

Modern World History-Based Writing Lessons

Implementing the Structure and Style® Writing Method

Teacher's Manual

by Lori Verstegen

Illustrated by Laura Holmes

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

Also by Lori Verstegen

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

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

Introduction

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.

Customizing the Checklist

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

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

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

Introduction

- **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

Adapting the Schedule

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

Grading with the Checklist

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

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

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

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

Introduction

Suggested Weekly Schedule

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

Day 1

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

Day 2

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

Day 3

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

Day 4

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

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

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

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

Scope and Sequence

Lesson	Subject and Structure	Style (First Introduced)	Vocabulary Words	Literature Suggestions
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			
23	Churchill Quote, Part 2			The House of Sixty Fathers by Meindert DeJong Number the Stars by Lois Lowry
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

Lesson 1: Printing Press

Structure:	Unit 1: Note Making and Outlines
Style:	Introduction to Structure and Style
Writing Topic:	the printing press
Literature Suggestion:	<i>Calico Captive</i> by Elizabeth George Speare

Teaching Writing: Structure and Style

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

Lesson 1: Printing Press

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.

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

Beginning the KWO

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

Vocabulary

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

UNIT 1: NOTE MAKING AND OUTLINES

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.

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

Symbols \$\$ = money ➤ = more/after/greater than/larger  = write

Numbers 123 = numbers

Abbreviations yrs = years b/c = because w/ = with

Read and Discuss

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

Locate Key Words

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

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.

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

Sample

Lesson 1: Printing Press

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. Mid-Ages, bks, \$\$, b/c, handwritten
1. Bible, cost, = 🏠, few
2. 1400s, Gutenberg, printing press
3. moveable, ABCs, page
4. smearred, ink, print, ++
5. ABCs, moved, new, pg
6. Gutenberg, 200, Bibles, 3, yrs
7. ++ bks, newsletters, printed
8. ++ knowledge → new era

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

Tell Back

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

Read.
Think.
Look up.
Speak.

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

Vocabulary

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

Allow students to use derivatives of words.

UNIT 1: NOTE MAKING AND OUTLINES

Vocabulary Practice

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 *Dispersing knowledge helps a society advance.*

efficiently *With the printing press books could be produced efficiently.*

meticulously *Before the printing press scribes had to meticulously copy every word of a book.*

promote *The printing press helped promote a new age of discovery and invention.*

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

Lesson 2: Age of Exploration

Structure:	Unit 2: Writing from Notes
Style:	-ly adverb
Writing Topic:	exploration
Literature Suggestion:	<i>Calico Captive</i> by Elizabeth George Speare

Teaching Writing: Structure and Style

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

Lesson 2: Age of Exploration

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-Neose 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.

In Unit 2 students use the KWO to write a summary paragraph. As you model writing from the KWO, stress the importance of writing in your own words. Be sure students understand that they should not try to remember and write the exact words of the source text.

They should use their notes to understand the key ideas and write those ideas in their own words. One note may become two or more sentences, or two notes may become one sentence.

No-Neose Hangman

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

TO HELP TO GROW
Bonus: What is the vocabulary word? *promote* Can you finish the definition? *develop or succeed*

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

UNIT 2: WRITING FROM NOTES

Day 4

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

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

Literature Suggestion

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.

Between 1400 and 1700 Europeans became more aggressive in seeking

wealth outside of their boundaries.

The Editor

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

When editing, Andrew Pudewa says, “Hands on structure, hands off content.”
Make the paper grammatically legal; however, refrain from meddling with content.

For tips on evaluating your students, search at IEW.com for Andrew Pudewa’s article
“Marking and Grading,” available at no cost to you.

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.

Sample**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. 1400–1600s, Europeans, 👁👁, \$\$ + land, world
1. 1st, Asia, w/gold, silk
2. travel, E, dangerous, 👁👁, ~~~, route
3. Portuguese, 1st, around, Africa
4. claimed, African, lands
5. Spanish, C. Columbus, W, reach, E
6. Columbus, discovered, Americas
7. discovery, = quests, Eur., land, \$\$
8. "Age of Exploration"

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

Tell Back

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

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 bravely.



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

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

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

This dress-up now appears on the checklist.

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?

aggressively, continually, longingly, greedily

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

perilously, unsuccessfully, intrepidly, bravely

3. how Christopher Columbus sailed?

boldly, audaciously, confidently, eagerly

4. how the Portuguese claimed lands?

eagerly, aggressively, forcefully, shrewdly

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

Answers will vary.

Aggressively, boldly, and shrewdly are vocabulary words.

Students may use vocabulary words from any lesson if they so desire.

UNIT 2: WRITING FROM NOTES

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 adverb; forcefully

boldly adverb; bravely or daringly

commodity noun; something that can be bought or sold

inadvertently adverb; unintentionally; done without planning or purpose

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

If students do not know the part of speech, encourage them to use a dictionary.

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



Unit 2 Composition Checklist

Lesson 2: Age of Exploration

Writing
from
Notes

Name: _____



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Writing

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

- 11 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

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

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

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

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

UNIT 2: WRITING FROM NOTES

Intentionally blank so the checklist can be removed.

SAMPLE

Lesson 3: Ivan the Terrible

Structure:	Unit 2: Writing from Notes
Style:	no new style
Writing Topic:	Ivan the Terrible
Literature Suggestion:	<i>Calico Captive</i> by Elizabeth George Speare

Lesson 3: Ivan the Terrible

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.

Around the World

See Appendix VIII for game directions. Use the vocabulary chart on pages 328–329, Lessons 1–2. Because there are only eight words, it is fine to repeat. You are helping students prepare for the quiz.

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

UNIT 2: WRITING FROM NOTES

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 _____

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

Sample

Lesson 3: Ivan the Terrible

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. 1547, 16 yr, Ivan, 1st, tsar, Russia
1. ++ time, capable, ruler
 2. modernized, conquered, w/💡, strategies
 3. ordered, stunning, St. Basil's Cathedral
 4. wife, XX, unstable, ruthless
 5. suspected, enemies, XX
 6. unpredictable, temper
 7. daughter-in-law, 😊, dress, XX, DIL + son
 8. outbursts ➔ fear, "Ivan the Terrible"

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.

Students should write 2–3 key words per line. Proper nouns such as *St. Basil's Cathedral* count as one key word.

XX = dead or killed

UNIT 2: WRITING FROM NOTES

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 prudently

-ly adverbs adeptly, capably, prudently, shrewdly

2. Ivan would frequently burst into anger.

-ly adverbs uncontrollably, erratically, frequently

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. agitated disturbed; aroused into violent action

2. shrewdly slyly or cunningly

3. subdue to conquer by force

4. erratically unpredictably; randomly

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

Ivan was easily agitated.

His erratic, aggressive behavior frightened his people.



Unit 2 Composition Checklist

Lesson 3: Ivan the Terrible

Writing
from
Notes

Name: _____



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Writing

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

- 11 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

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

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

UNIT 2: WRITING FROM NOTES

Intentionally blank so the checklist can be removed.

SAMPLE