

# **Ancient History-Based Writing Lessons**

Implementing the Structure and Style® Writing Method

Teacher's Manual

by Lori Verstegen

Illustrated by Laura Holmes

Sixth Edition, December 2020  
Institute for Excellence in Writing, L.L.C.

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These lessons are not intended as a history curriculum replacement, but rather their purpose is to broaden subject knowledge while students learn to write.

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Welcome to *Ancient 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 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 a 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: Mechanics**  
This appendix contains a compilation of the correct mechanics of writing numbers, punctuating dates, referencing individuals, etc. that are 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 III: 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 IV: Adding Literature**  
This appendix suggests various stories to be read or listened to. Most books are at a fourth through sixth grade reading level but other grade levels are also included. Books at a higher reading level are great read alouds for younger students.
- **Appendix V: Vocabulary Chart and Quizzes** (Cards in Student Book only)  
This appendix provides a list of the vocabulary words and their definitions organized by lesson as well as quizzes to take periodically. Twenty-two lessons include new vocabulary words to cut out, study, and learn. Every lesson includes vocabulary practice. The goal is that these great words will become part of your natural writing vocabulary.

### 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 vocabulary words are included, 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

### **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 (except the vocabulary cards) 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 Forever 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 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.

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Institute for Excellence in Writing

### Grading with the Checklist

To use the checklists for grading, do not 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. 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 KWO 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
<b>Unit 1</b> 1	The Hanging Gardens of Babylon introduction to structure	introduction to style	colossal, fashion radiant, stunning	<i>A Place in the Sun</i> by Jill Rubalcaba
<b>Unit 2</b> 2	The Lighthouse of Alexandria	-ly adverb	erect, incredibly ruthlessly, towering	
3	Roman Hypocaust Systems		complex, drift ingeniously, steadily	<i>Detectives in Togas</i> by Henry Winterfeld OR <i>Tales from the Odyssey, Part 1</i> by Mary Pope Osborne
4	Roman Aqueducts title rule	<i>who/which</i> clause	crucial, durable fortunately, impressive	
<b>Unit 3</b> 5	The Wind and the Sun		bellow, cordially emerge, vigorously	
6	The Sword of Damocles	strong verb banned words: <i>go/went, say/said</i>	anticipate, content envy, gasp	
7	The Trojan Horse	<i>because</i> clause	cunningly, gape penetrate, resolutely	
8	Cincinnatus Rules Rome	banned words: <i>get/got</i>	despair, extol plead, prudently	<i>The Gilgamesh Trilogy</i> by Ludmila Zeman (Picture Book)
<b>Unit 4</b> 9	The Epic of Gilgamesh topic-clincher sentences			
10	King Tut	quality adjective banned words: <i>good, bad, big, small</i>	adept, cherish evolve, vast	<i>Who Was King Tut?</i> by Roberta Edwards
11	The Mayans and Chocolate	<i>www.asia</i> clause	anoint, extract prestigious, renowned	
12	Ashurbanipal's Library	#2 prepositional opener	devastating, diverse divulge, momentous	<i>The Charioteer of Delphi (The Roman Mysteries)</i> by Caroline Lawrence
<b>Unit 5</b> 13	A Pharos Island Legend		ecstatic, intrigued petrified, stroll	
14	A Roman Chariot Race	#3 -ly adverb opener	adorn, careen confidently, distress	
15	An Egyptian Tomb		retrieve, scour sinister, tentative	



Lesson	Subject and Structure	Style (First Introduced)	Vocabulary Words	Literature Suggestions
<b>Unit 6</b> 16	Pentre Ifan source and fused outlines			<i>The Secrets of Vesuvius (The Roman Mysteries)</i> by Caroline Lawrence
17	Pompeii, Part 1	#6 vss opener	ample, flourish reside, venue	
18	Pompeii, Part 2 works consulted		encase, ghastly unearth, spew	
19	Pliny the Younger additional sources required		ascend, elite legacy, surge	
<b>Unit 7</b> 20	Water, Part 1 body paragraphs	#5 clausal opener <i>www.asia.b</i> clause	deftly, deplete feat, glisten	<i>Mystery of the Roman Ransom</i> by Henry Winterfeld OR <i>The Golden Goblet</i> by Eloise Jarvis McGraw
21	Water, Part 2 introduction and conclusion		certainly, consequently furthermore, similarly	
22	Ancient Wonders, Part 1		baffle, captivate countless, lush	
23	Ancient Wonders, Part 2			
<b>Unit 8</b> 24	Pompeii, Part 3	#1 subject opener #4 -ing opener	achievement, advantage benefit, contribution	<i>Who Was Alexander the Great?</i> by Kathryn Waterfield and Robin Waterfield OR <i>Who Was Julius Caesar?</i> by Nico Medina
25	A Prominent Person, Part 1 additional sources required			
26	A Prominent Person, Part 2			
<b>Unit 9</b> 27	The Taming of Bucephalus, Part 1		antagonist, climax protagonist, theme	<i>Mara, Daughter of the Nile</i> by Eloise Jarvis McGraw OR <i>Cleopatra</i> by Diane Stanley (Picture Book)
28	The Taming of Bucephalus, Part 2			
29	The Curse of the Sphinx, Part 1 character analysis			
30	The Curse of the Sphinx, Part 2			

For book grade levels and more literature suggestions, see Appendix IV.

Sample

## Lesson 1: The Hanging Gardens of Babylon

<b>Structure:</b>	Unit 1: Note Making and Outlines
<b>Style:</b>	Introduction to Structure and Style
<b>Subject:</b>	The Hanging Gardens of Babylon

### Teaching Writing: Structure and Style

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

Lesson 1: The Hanging Gardens of Babylon

### UNIT 1: NOTE MAKING AND OUTLINES

## Lesson 1: The Hanging Gardens of Babylon

### 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 use new vocabulary words: *colossal*, *fashion*, *radiant*, *stunning*

### Assignment Schedule

#### Day 1

1. Read Introduction to Structure and Style and New Structure—Note Making and Outlines.
2. Read “The Hanging Gardens of Babylon.” 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 Suggestions

If you wish to incorporate literature into the curriculum, see a suggested list of books in Appendix IV.

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.

### Vocabulary

Use a student’s book. Hold up the page of cards for Lesson 1. Read each definition and ask your students to guess which word it matches by looking at the pictures.

### Literature

A literature reading schedule can be found on the Scope and Sequence, but feel free to tailor the schedule for your students.

For book grade levels and more literature suggestions, see Appendix IV.

## 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 house. What had to happen before the house was built? The architect had to draw the blueprints, the plans, for the builders to follow. The builders had to follow the plans so that each contractor could arrive on time. You cannot put the walls up before the foundation is poured. You certainly cannot put the roof on before the frame is finished. Each step must be completed in order so that the house has proper structure.

Writing a paper, in some ways, is similar to building a house. 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. 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 dropped the tablet!

As the guide carefully lifted the priceless clay tablet, it suddenly slipped from his hands, plummeted to the ground, and shattered into pieces.

You probably like the second sentence better because it is more descriptive. When you write, 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?



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  = king/royalty  = to/across/next  = construct/build

Numbers 123 = numbers

Abbreviations lrg = large 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.

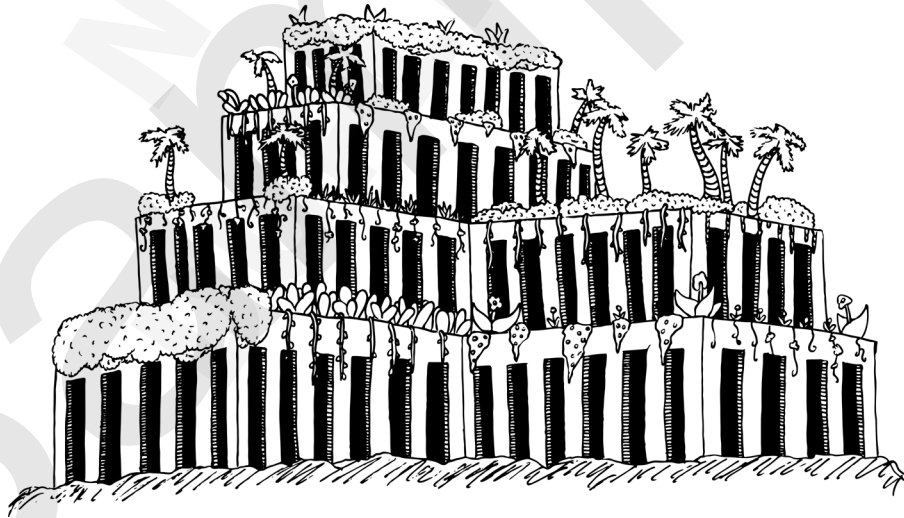
**Locate Key Words**

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.

UNIT 1: NOTE MAKING AND OUTLINES

**Source Text****The Hanging Gardens of Babylon**

The Hanging Gardens of Babylon are considered one of the Seven Wonders of the Ancient World. According to legend, King Nebuchadnezzar of Babylon constructed them for his wife around 600 BC. Because Babylon was a flat desert land, the king had a massive structure built. Next, he filled every level of it with tall trees and gorgeous flowering plants. As they grew, many of the plants hung over the edges of the structure. These hanging plants probably gave the gardens their name. The breathtakingly beautiful gardens could be seen from miles away. Like a mountain of color in a vast brown land, all who saw the gardens marveled.

**Mechanics**

Titles that precede a name or a country must be capitalized. Do not capitalize titles that are not used with a name or that follow a name.

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

## Sample

Lesson 1: The Hanging Gardens of Babylon

### 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. HGoB, 1, 7 Wonders, Ancient, World

1. legend, , Nebuchadnezzar, wife, 600 BC

2. b/c, desert, , lrg, structure

3. filled, w/ , flowering, plants

4. ++ hung, edges

5. hanging, plants, = name

6. , miles, away

7. mountain, color, ++ marveled

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.

### Writing the KWO

Symbols, numbers, and abbreviations are free. Using them allows room for other key words.

Since *Hanging Gardens of Babylon* is the title of the source text, when forming the KWO, simply write HGoB.

In a classroom setting, write class ideas on a whiteboard. Students may copy these or use their own ideas.

### 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.

**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. You may use derivatives of the words. For example, you may add an -ed, -s, or -ing to a basic vocabulary word.

colossal *The king built a colossal structure.*  
\_\_\_\_\_

fashion *The king fashioned the gardens for his wife.*  
\_\_\_\_\_

radiant *The radiant flowering plants hung over the edges of each level.*  
\_\_\_\_\_

stunning *The stunning gardens were visible from miles away.*  
\_\_\_\_\_

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



## Lesson 4: Roman Aqueducts

**Structure:** Unit 2: Writing from Notes  
title rule

**Style:** *who/which* clause

**Subject:** Roman Aqueducts

Lesson 4: Roman Aqueducts

### UNIT 2: WRITING FROM NOTES

## Lesson 4: Roman Aqueducts

### Goals

- to practice the Units 1 and 2 structural models
- to create a 2-paragraph KWO
- to write a 2-paragraph summary
- to add a dress-up: *who/which* clause
- to create a title
- to use new vocabulary words: *crucial, durable, fortunately, impressive*

### Assignment Schedule

#### Day 1

1. Read “Roman Aqueducts.” Read it again and write a KWO.
2. Read New Structure—Titles.

#### Day 2

1. Review your KWO from Day 1.
2. Learn a new dress-up, the *who/which* clause. Read New Style and complete Style Practice.
3. Look at the vocabulary cards for Lesson 4. Complete Vocabulary Practice.
4. Using your KWO and Style Practice to guide you, 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 2-paragraph summary. Include an -ly adverb dress-up and a *who/which* clause dress-up in each paragraph.
3. Turn in your rough draft to your editor with the completed checklist attached.

#### Day 4

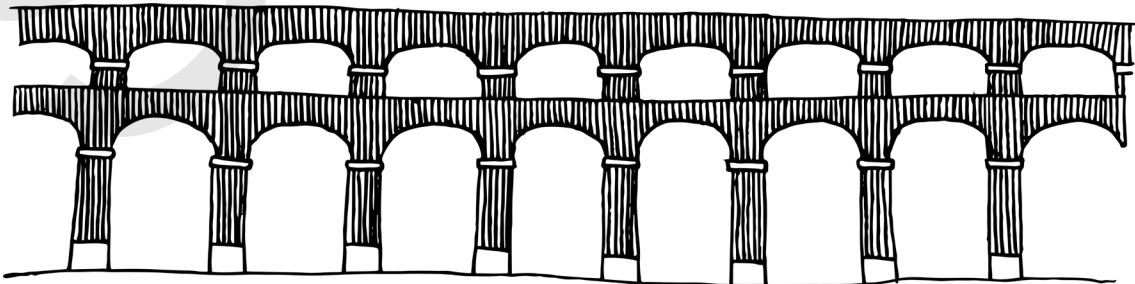
1. Write or type a final draft making any corrections your editor asked you to make.
2. Paperclip the checklist, final draft, rough draft, and KWO together. Hand them in.

UNIT 2: WRITING FROM NOTES

**Source Text****Roman Aqueducts**

Hundreds of miles of aqueducts stretched throughout the Roman Empire. They brought fresh water into the cities. Some snaked underground, and others rose high over the land. Acting like giant, gently-sloping water slides, the aqueducts carried water from the mountains. The water flowed into huge holding tanks or fountains. With this system the Romans could easily access water sixty miles away. Because these structures were made of stone, brick, or cement, they were strong. In fact, they were so well-built that some are still used today.

Aqueducts kept the Roman people healthy. Romans used the water for drinking, bathing, and growing crops. Remarkably some wealthy Romans even had plumbing that brought running water into their homes. However, the aqueducts did not just carry water into the city. In addition, they took dirty water and sewage out of the city. This was especially important to prevent disease. The crucial Roman aqueducts were, and still are, remarkable structures.

**Mechanics**

Contractions are not used in academic writing.

*Sample*

Lesson 4: Roman Aqueducts

**Key Word Outline**

Each Roman numeral represents one paragraph.

I. \_\_\_\_\_ *100s, mi., aqueducts, Roman Empire* \_\_\_\_\_1. \_\_\_\_\_ *brought, water, cities* \_\_\_\_\_2. \_\_\_\_\_ *some, underground, others, ↑* \_\_\_\_\_3. \_\_\_\_\_ *carried, water, mts.* \_\_\_\_\_4. \_\_\_\_\_ *H<sub>2</sub>O →, holding tanks, fountains* \_\_\_\_\_5. \_\_\_\_\_ *access, 60 mi., away* \_\_\_\_\_6. \_\_\_\_\_ *stones, , cement, strong* \_\_\_\_\_7. \_\_\_\_\_ *some, still, used* \_\_\_\_\_II. \_\_\_\_\_ *A, Roman, people, healthy* \_\_\_\_\_1. \_\_\_\_\_ *drinking, bathing, crops* \_\_\_\_\_2. \_\_\_\_\_ *wealthy, plumbing, H<sub>2</sub>O, homes* \_\_\_\_\_3. \_\_\_\_\_ *X only, water, →, city* \_\_\_\_\_4. \_\_\_\_\_ *dirty, H<sub>2</sub>O + sewage, out* \_\_\_\_\_5. \_\_\_\_\_ *important, prevent, disease* \_\_\_\_\_6. \_\_\_\_\_ *Roman A, remarkable, structures* \_\_\_\_\_

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.

**Reminder**

Students should write two or three key words per line. Proper nouns such as Roman Empire count as one key word.

Students should use symbols, numbers, and abbreviations. After writing aqueducts the first time, write A.

**New Structure**

**Titles**

An interesting title grabs a reader’s attention. To make an intriguing title, repeat one to three key words from the final sentence.

The last sentence of “The Hanging Gardens of Babylon” (Lesson 1 source text) states, “Like a mountain of color in a vast brown land, all who saw the gardens marveled.” A variety of different titles can be written using the key words.

- A Mountain of Color
- Gardens in the Desert
- Marvelous Desert Gardens

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

Titles have simple rules for capitalization:

Capitalize the first word and the last word.

Capitalize all other words except articles (a, an, the), coordinating conjunctions (for, and, nor, but, or, yet, so), and prepositions (such as in, over, on, without).

**Practice**

You do not know what your final sentence for this writing assignment will be. However, you can practice forming titles using the source text. The final sentence of the source text with key words in bold is below. Create an intriguing title that includes one to three of these words. Write two or three ideas.

The crucial Roman aqueducts were, and still are, remarkable structures.

Remarkable Structures

Crucial Structures

Remarkable Roman Aqueducts

From now on, make a title for your compositions by repeating one to three key words from the final sentence. If you develop your title first, ensure you follow the title rule by incorporating key words from the title into your final sentence.

**Titles**

To form a title, key words in a last sentence sometimes need to be changed. That is fine. If students ask, offer suggestions.

## New Style

### Who/Which Clause Dress-Up

In this lesson you will learn another dress-up: *who/which* clause.

A *who/which* clause is a clause that provides description or additional information.

Ancient Romans, who erected aqueducts, proved that ancient engineers were brilliant.

Roman aqueducts, which carried water to crowded cities, were crucial.

#### Notice:

1. A *who/which* clause begins with the word *who* or *which*.

Use *who* when referring to people and *which* when referring to things.

To indicate a *who/which* clause, underline only the first word of the clause: *who* or *which*.

2. The *who/which* clause gives information about a noun—a person, place, thing, or idea.

Ancient Romans, who erected aqueducts, proved that ancient engineers were brilliant.

Roman aqueducts, which carried water to crowded cities, were crucial.

3. The *who/which* clause is added to a sentence that is already complete.

If you remove the *who/which* clause, a sentence must remain.

Roman aqueducts, which carried water to crowded cities, were crucial. (sentence)

If you only insert the word *who* or *which*, you will have a fragment.

Roman aqueducts, which carried water to crowded cities (fragment)

- ☞ A nonessential *who/which* clause is set off with commas; an essential clause has no commas.

The water, which could be sixty miles away, flowed into a holding tank.  
(nonessential, commas)

Engineers who designed the aqueducts were ingenious. (essential, no commas)

#### Practice

Add a *who/which* clause to each sentence. Punctuate and mark correctly.

1. The water \_\_\_\_\_, which could flow above or below ground,  
\_\_\_\_\_ traveled gently down an aqueduct.
2. Wealthy Romans who wanted water brought into their homes  
\_\_\_\_\_ installed plumbing.



From now on, include a *who/which* clause in each paragraph you write.  
Mark the *who/which* clause by underlining the word *who* or *which*.

### Who/Which Clause

*Who/which* clauses are set off with commas if they are nonessential but take no commas if they are essential.

Engineers who designed the aqueducts were ingenious.

Not all engineers were ingenious. The *who* clause is essential to the sentence.

For younger students simply encourage them to place commas around all *who/which* clauses and only later teach essential and nonessential *who/which* clauses.

Read the sentences and orally fill in the blanks several times. When students understand the pattern of the *who/which* clause, direct them to write.

## UNIT 2: WRITING FROM NOTES

**Style Practice****-ly Adverb Dress-Up**

You must include an -ly adverb in each paragraph you write for this lesson. Write a few ideas on the lines below. Use a thesaurus or your vocabulary words.

1. What -ly adverbs could express how the Romans constructed the aqueducts?

skillfully, brilliantly, ingeniously, adroitly

2. What -ly adverbs could express how the water flowed?

steadily, constantly, gradually, gently

Look at your KWO and consider -ly adverbs to include in your composition.

**Vocabulary Practice**

Listen to someone read the vocabulary words for Lesson 4 aloud.

Speak them aloud yourself.

Read the definitions and sample sentences on the vocabulary cards.

Write the words that match the definitions.

fortunately luckily

impressive awesome

durable long lasting

crucial important; essential

Think about the words and their meanings.

Which vocabulary words could you use in this assignment?

towering, steadily, drift, durable, crucial, impressive



# Unit 2 Composition Checklist

Writing  
from  
Notes

## Lesson 4: Roman Aqueducts

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



Institute for  
Excellence in  
Writing  
Listen. Speak. Read. Write. Think!

### STRUCTURE

- MLA format (see Appendix I) \_\_\_\_\_ 6 pts
- title centered and repeats 1–3 key words from final sentence \_\_\_\_\_ 5 pts
- checklist on top, final draft, rough draft, key word outline \_\_\_\_\_ 5 pts

### STYLE

- 11 12 Dress-Ups** (underline one of each) (5 pts each)
- ly adverb \_\_\_\_\_ 10 pts
  - who/which* clause \_\_\_\_\_ 10 pts

### MECHANICS

- capitalization \_\_\_\_\_ 1 pt
- end marks and punctuation \_\_\_\_\_ 1 pt
- complete sentences (Does it make sense?) \_\_\_\_\_ 1 pt
- correct spelling \_\_\_\_\_ 1 pt

### VOCABULARY

- vocabulary words - label (*voc*) in left margin or after sentence \_\_\_\_\_

Total: \_\_\_\_\_ 40 pts  
 Custom Total: \_\_\_\_\_ pts

### Checklist

The two boxes under style indicate two paragraphs. Students should include and mark an -ly adverb and a *who/which* clause in each paragraph.

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