



Listen. Speak. Read. Write. Think!

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

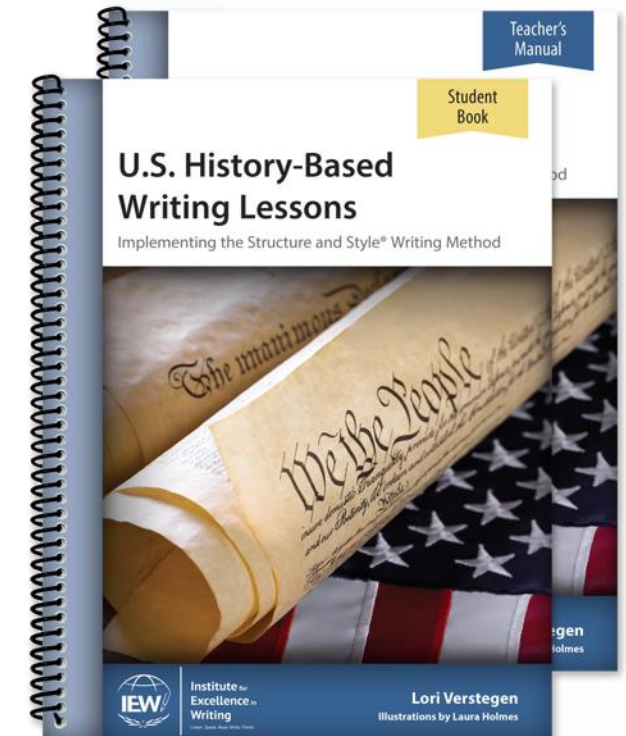


## Andrew Pudewa

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)



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# New Participants

- Q & A Box

Only a few staff members and I will see what you type. I'll answer as I'm able.

- Chat Box

Everyone can see your comments. Use this area to “pass notes in class.”

I'll pretty much ignore this area, but our staff will monitor and repost to me if deemed necessary.

- Links in the chat box are live.

- If you can't hear, try exiting and returning.

- Don't worry. We can't hear or see you.

- This webinar is recorded and will be posted at [IEW.com/webinar-archive](http://IEW.com/webinar-archive)



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# Tonight's Outline

- Tools for Teaching This Course
- Structural Models Pacing
- Overview of Unit 1
- Overview of Unit 2
- Practice
  - Lesson 2: *Spanish Explorers Arrive in America*
  - ly Adverb Dress-up
- Stylistic Techniques Pacing
- Checklist Preview
- Questions and Answers
- Gift certificate winner announced!



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# Who is this webinar for?

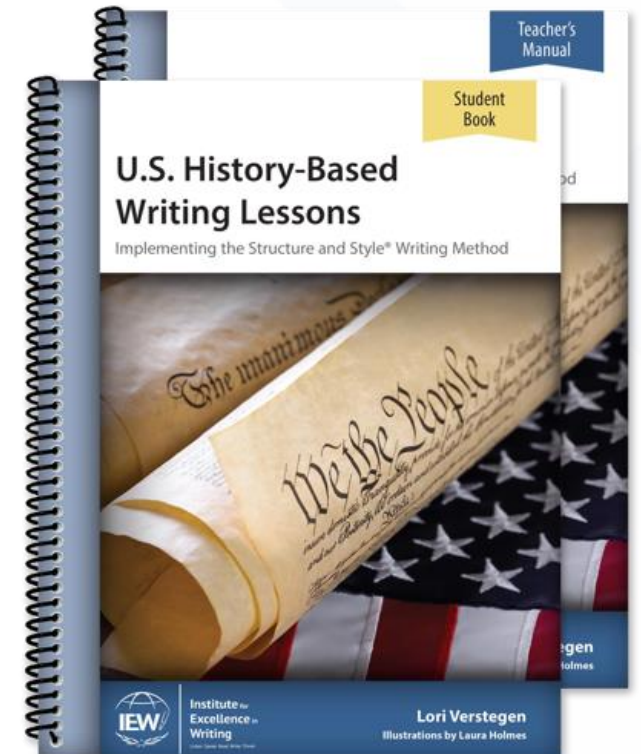
Teachers and tutors who have completed TWSS

Anyone using *U.S. History-Based Writing Lessons* in a group

Full-time school teachers

Homeschool co-op or hybrid school tutors or teachers

Homeschool teachers, including after-school homeschoolers



# Tools for Teaching This Course

- Teaching Writing: Structure and Style® Seminar Workbook

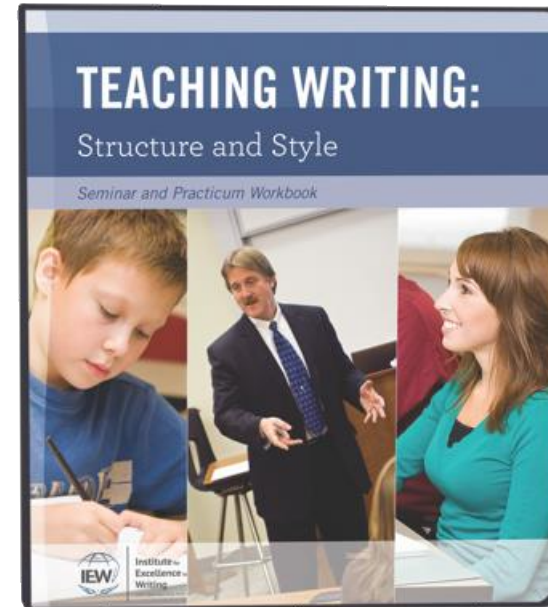
[IEW.com/TWSS](http://IEW.com/TWSS)

Premium Membership (optional)

IEW Checklist Generator™

TWSS Streaming

Mini Posters



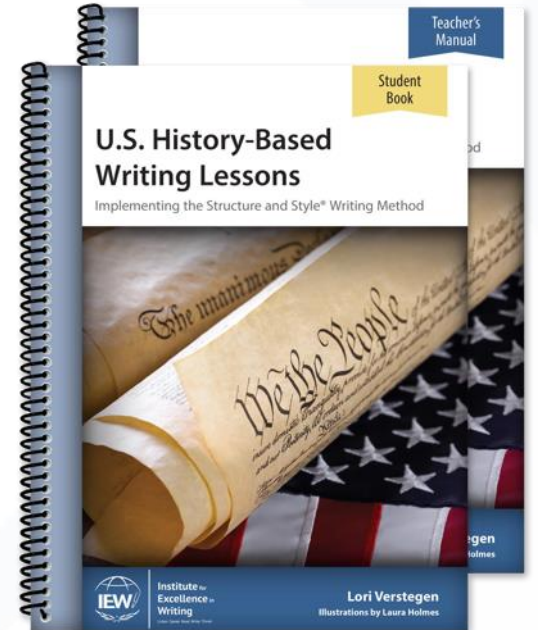
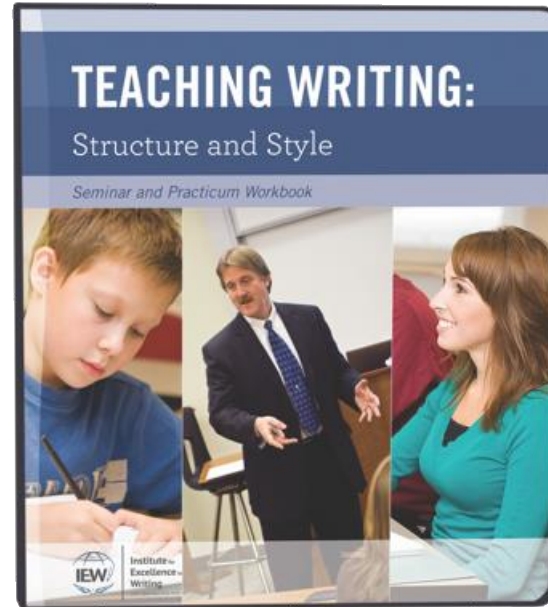
# Tools for Teaching This Course

- 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.





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# The Blue Page

Both Teacher's Manual and Student Book include

- Reproducible Checklists
- Simplified Source Texts
- Advanced Additions
- Exemplars

Checklists are also included on the IEW Checklist Generator, available to Premium Members!



## Accessing Your Downloads

Teacher's Manual

The purchase of this book allows its owner access to PDF downloads of the following:

- the optional *U.S. History-Based Writing Lesson Reproducible Checklists (32 pages)*
- the optional *U.S. History-Based Writing Lessons Simplified Source Texts*
- the optional *U.S. History-Based Writing Lessons Advanced Additions*
- the optional *U.S. History-Based Writing Lessons Exemplars*

To download these e-resources, please follow the directions below:

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3. After you are logged in, type this link into your address bar: [IEW.com/USH-TE](http://IEW.com/USH-TE)
4. Click the checkboxes next to the names of the files you wish to place in your account.
5. Click the "Add to my files" button.
6. To access your files now and in the future, click on "Your Account" and click on the "Files" tab (one of the gray tabs).
7. Click on each file name to download the files onto your computer.

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Institute for Excellence in Writing  
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Locust Grove, OK 74352



# 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 1: Note Making and Outlines

## Goals and Materials

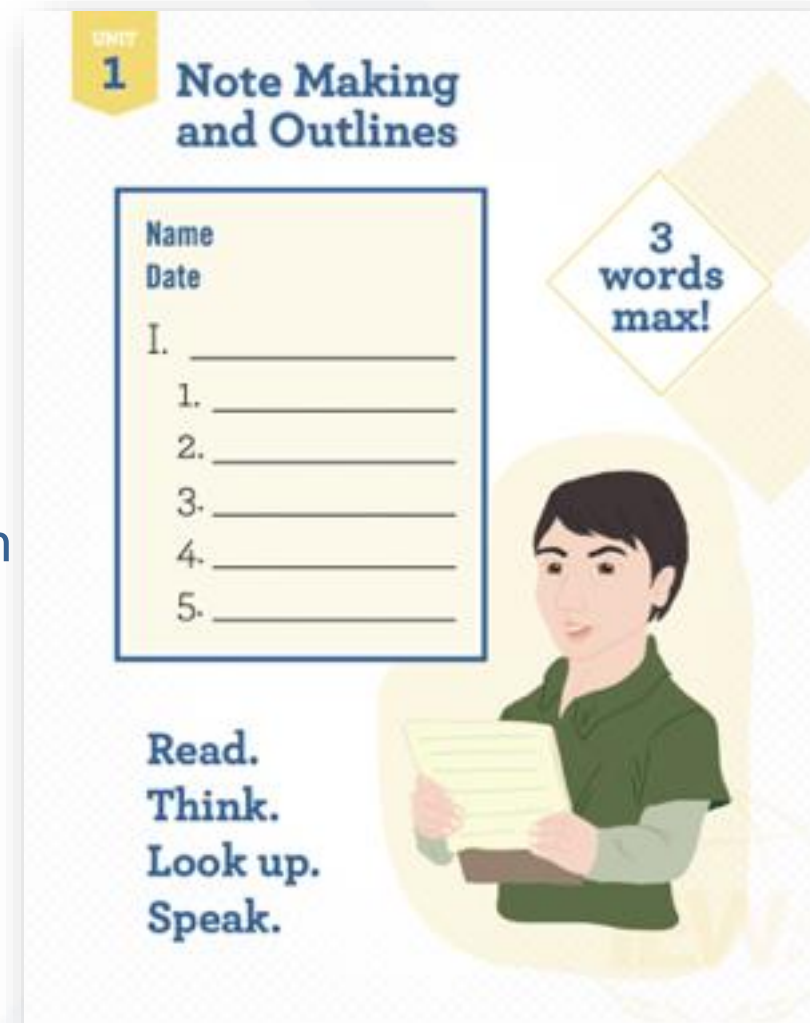
### Goals

- to develop the ability to choose and record key words
- to use a basic outline format
- to communicate main ideas from the key word outline (KWO)
- to test the outline by retelling basic ideas to another person
- to be introduced to basic public speaking skills

### Recommended Materials

Unit 1 Mini Poster

Available with Premium Membership



**UNIT 1** Note Making and Outlines

Name \_\_\_\_\_  
Date \_\_\_\_\_

I. \_\_\_\_\_  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

**3 words max!**

**Read.  
Think.  
Look up.  
Speak.**

# Unit 1 Teaching Procedure

1. Begin with demonstration and group participation.
2. Discuss vocabulary.
3. Model. Allow students to select key words.  
Use one line for each sentence.  
Choose 2-3 key words. 123, #\$, ☺, and abbr. are free.  
Students will begin to select better words over time.
4. Pair students and have them test their KWOs.  
The goal is not to repeat the source verbatim.  
Emphasize the importance of speaking in complete sentences.

**1** **Note Making and Outlines**

Name
Date
I. _____
1. _____
2. _____
3. _____
4. _____
5. _____

**3 words max!**

**Read.  
Think.  
Look up.  
Speak.**



# Unit 1 Reminders, Tips, and Tricks

- Don't assume students remember. It is okay to review, even with older third-year students.
- Don't skip the verbal retelling. Test the outline, not the student.
- Read and retell several times if necessary.





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# Public Speaking

- Fall is a great time to begin!
- Include your family, co-op, friends—make it consistent and formal.
- Short presentations are okay!
- Don't fear repetition. Having the same selection from more than one student is okay.

- Rules:

**Read** the key words.

**Think** of the sentence.

**Look up** from the paper.

**Speak** the sentence.

**Read.**  
**Think.**  
**Look up.**  
**Speak.**

# Unit 2: Writing from Notes

## Goals and Materials

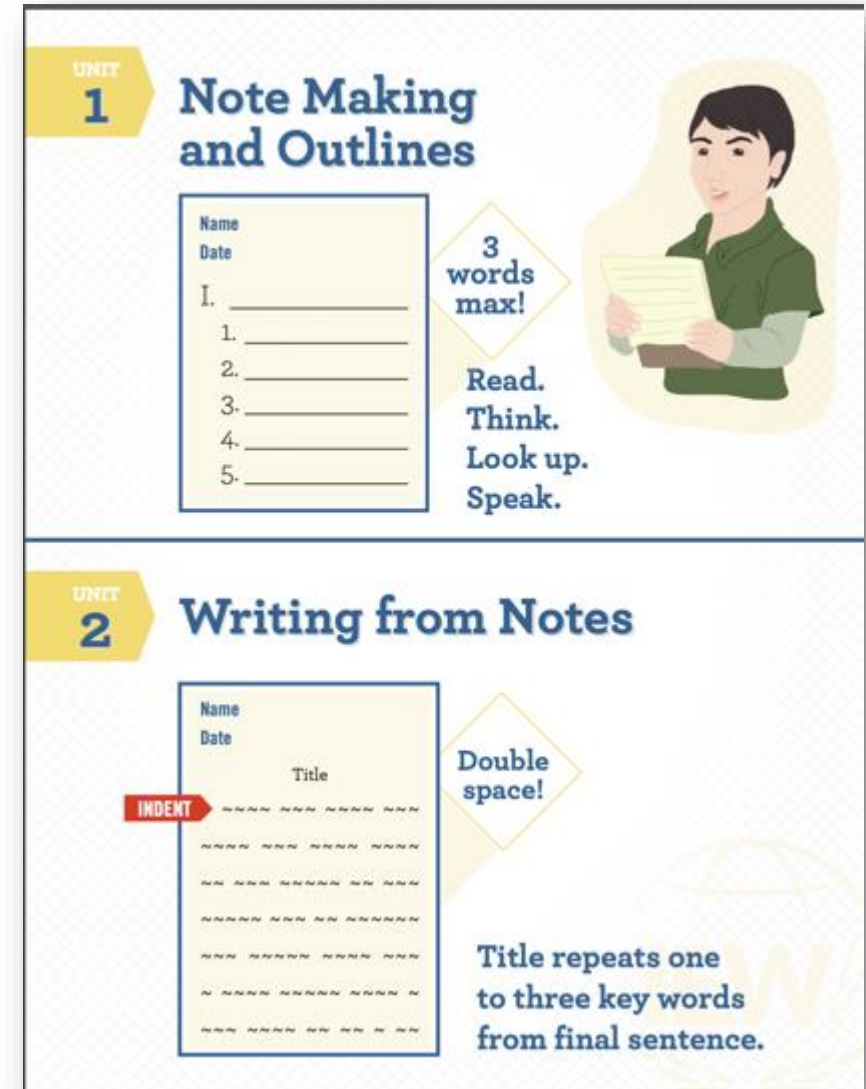
### Goals

- to write from the KWO without copying from the source text
- to dress-up the summary and write a final draft

### Recommended Materials

Units 1 and 2 Mini Poster

Available with Premium Membership  
(More about this later)



**UNIT 1** **Note Making and Outlines**

Name \_\_\_\_\_  
Date \_\_\_\_\_

I. \_\_\_\_\_  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

3 words max!

Read.  
Think.  
Look up.  
Speak.

**UNIT 2** **Writing from Notes**

Name \_\_\_\_\_  
Date \_\_\_\_\_

Title \_\_\_\_\_

INDENT

Double space!

Title repeats one to three key words from final sentence.

# Unit 2 Teaching Procedure

1. Begin with demonstration and group participation.

Read the source text together.

Create the KWO together.


Remove the source text and test the KWO.

Write the summary from the outline together.

Allow younger students to copy from the board.

**UNIT 1**

## Note Making and Outlines



Name	
Date	
I.	_____
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

**3 words max!**

Read.  
Think.  
Look up.  
Speak.

**UNIT 2**

## Writing from Notes

Name	
Date	
Title	
INDENT	
-----	
-----	
-----	
-----	
-----	
-----	
-----	

**Double space!**

Title repeats one to three key words from final sentence.

# Unit 2 Teaching Procedure

1. Begin with demonstration and group participation.
2. Demonstrate how to write a first draft.  
Use pen. No erasing allowed!  
double-space  
indent

**UNIT 1**

## Note Making and Outlines



Name	
Date	
I.	_____
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

**3 words max!**

**Read.  
Think.  
Look up.  
Speak.**

---

**UNIT 2**

## Writing from Notes

Name	
Date	
Title	
INDENT	
-----	
-----	
-----	
-----	
-----	
-----	
-----	

**Double space!**


**Title repeats one to three key words from final sentence.**

# Unit 2 Teaching Procedure

1. Begin with demonstration and group participation.
2. Demonstrate how to write a first draft.
3. When ready, begin to teach dress-ups.  
-ly adverb  
*who/which* clause

**UNIT 1**

## Note Making and Outlines



Name	
Date	
I.	_____
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

**3 words max!**

Read.  
Think.  
Look up.  
Speak.

---

**UNIT 2**

## Writing from Notes

Name	
Date	
Title	
	-----
	-----
	-----
	-----
	-----
	-----
	-----
	-----

**INDENT**

**Double space!**

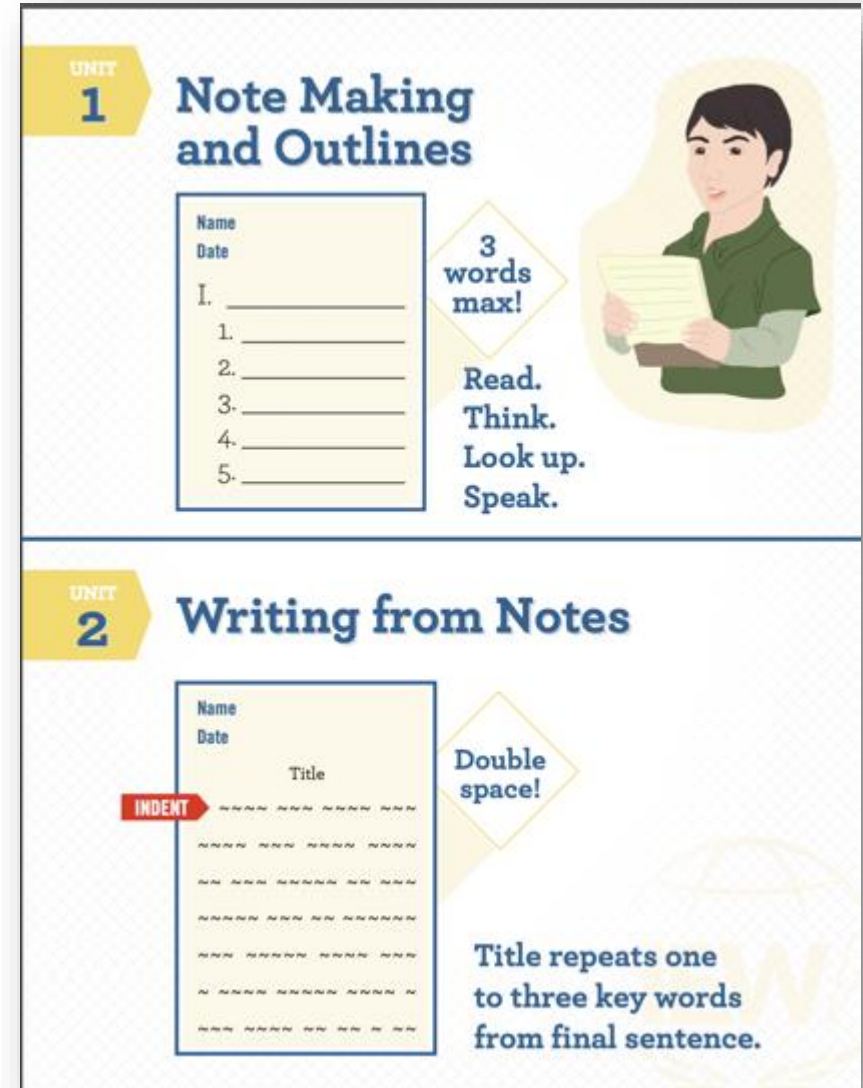
Title repeats one to three key words from final sentence.



# Unit 2 Teaching Procedure

1. Begin with demonstration and group participation.
2. Demonstrate how to write a first draft.
3. When ready, begin to teach dress-ups.
4. Teach the title rule.

“**Title repeats one to three key words from final sentence.**”



**UNIT 1** Note Making and Outlines

Name \_\_\_\_\_  
Date \_\_\_\_\_

I. \_\_\_\_\_  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

3 words max!

Read.  
Think.  
Look up.  
Speak.

**UNIT 2** Writing from Notes

Name \_\_\_\_\_  
Date \_\_\_\_\_  
Title \_\_\_\_\_

INDENT

Double space!


Title repeats one to three key words from final sentence.

# Unit 2 Teaching Procedure

1. Begin with demonstration and group participation.
2. Demonstrate how to write a first draft.
3. When ready, begin to teach dress-ups.
4. Teach the title rule.
5. Review the checklist.

**UNIT 1**

## Note Making and Outlines



Name	
Date	
I.	_____
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

**3 words max!**

**Read.  
Think.  
Look up.  
Speak.**

---

**UNIT 2**

## Writing from Notes

Name	
Date	
Title	
INDENT	-----
	-----
	-----
	-----
	-----
	-----
	-----

**Double space!**

**Title repeats one to three key words from final sentence.**

# Unit 2 Teaching Procedure

1. Begin with demonstration and group participation.
2. Demonstrate how to write a first draft.
3. When ready, begin to teach dress-ups.
4. Teach the title rule.
5. Review the checklist.
6. Explain how to write the final draft.  
Write in pencil or type on the computer.

**UNIT 1**

## Note Making and Outlines



Name	
Date	
I.	_____
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

**3 words max!**

**Read.  
Think.  
Look up.  
Speak.**

---

**UNIT 2**

## Writing from Notes

Name	
Date	
Title	
INDENT ~~~~~	
~~~~~	
~~~~~	
~~~~~	
~~~~~	
~~~~~	

**Double space!**


**Title repeats one to three key words from final sentence.**

# Unit 2 Teaching Procedure

1. Begin with demonstration and group participation.
2. Demonstrate how to write a first draft.
3. When ready, begin to teach dress-ups.
4. Teach the title rule.
5. Review the checklist.
6. Explain how to write the final draft.
7. Hand in with checklist on top, final draft, rough draft, KWO.

**UNIT 1**

## Note Making and Outlines



Name	
Date	
I.	_____
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

**3 words max!**

Read.  
Think.  
Look up.  
Speak.

---

**UNIT 2**

## Writing from Notes

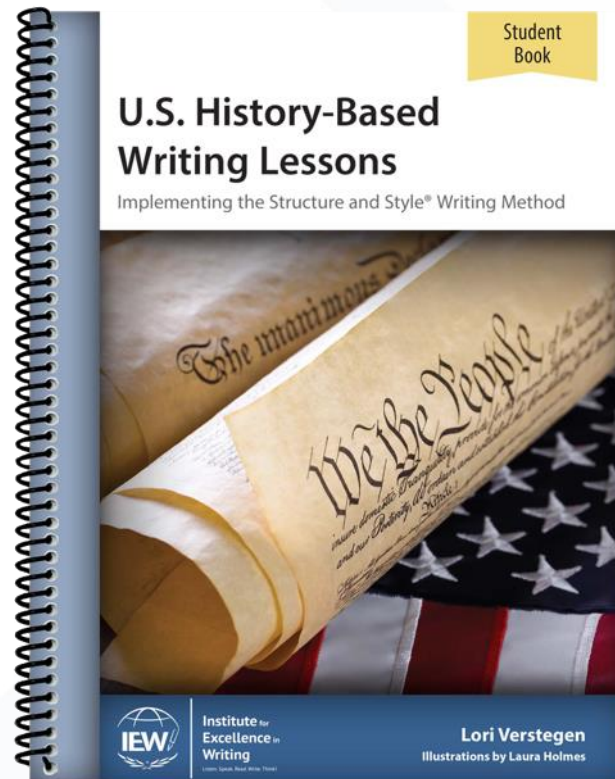
Name	
Date	
	Title
<b>INDENT</b>	-----
	-----
	-----
	-----
	-----
	-----
	-----

**Double space!**

Title repeats one to three key words from final sentence.

# Units 1 and 2

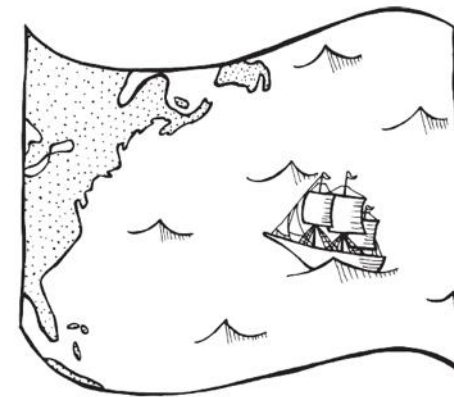
## Let's try it together!



### Source Text

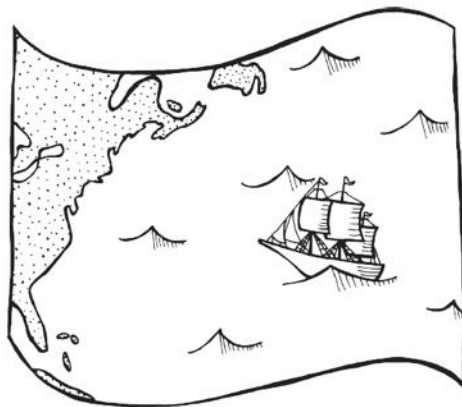
#### Spanish Explorers Arrive in America

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.



**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.

**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. \_\_\_\_\_
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

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.

**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 \_\_\_\_\_.



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

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

**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 \_\_\_\_\_ to find \_\_\_\_\_.
2. Ponce de Leon searched \_\_\_\_\_ for a fountain that did not exist.

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

1. The Spanish \_\_\_\_\_ (ed) they would find gold in the New World.
2. Many Spanish explorers were \_\_\_\_\_ 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.

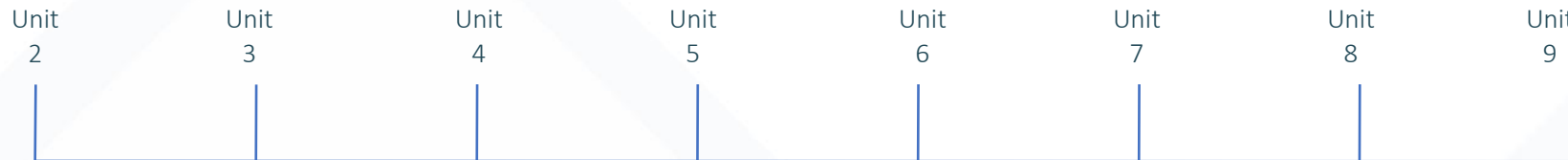


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# Stylistic Techniques Pacing

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

Example:





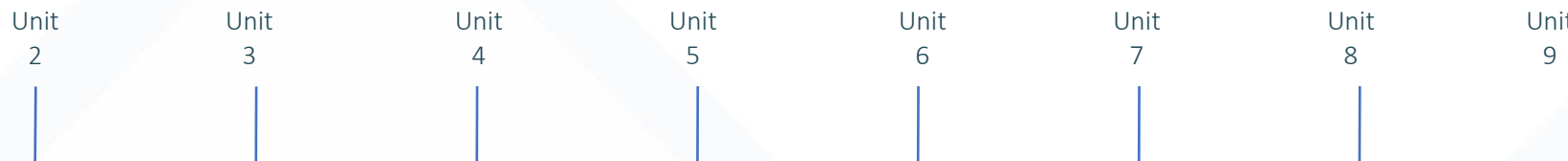


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# Stylistic Techniques Pacing

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

Example:



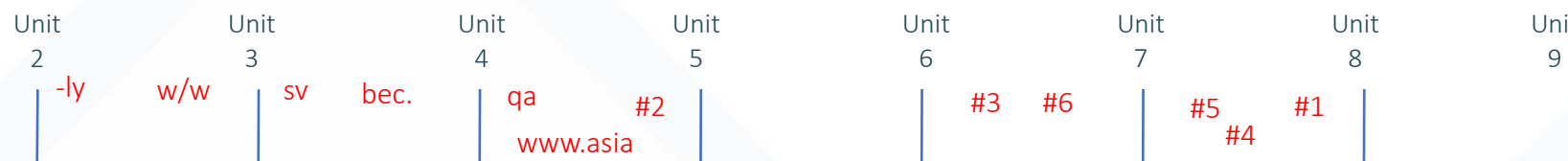


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# Stylistic Techniques Pacing

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

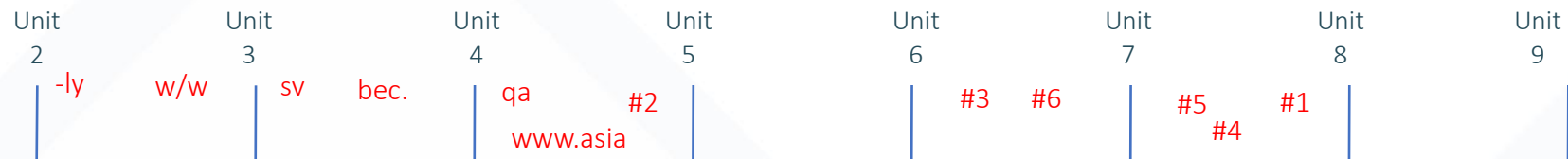
Example:



# Stylistic Techniques Pacing

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

Example:



Advanced Additions

allit.

conv.

conv./ quote

simile/ metaphor

question

3sss

drama. O-C





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# Checklist Preview

- Structure

MLA format (see Appendix I)

Cross out if not typing.

title centered (Lesson 4 title rule)

checklist on top, final draft, rough draft, key word outline

- Style


-ly adverb (Lesson 2)

who/which clause (Lesson 4)

- Mechanics

- Vocabulary (optional)

Lesson 2: Spanish Explorers Arrive in America

Unit 2 Composition Checklist		Writing from Notes
Lesson 2: Spanish Explorers Arrive in America		
Name: _____		Institute for Excellence in Writing <small>Listen. Speak. Read. Write. Think!</small>
<b>STRUCTURE</b>		
<input type="checkbox"/> MLA format (see Appendix I)	_____	6 pts
<input type="checkbox"/> title centered	_____	5 pts
<input type="checkbox"/> checklist on top, final draft, rough draft, key word outline	_____	5 pts
<b>STYLE</b>		
<b>¶1 Dress-Ups</b> (underline one of each)		(5 pts each)
<input type="checkbox"/> -ly adverb	_____	5 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 (voc) in left margin or after sentence		
	Total: _____	25 pts
	Custom Total: _____	pts



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# Adjustments for Style

Remember the EZ+1 rule!

Allow parents to dictate what they will include on the checklists.

Lesson 2: Spanish Explorers Arrive in America

## Unit 2 Composition Checklist

Writing  
from  
Notes

### Lesson 2: Spanish Explorers Arrive in America

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



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Writing

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#### STRUCTURE

- |                                                                                       |       |       |
|---------------------------------------------------------------------------------------|-------|-------|
| <input type="checkbox"/> MLA format (see Appendix I)                                  | _____ | 6 pts |
| <input type="checkbox"/> title centered                                               | _____ | 5 pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ | 5 pts |

#### STYLE

- |                                             |              |       |
|---------------------------------------------|--------------|-------|
| <b>¶1 Dress-Ups</b> (underline one of each) | (5 pts each) |       |
| <input type="checkbox"/> -ly adverb         | _____        | 5 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 ( <i>voc</i> ) in left margin or after sentence |  |  |
|---------------------------------------------------------------------------------------------------|--|--|

Total:	_____	25 pts
Custom Total:	_____	pts



Listen. Speak. Read. Write. Think!

# 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)





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# Questions and Answers





Listen. Speak. Read. Write. Think!

# We're here to help!

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

Podcast [IEW.com/podcast](http://IEW.com/podcast)

Blog [IEW.com/blog](http://IEW.com/blog)

Facebook page [facebook.com/excellenceinwriting](https://facebook.com/excellenceinwriting)

Magalog [IEW.com/magalog](http://IEW.com/magalog)

IEW Customer Service Team [info@IEW.com](mailto:info@IEW.com)







Listen. Speak. Read. Write. Think!

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



**Congratulations!**

## Join us next month!

### **U.S. History-Based Writing Lessons Support for Unit 3**

Unit 3: Retelling Narrative Stories

September 11, 2023

7:00 PM Central Time

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