

# **Modern World History-Based Writing Lessons**

Implementing the Structure and Style® Writing Method

Student Book

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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## Contents

Introduction .....	5
Scope and Sequence .....	8

### UNIT 1: NOTE MAKING AND OUTLINES

Lesson 1	Printing Press .....	11
----------	----------------------	----

### UNIT 2: WRITING FROM NOTES

Lesson 2	Age of Exploration .....	17
Lesson 3	Ivan the Terrible .....	27
Lesson 4	The Seven Years' War .....	33

### UNIT 3: RETELLING NARRATIVE STORIES

Lesson 5	Bian He's Jade (Chinese) .....	41
Lesson 6	The Ant and the Dove (Greek) .....	51
Lesson 7	The Sun and the Moon (African) .....	61
Lesson 8	The Fisherman and the Fish (Russian) .....	71

### UNIT 4: SUMMARIZING A REFERENCE

Lesson 9	American Revolution .....	81
Lesson 10	French Revolution .....	89
Lesson 11	Revolution in Latin America .....	99
Lesson 12	Boer Wars .....	107

### UNIT 5: WRITING FROM PICTURES

Lesson 13	Telegraph Invention .....	119
Lesson 14	Discovering Dynamite .....	129
Lesson 15	Power Loom Invention .....	139

### UNIT 6: SUMMARIZING MULTIPLE REFERENCES

Lesson 16	Australia .....	147
Lesson 17	Communism around the World, Part 1 .....	157
Lesson 18	Communism around the World, Part 2 .....	173
Lesson 19	Korea .....	183

## UNIT 7: INVENTIVE WRITING

Lesson 20	Wilson Quote, Part 1 .....	195
Lesson 21	Wilson Quote, Part 2 .....	203
Lesson 22	Churchill Quote, Part 1 .....	213
Lesson 23	Churchill Quote, Part 2 .....	221
Lesson 24	Gandhi Quote .....	229

## UNIT 8: FORMAL ESSAY MODELS

Lesson 25	Communism around the World, Part 3 .....	239
Lesson 26	A Prominent Person, Part 1 .....	249
Lesson 27	A Prominent Person, Part 2 .....	261

## UNIT 9: FORMAL CRITIQUE AND RESPONSE TO LITERATURE

Lesson 28	Sherlock Holmes (England), Part 1 .....	267
Lesson 29	Sherlock Holmes (England), Part 2 .....	275
Lesson 30	Pied Piper (Germany) .....	281

Bonus	Vocabulary Story .....	293
-------	------------------------	-----

## Appendices

I.	Modified MLA Format .....	301
II.	Magnum Opus Notebook and Keepsake .....	303
III.	Mechanics .....	305
IV.	Critique Thesaurus .....	309
V.	The Adventure of the Three Students (abridged) by Arthur Conan Doyle .....	311
VI.	Adding Literature .....	321
VII.	Vocabulary .....	327
VIII.	Review Games (Teacher's Manual only) .....	343

## Introduction

The lessons in this book teach Structure and Style® in writing. As they move through various modern world 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: The Adventure of the Three Students (abridged) by Arthur Conan Doyle**  
This appendix contains a Sherlock Holmes' mystery that students will use in Lessons 28–29.
- **Appendix VI: Adding Literature**  
This appendix suggests various novels to be read or listened to. Books labeled “all levels” on the assignment pages are usually at a fifth or sixth grade reading level but are stories that should be enjoyed by all. Books at a higher reading level are marked “junior/senior high” and are great read alouds for younger students.  
  
This appendix 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 VII: Vocabulary**

The vocabulary words are an important part of these lessons. You should try to include some of these words in each composition you write. You will also be quizzed over the words periodically. The goal is that these great words will become part of your natural writing vocabulary.

Vocabulary cards are found on the blue page as a PDF download. Print them, cut them out, and place them in a plastic bag or pencil pouch for easy reference.

## **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 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.

## **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
The Early Modern Era				
Unit 1 1	Printing Press introduction to structure	introduction to style	disperse, efficiently meticulously promote	Calico Captive by Elizabeth George Speare
Unit 2 2	Age of Exploration	-ly adverb	aggressively boldly, commodity inadvertently	
3	Ivan the Terrible		agitated, erratically shrewdly, subdue	
4	The Seven Years' War title rule	who/which clause	inflame relentlessly succumb, ultimately	
Short Stories from Around the World				
Unit 3 5	Bian He's Jade (Chinese)		haplessly, lament prudently, scoff	The Lacemaker and the Princess by Kimberly Bradley  Junior and Senior High: In the Reign of Terror by G.A. Henty
6	The Ant and the Dove (Greek)	strong verb banned words: go/went, say/said	discern ingeniously strive, witness	
7	The Sun and the Moon (African)	because clause	bound, disheartened immense, steep	
8	The Fisherman and the Fish (Russian)		astound, coerce content, overbearing	
Enlightenment and Revolution				
Unit 4 9	American Revolution topic-clincher sentences		detest, embolden enrage, tyrant	The True Confessions of Charlotte Doyle by Avi  Carry on, Mr. Bowditch by Jean Lee Latham
10	French Revolution	quality adjective banned words: good, bad	deplorable extravagant luxurious, oust	
11	Revolution in Latin America	www.asia clause	prevail, prominent resolute, valiant	
12	Boer Wars	#2 prepositional opener banned words: big, small	covet, meager ravage, rustic	
The Industrial Revolution				
Unit 5 13	Telegraph Invention		commend, erect jubilantly, thwart	Mill Girl by Sue Reid
14	Discovering Dynamite	#3 -ly adverb opener	frenzied, laborious recklessly, scramble	Junior and Senior High: Lyddie by Katherine Paterson
15	Power Loom Invention		bleak, devastate endure, fervently	



Lesson	Subject and Structure	Style (First Introduced)	Vocabulary Words	Literature Suggestions
A World at War				
Unit 6 16	Australia source and fused outlines			The Endless Steppe by Esther Hautzig  Junior and Senior High: Animal Farm by George Orwell
17	Communism around the World, Part 1	#6 vss opener		
18	Communism around the World, Part 2 works consulted		assume, destitute dissolve, seize	
19	Korea		ban, brutal impact, pursuit	War Horse by Michael Morpurgo
Unit 7 20	Wilson Quote, Part 1 body paragraphs			
21	Wilson Quote, Part 2 introduction and conclusion	#5 clausal opener www.asia.b clause	dire, endeavor hinder, mettle	
22	Churchill Quote, Part 1			The House of Sixty Fathers by Meindert DeJong  Number the Stars by Lois Lowry
23	Churchill Quote, Part 2			
24	Gandhi Quote	#1 subject opener #4 -ing opener		
The Twentieth Century				
Unit 8 25	Communism around the World, Part 3			Junior and Senior High: The Hobbit, or There and Back Again by J.R.R. Tolkien
26	A Prominent Person, Part 1			
27	A Prominent Person, Part 2			
More Short Stories				
Unit 9 28	Sherlock Holmes (England), Part 1		cunning, deduce intrigue, remorse	
29	Sherlock Holmes (England), Part 2			
30	Pied Piper (Germany) character analysis			
Bonus	Vocabulary Story			

SAMPLE

## UNIT 1: NOTE MAKING AND OUTLINES

**Lesson 1: Printing Press****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: *disperse*, *efficiently*, *meticulously*, *promote*

**Assignment Schedule****Day 1**

1. Read Introduction to Structure and Style and New Structure—Note Making and Outlines.
2. Read “Printing Press.” 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. 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 *Calico Captive* by Elizabeth George Speare (all levels) to read for Lessons 2–4.

## 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 stopped the ball!

The determined goalie lunged forward and snatched the speeding ball.

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 soccer game with your friend and the goalie was your brother? Which of the above sentences would you be more likely to exclaim? He stopped 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

yrs

b/c

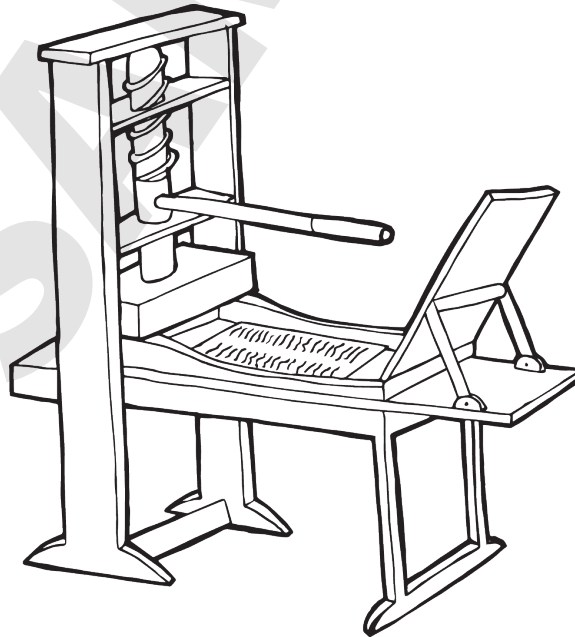
w/

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.

**Source Text****Printing Press**

During the Middle Ages books were rare and expensive because they had to be written by hand. In fact, books like the Bible could cost as much as a house, so few people owned them. However, in the mid-1400s Johannes Gutenberg invented a printing press. It used movable metal letters to lay out a page of text. The letters were then smeared with ink to print many copies of the page. When that page was finished, the letters were removed to make a new page. Using his press, he made around two hundred copies of the Bible in three years. Soon many more books and newsletters were printed. This resulted in a tremendous growth of knowledge that began a new era of invention, discovery, and exploration.

**Mechanics**

When you add an -s to a date to make it plural, do not add an apostrophe.

**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.

- 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.

## Vocabulary Practice

**Listen** to someone read the vocabulary words for Lesson 1 aloud.

**Speak** them aloud yourself.

**Read** the definitions and sample sentences on the vocabulary cards.

**Write** four sentences using one of this lesson's vocabulary words in each sentence.

disperse

efficiently

meticulously

promote

**Think** about the words and their meanings so you can use them in your assignments.



## UNIT 2: WRITING FROM NOTES

**Lesson 2: Age of Exploration****Goals**

- to learn the Unit 2 Writing from Notes structural model
- to create a key word outline (KWO)
- to write a paragraph 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: *aggressively*, *boldly*, *commodity*, *inadvertently*

**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 "Age of Exploration." 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. 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.

### 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

Begin reading *Calico Captive* by Elizabeth George Speare.

### 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:

From the early 1400s and continuing through the 1600s, European nations sought land and riches around the world.

Your key word notes may look something like this:

I. 1400–1600, Europeans, 👁️, \$\$ + land, world

### Practice

Using the key word notes, write a sentence that communicates the main idea of the first sentence without using the exact words *nations*, *sought*, or *riches*. Use a thesaurus for help. Here is an example:

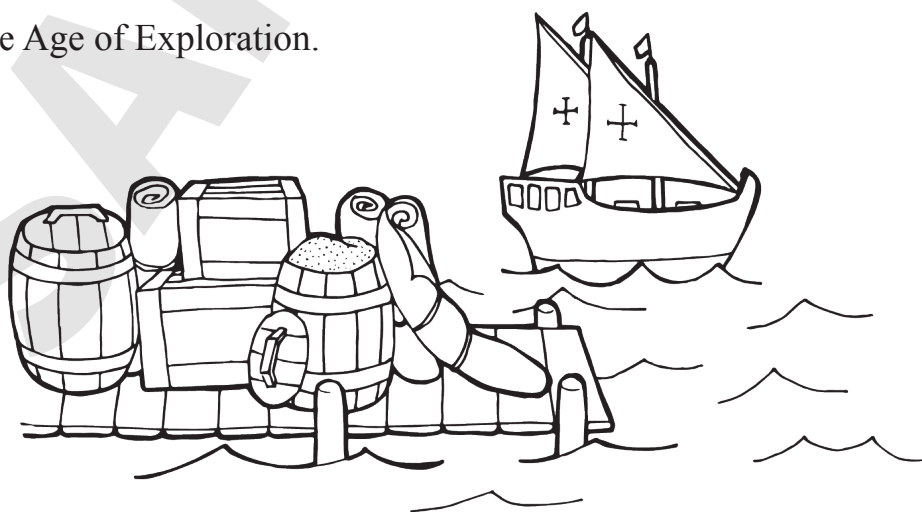
From the fifteenth through seventeenth centuries, European empires hoped to expand their empires and increase their wealth by finding valuable resources across land and sea.

### 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.

**Source Text****Age of Exploration**

From the early 1400s and continuing through the 1600s, European nations sought land and riches around the world. At first, they set their sights on Asia because it offered coveted treasures such as gold, silk, and spices. However, traveling to the East by land was difficult and dangerous, so countries began seeking routes by sea. The Portuguese, who built improved ships, were the first to sail all the way around the tip of Africa to reach the East. In the process they discovered and claimed lands around Africa. Later the Spanish sent Christopher Columbus to try to reach the East by sailing west into unknown regions. Instead of reaching Asia, Columbus discovered a whole new land—the Americas. This discovery ignited even more quests by Europeans to find and claim new land and wealth. This era of adventure became known as the Age of Exploration.

**Mechanics**

Capitalize *north*, *south*, *east*, and *west* when they refer to a region or proper name. Do not capitalize these words when they indicate direction. Do not capitalize the words *northern*, *southern*, *eastern*, or *western*.

*Christopher Columbus* is used the first time his name is mentioned, but only *Columbus* 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.

**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. \_\_\_\_\_
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 crew sailed.

The crew sailed reluctantly.

The crew sailed skillfully.

Now you choose an -ly adverb.

The crew sailed \_\_\_\_\_.



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  
evilily  
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. 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. Write a few ideas for possible -ly adverbs on the lines below.

What -ly adverbs could express ...

1. how European nations looked for wealth?

---

---

2. how travelers struggled to reach the East by land?

---

---

3. how Christopher Columbus sailed?

---

---

4. how the Portuguese claimed lands?

---

---

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

## Vocabulary Practice

**Listen** to someone read the vocabulary words for Lesson 2 aloud.

**Speak** them aloud yourself.

**Read** the definitions and sample sentences on the vocabulary cards.

**Write** the part of speech and the definition beside each word.

aggressively

boldly

commodity

inadvertently

**Think** about the words and their meanings so you can use them in your assignments.





## Unit 2 Composition Checklist

### Lesson 2: Age of Exploration

Writing  
from  
Notes

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

Institute for  
Excellence in  
Writing  
Listen, Speak, Read, Write, Think!**STRUCTURE**

- |   |       |        |
|---|-------|--------|
| <input type="checkbox"/> MLA format (see Appendix I)                                  | _____ | 25 pts |
| <input type="checkbox"/> title centered   | _____ | 25 pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ | 25 pts |

**STYLE****¶1 Dress-Ups** (underline one of each) (25 pts each)

- |                                     |       |        |
|-------------------------------------|-------|--------|
| <input type="checkbox"/> -ly adverb | _____ | 25 pts |
|-------------------------------------|-------|--------|

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

- |  |       |     |
|--|-------|-----|
| <input type="checkbox"/> capitalization            | _____ | pts |
| <input type="checkbox"/> end marks and punctuation | _____ | pts |
| <input type="checkbox"/> complete sentences        | _____ | pts |
| <input type="checkbox"/> correct spelling          | _____ | pts |

**VOCABULARY**

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

Total:	_____	100 pts
Custom Total:	_____	pts

Intentionally blank so the checklist can be removed.

SAMPLE

## UNIT 2: WRITING FROM NOTES

**Lesson 3: Ivan the Terrible****Goals**

- to practice the Units 1 and 2 structural models
- to create a 1-paragraph KWO
- to write a 1-paragraph summary
- to take Vocabulary Quiz 1
- to correctly use new vocabulary words: *agitated*, *erratically*, *shrewdly*, *subdue*

**Assignment Schedule****Day 1**

1. Play Around the World.
2. Take Vocabulary Quiz 1.
3. Read “Ivan the Terrible.” 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. 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**

Continue reading *Calico Captive* by Elizabeth George Speare.

## Source Text

### Ivan the Terrible

In 1547 a sixteen-year-old boy named Ivan became the first tsar of all of Russia.

For a long time, he was a capable ruler. He modernized the country and conquered many lands with ingenious strategies. To celebrate one of his victories, he ordered the construction of Russia's most stunning structure, St. Basil's Cathedral.

However, after his wife died, he became unstable and ruthless. He had anyone he suspected of being an enemy brutally executed. He also had an uncontrollable and unpredictable temper. For example, when he thought his daughter-in-law was not dressed properly, he flew into a rage and killed both her and his son. The frequent violent outbursts of this tsar struck fear in the people and earned him the nickname *Ivan the Terrible*.



## Mechanics

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Use hyphens when an age comes in front of a noun. Do not use hyphens when the age is after the noun.

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

## 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. At first Ivan ruled \_\_\_\_\_

-ly adverbs \_\_\_\_\_

2. Ivan would \_\_\_\_\_ burst into anger.

-ly adverbs \_\_\_\_\_

## Vocabulary Practice

**Listen** to someone read the vocabulary words for Lesson 3 aloud.

**Speak** them aloud yourself.

**Read** the definitions and sample sentences on the vocabulary cards.

**Write** the words that match the definitions.

1. \_\_\_\_\_ disturbed; aroused into violent action

2. \_\_\_\_\_ slyly or cunningly

3. \_\_\_\_\_ to conquer by force

4. \_\_\_\_\_ unpredictably; randomly

**Think** about vocabulary words that would work well in your assignment. Write two sentences.

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## Unit 2 Composition Checklist

### Lesson 3: Ivan the Terrible

Writing  
from  
Notes

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

**Institute for  
Excellence in  
Writing**  
Listen, Speak, Read, Write, Think!**STRUCTURE**

- |   |       |        |
|---|-------|--------|
| <input type="checkbox"/> MLA format (see Appendix I)                                  | _____ | 25 pts |
| <input type="checkbox"/> title centered   | _____ | 25 pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ | 25 pts |

**STYLE****¶1 Dress-Ups** (underline one of each) (25 pts each)

- |                                     |       |        |
|-------------------------------------|-------|--------|
| <input type="checkbox"/> -ly adverb | _____ | 25 pts |
|-------------------------------------|-------|--------|

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

- |  |       |     |
|--|-------|-----|
| <input type="checkbox"/> capitalization            | _____ | pts |
| <input type="checkbox"/> end marks and punctuation | _____ | pts |
| <input type="checkbox"/> complete sentences        | _____ | pts |
| <input type="checkbox"/> correct spelling          | _____ | pts |

**VOCABULARY**

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

Total:	_____	100 pts
Custom Total:	_____	pts

Intentionally blank so the checklist can be removed.

SAMPLE