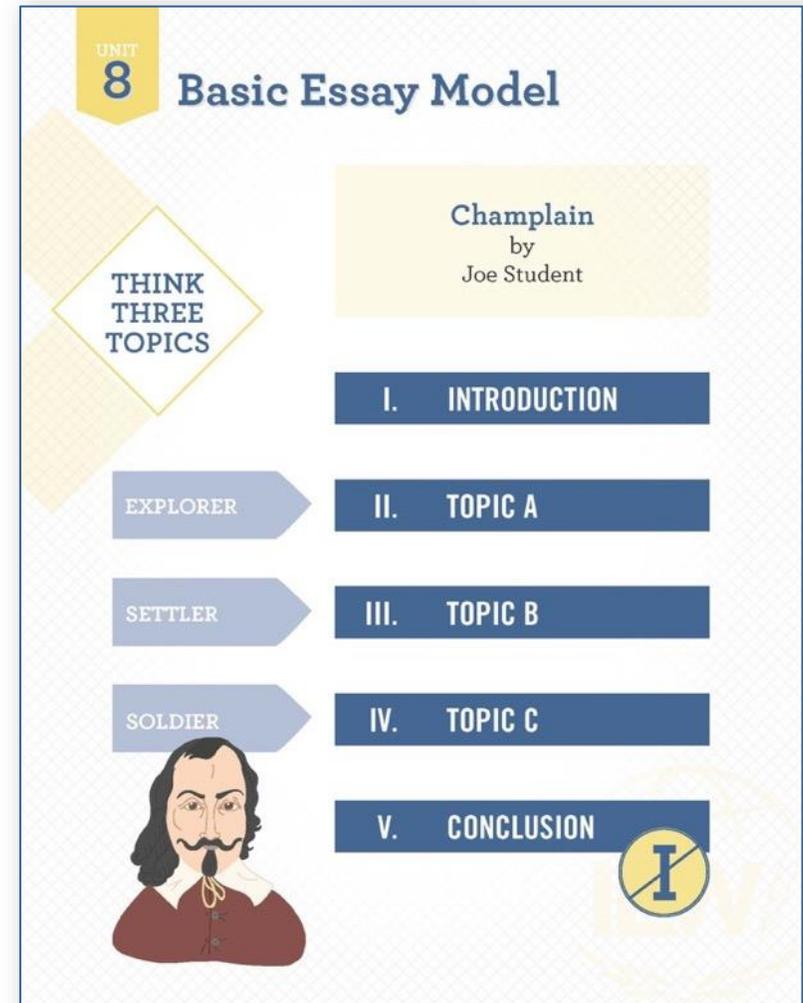
Unit 8 Mini Poster



# Unit 8: Formal Essay Models

1. Determine the subject.
2. List possible topics as divisions of the subject.
3. Choose topics.  
# of topics = # of body ¶
4. Write body ¶ KWOs using source texts.
5. Write body paragraphs.
6. Write conclusion.  
restate topics, most significant and why
7. Write introduction.  
attention getter, background, state topics

Steps 1-5 were completed in Lessons 17-18.  
Steps 6-7 are completed in Lesson 25.



# Basic Essay: 5 Paragraph

Steps 1-5 were completed in Lessons 17-18.

## Step One: Subject

transportation milestones

## Step Two: List Possible Topics

Erie Canal

Transcontinental Railroad

car

airplane

## Step Three: Choose Topics

# of topics = # of body ¶

### I. **Introduction**

attention getter

background information

state topics

### II. Topic A

5-7 facts

clincher

### III. Topic B

5-7 facts

clincher

### IV. Topic C

5-7 facts

clincher

**Body**

### V. **Conclusion**

restate topics

most \_\_\_ /why

# Basic Essay: 5 Paragraph

Steps 1-5 were completed in Lessons 17-18.

Step Four: Body ¶ KWOs

Step Five: Write Body ¶s



## I. Introduction

attention getter  
background information  
state topics

II. Topic A  
5-7 facts  
clincher

III. Topic B  
5-7 facts  
clincher

IV. Topic C  
5-7 facts  
clincher

**Body**

## V. Conclusion

restate topics  
most \_\_\_ /why

# Basic Essay: 5 Paragraph

Steps 1-5 were completed in Lessons 17-18.

Step Four: Body ¶ KWOs

Step Five: Write Body ¶s

II. Topic A

1.

2.

3.

4.

5.

(6.)

(7.)

Clincher



## I. Introduction

attention getter

background information

state topics

II. Topic A

5-7 facts

clincher

III. Topic B

5-7 facts

clincher

IV. Topic C

5-7 facts

clincher

**Body**

## V. Conclusion

restate topics

most \_\_\_ /why

# Basic Essay: 5 Paragraph

Steps 1-5 were completed in Lessons 17-18.

Step Four: Body ¶ KWOs

Step Five: Write Body ¶s

II. Topic A

III. Topic B

1.

2.

3.

4.

5.

(6.)

(7.)

Clincher



## I. Introduction

attention getter

background information

state topics

II. Topic A

5-7 facts

clincher

III. Topic B

5-7 facts

clincher

IV. Topic C

5-7 facts

clincher

**Body**

## V. Conclusion

restate topics

most \_\_\_ /why

# Basic Essay: 5 Paragraph

Steps 1-5 were completed in Lessons 17-18.

Step Four: Body ¶ KWOs

Step Five: Write Body ¶s

II. Topic A

III. Topic B

IV. Topic C

1.

2.

3.

4.

5.

(6.)

(7.)

Clincher

1st

## I. Introduction

attention getter

background information

state topics

II. Topic A

5-7 facts

clincher

III. Topic B

5-7 facts

clincher

IV. Topic C

5-7 facts

clincher

**Body**

## V. Conclusion

restate topics

most \_\_\_ /why

# Basic Essay: 5 Paragraph

Steps 6-7 are completed in Lesson 25.

## Step Six: Write Conclusion

Restate the topics.

Tell what is most significant and why.

## Step Seven: Write Introduction

Write attention getter.

Include background information.

State the topics.



### I. **Introduction**

attention getter

background information

state topics



### II. Topic A

5-7 facts

clincher

### III. Topic B

5-7 facts

clincher

### IV. Topic C

5-7 facts

clincher

**Body**



### V. **Conclusion**

restate topics

most \_\_\_ /why

# Unit 8

## Let's try it together!



Lesson 25: Transportation Milestones, Part 3

UNIT 8: FORMAL ESSAY MODELS

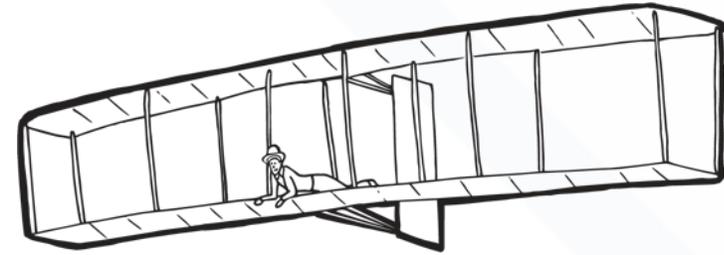
### **Lesson 25: Transportation Milestones, Part 3**

#### **Goals**

- to learn the Unit 8 Formal Essay structural model
- to review the components of an introduction and a conclusion paragraph
- to create KWOs for an introduction and a conclusion paragraph
- to write an introduction and a conclusion paragraph
- to complete a 5-paragraph essay with a bibliography
- to correctly use new vocabulary words: *achievement, flourish, transformation, efficient*

# Unit 8

## Let's try it together!



### Key Word Outline for Conclusion

V. Topic A: \_\_\_\_\_

Topic B: \_\_\_\_\_

Topic C: \_\_\_\_\_

Most significant \_\_\_\_\_

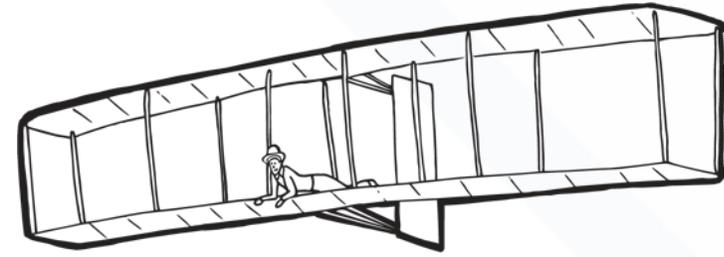
Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Unit 8

## Let's try it together!



### Key Word Outline for Introduction

I. Attention getter \_\_\_\_\_

Background \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Topic A: \_\_\_\_\_

Topic B: \_\_\_\_\_

Topic C: \_\_\_\_\_

# Unit 8

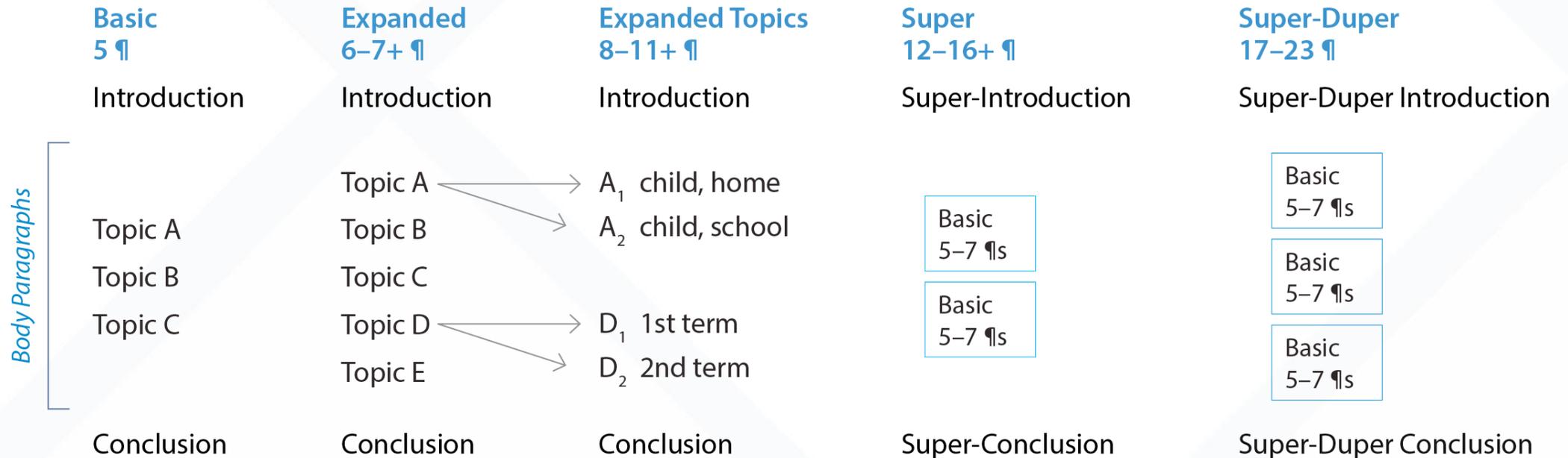
## Lesson 26 Preparation

In Lessons 26–27 you will write a report about a prominent American of the mid to late twentieth century. In preparation for Lesson 26, you must find three fairly short, simple sources either from the library or the Internet. There is a list of possible subjects on page 253.

# Advanced Essay Models

## Essay Model

### Add Topics to Expand



# Stylistic Techniques Pacing

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

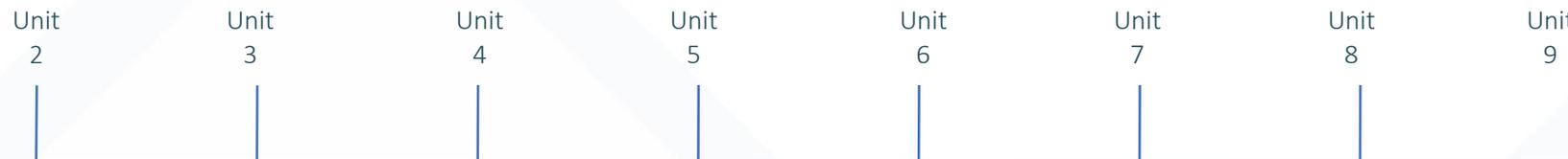
Example:



# Stylistic Techniques Pacing

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

Example:



# Stylistic Techniques Pacing

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

Example:

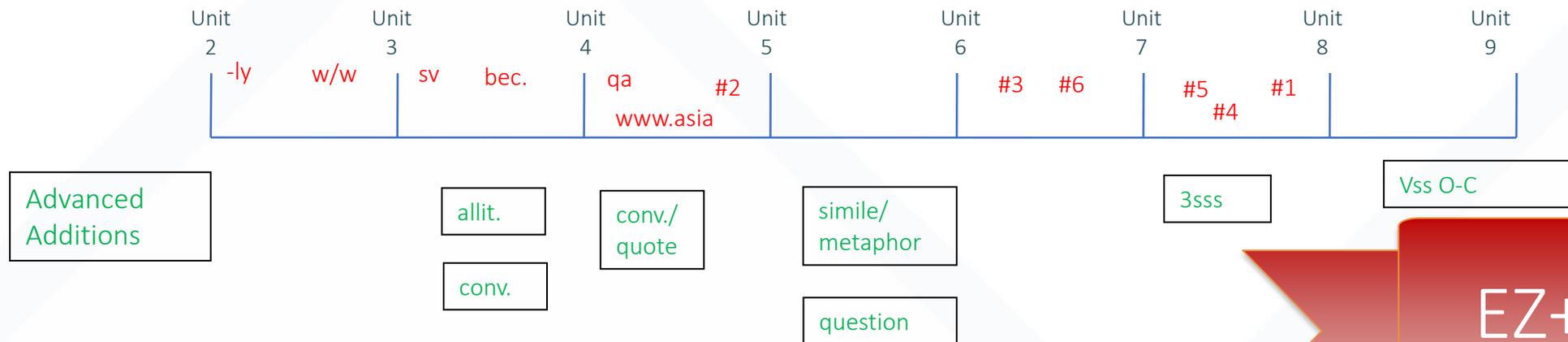


EZ+1

# Stylistic Techniques Pacing

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

Example:



# Checklist Preview

Lesson 25 checklist is for only the introduction and conclusion.

- **Structure**  
 MLA format  
 title centered  
 bibliography entries in proper format  
 checklist on top, final draft, rough draft, KWO
- **Introduction**  
 attention getter, background, state topics
- **Body**  
 insert body paragraphs
- **Conclusion**  
 restates topics, most significant/why

## Unit 8 Composition Checklist

### Lesson 25: Transportation Milestones, Part 3

Formal  
Essay  
Models

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



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Writing  
Since 1988

#### STRUCTURE

- |   |       |       |
|---|-------|-------|
| <input type="checkbox"/> MLA format (see Appendix I)                                  | _____ | 2 pts |
| <input type="checkbox"/> title centered   | _____ | 2 pts |
| <input type="checkbox"/> bibliography entries in proper format                        | _____ | 2 pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ | 1 pt  |

#### Introduction

- |  |       |        |
|--|-------|--------|
| <input type="checkbox"/> introduction includes attention getter, background information, and states topics (bold or highlight) | _____ | 10 pts |
|--|-------|--------|

#### Body

- |   |       |       |
|---|-------|-------|
| <input type="checkbox"/> insert body paragraphs | _____ | 2 pts |
|---|-------|-------|

#### Conclusion

- |  |       |        |
|--|-------|--------|
| <input type="checkbox"/> conclusion restates topics (bold or highlight) and indicates most significant/why | _____ | 10 pts |
| <input type="checkbox"/> final sentence repeats 1–3 key words for the title                                | _____ | 2 pts  |

#### STYLE

**11 15 Dress-Ups** (underline one of each) (2 pts each)

- |  |       |       |
|--|-------|-------|
| <input type="checkbox"/> <input type="checkbox"/> -ly adverb               | _____ | 4 pts |
| <input type="checkbox"/> <input type="checkbox"/> <i>who/which</i> clause  | _____ | 4 pts |
| <input type="checkbox"/> <input type="checkbox"/> strong verb              | _____ | 4 pts |
| <input type="checkbox"/> <input type="checkbox"/> quality adjective        | _____ | 4 pts |
| <input type="checkbox"/> <input type="checkbox"/> <i>www.asia.b</i> clause | _____ | 4 pts |

**Sentence Openers** (number; one of each as possible) (2 pts each)

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

**CHECK FOR BANNED WORDS** (-1 pt for each use): go/went, say/said, good, bad, pretty, big, small

#### MECHANICS

- |   |       |     |
|---|-------|-----|
| <input type="checkbox"/> spelling, grammar, and punctuation (-1 pt per error) | _____ | pts |
|---|-------|-----|

#### VOCABULARY

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

Total: \_\_\_\_\_ 75 pts  
 Custom Total: \_\_\_\_\_ pts

# Checklist Preview

Lesson 25 checklist is for only the introduction and conclusion.

- **Style**

## Dress-Ups

-ly adverb

*who/which* clause

strong verb

quality adjective

*www.asia.b* clause

## Sentence Openers

#1 subject

#2 prepositional

#3 -ly adverb

# 4 -ing

# 5 clausal – *www.asia.b*

# 6 very short sentence

- **Mechanics**

- **Vocabulary (optional)**

## Unit 8 Composition Checklist

### Lesson 25: Transportation Milestones, Part 3

Formal  
Essay  
Models

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



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Excellence in  
Writing  
Learn. Speak. Read. Write. Thrive!

#### STRUCTURE

<input type="checkbox"/> MLA format (see Appendix I)	_____	2 pts
<input type="checkbox"/> title centered	_____	2 pts
<input type="checkbox"/> bibliography entries in proper format	_____	2 pts
<input type="checkbox"/> checklist on top, final draft, rough draft, key word outline	_____	1 pt

#### Introduction

<input type="checkbox"/> introduction includes attention getter, background information, and states topics (bold or highlight)	_____	10 pts
--	-------	--------

#### Body

<input type="checkbox"/> insert body paragraphs	_____	2 pts
---	-------	-------

#### Conclusion

<input type="checkbox"/> conclusion restates topics (bold or highlight) and indicates most significant/why	_____	10 pts
<input type="checkbox"/> final sentence repeats 1–3 key words for the title	_____	2 pts

#### STYLE

**¶1 ¶5 Dress-Ups** (underline one of each) (2 pts each)

<input type="checkbox"/> <input type="checkbox"/> -ly adverb	_____	4 pts
<input type="checkbox"/> <input type="checkbox"/> <i>who/which</i> clause	_____	4 pts
<input type="checkbox"/> <input type="checkbox"/> strong verb	_____	4 pts
<input type="checkbox"/> <input type="checkbox"/> quality adjective	_____	4 pts
<input type="checkbox"/> <input type="checkbox"/> <i>www.asia.b</i> clause	_____	4 pts

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

(2 pts each)

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

**CHECK FOR BANNED WORDS** (-1 pt for each use): go/went, say/said, good, bad, pretty, big, small

\_\_\_\_\_ pts

#### MECHANICS

<input type="checkbox"/> spelling, grammar, and punctuation (-1 pt per error)	_____	pts
---	-------	-----

#### VOCABULARY

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

Total: \_\_\_\_\_ 75 pts

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

# Adjustments for Style

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

## Unit 8 Composition Checklist

### Lesson 25: Transportation Milestones, Part 3

Formal  
Essay  
Models

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



#### STRUCTURE

- |   |       |       |
|---|-------|-------|
| <input type="checkbox"/> MLA format (see Appendix I)                                  | _____ | 2 pts |
| <input type="checkbox"/> title centered   | _____ | 2 pts |
| <input type="checkbox"/> bibliography entries in proper format                        | _____ | 2 pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ | 1 pt  |

#### Introduction

- |  |       |        |
|--|-------|--------|
| <input type="checkbox"/> introduction includes attention getter, background information, and states topics (bold or highlight) | _____ | 10 pts |
|--|-------|--------|

#### Body

- |   |       |       |
|---|-------|-------|
| <input type="checkbox"/> insert body paragraphs | _____ | 2 pts |
|---|-------|-------|

#### Conclusion

- |  |       |        |
|--|-------|--------|
| <input type="checkbox"/> conclusion restates topics (bold or highlight) and indicates most significant/why | _____ | 10 pts |
| <input type="checkbox"/> final sentence repeats 1–3 key words for the title                                | _____ | 2 pts  |

#### STYLE

**11 15 Dress-Ups** (underline one of each) (2 pts each)

- |   |       |       |
|---|-------|-------|
| <input type="checkbox"/> <input type="checkbox"/> -ly adverb        | _____ | 4 pts |
| <input type="checkbox"/> <input type="checkbox"/> who/which clause  | _____ | 4 pts |
| <input type="checkbox"/> <input type="checkbox"/> strong verb       | _____ | 4 pts |
| <input type="checkbox"/> <input type="checkbox"/> quality adjective | _____ | 4 pts |
| <input type="checkbox"/> <input type="checkbox"/> www.asia.b clause | _____ | 4 pts |

**Sentence Openers** (number; one of each as possible) (2 pts each)

- |  |       |       |
|--|-------|-------|
| <input type="checkbox"/> <input type="checkbox"/> [1] subject              | _____ | 4 pts |
| <input type="checkbox"/> <input type="checkbox"/> [2] prepositional        | _____ | 4 pts |
| <input type="checkbox"/> <input type="checkbox"/> [3] -ly adverb           | _____ | 4 pts |
| <input type="checkbox"/> <input type="checkbox"/> [4] -ing                 | _____ | 4 pts |
| <input type="checkbox"/> <input type="checkbox"/> [5] clausal - www.asia.b | _____ | 4 pts |
| <input type="checkbox"/> <input type="checkbox"/> [6] vss                  | _____ | 4 pts |

**CHECK FOR BANNED WORDS** (-1 pt for each use): go/went, say/said, good, bad, pretty, big, small

#### MECHANICS

- |   |       |     |
|---|-------|-----|
| <input type="checkbox"/> spelling, grammar, and punctuation (-1 pt per error) | _____ | pts |
|---|-------|-----|

#### VOCABULARY

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

Total: \_\_\_\_\_ 75 pts  
Custom Total: \_\_\_\_\_ pts

# Advanced Additions

Access using the link on the blue page.

UNIT 8: FORMAL ESSAY MODELS		
Lesson 25	Transportation Milestones, Part 3.....	60
	<i>Additional Style Practice</i>	
Lesson 26	A Prominent American, Part 1 .....	62
	<i>Additional Style Practice</i>	
Lesson 27	A Prominent American, Part 2 .....	65
	<i>New Decoration: Vss Open-Close</i>	

# 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.

- Become a Premium Member one of two ways.

Buy TWSS Seminar. [IEW.com/TWSS2-FS](http://IEW.com/TWSS2-FS)

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)

**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)**

fr

- ly adverb

**CHECK FOR BANNED WORDS :**

**MECHANICS**

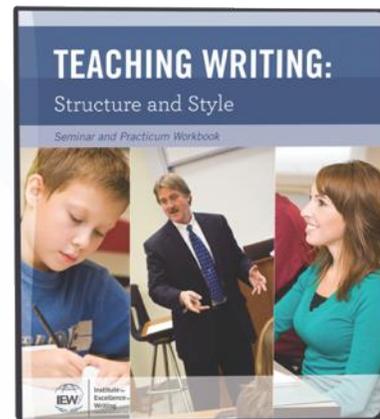
- capitalization
- end marks and punctuation
- complete sentences (Does it make sense?)
- correct spelling

**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 12*

# Unit 8: How to Use for Presentations

- Have your student choose his or her subject.
- Write a Unit 8 Basic Essay, using first person “I.”
- Choose interesting (over important) facts.
- Create a KWO from the essay.

Teachers model this for students.

Students practice, practice, practice.



# Unit 8: How to Use 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

Teachers should ask stronger students to speak first as an example.



# Introduction to Public Speaking

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

- instruction for writing five different types of speeches
- techniques for memorizing and delivering speeches
- tips for effectively connecting with an audience
- explanations for speech evaluations of self and others

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



# Questions and Answers



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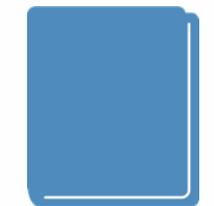
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