

Canadian History-Based Writing Lessons

Implementing the Structure and Style® Writing Method

Student Book

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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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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: Short Stories**
This appendix contains “The Ugly Duckling” and “The Necklace,” stories students will use in Unit 9.
- **Appendix V: Adding Literature**
This appendix suggests various novels to be read or listened to. Most books are 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.
- **Appendix VI: 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.

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

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.

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
Unit 1 1	Vikings introduction to structure	introduction to style	colony, establish saga, voyage
Unit 2 2	John Cabot	-ly adverb	ample, deliberately explorer, regrettably
3	Jacques Cartier		desert, erroneously insignificant, meticulously
4	The French and the Iroquois title rule	<i>who/which</i> clause	brazenly, enlist esteem, indigenous
Unit 3 5	Champlain's Little Army		alliance, arquebus encounter, tranquil
6	Les Filles du Roi	strong verb banned words: <i>think/thought, go/went</i>	deprivation, embark inevitably, turbulent
7	Boy of the Red Twilight Sky	<i>because</i> clause	irrepressible, offspring radiant, yearn
8	Sparrow's Search for Rain	banned words: <i>say/said</i>	banishment, hastily impulsive, revoke
Unit 4 9	Insulin topic-clincher sentences		
10	Acadians	quality adjective banned words: <i>good, bad, big, small</i>	compel, controversy expunge, traumatic
11	Hockey	<i>www.asia</i> clause	allure, depict evolve, quintessential
12	Fur Trade	#2 prepositional opener	allegiance, inhabit vast, vigilant
Unit 5 13	Maple Syrup		bore, luscious spile, yield
14	Playing Hockey	#3 -ly adverb opener	despair, deter stature, triumphant
15	Canada Geese		amble, distressed meander, relieved

Lesson	Subject and Structure	Style (First Introduced)	Vocabulary Words
Unit 6 16	D-Day source and fused outlines		
17	Joseph-Armand Bombardier, Part 1	#6 vss opener	construct, fashion formative, industriously
18	Joseph-Armand Bombardier, Part 2 works consulted		essential, recreational rural, traverse
19	Klondike Gold Rush additional sources required		cheechako, sourdough stake, trek
Unit 7 20	Significant Events, Part 1 body paragraphs		embody, peril pivotal, prodigiously
21	Significant Events, Part 2 introduction and conclusion	#5 clausal opener <i>www.asia.b</i> clause	certainly, consequently furthermore, similarly
22	Personal Explorations, Part 1		conquest, fortuitously momentous, scrutinize
23	Personal Explorations, Part 2		
Unit 8 24	Joseph-Armand Bombardier, Part 3	#1 subject opener #4 -ing opener	achievement, advantage benefit, contribution
25	A Prominent Canadian, Part 1 additional sources required		
26	A Prominent Canadian, Part 2		
Unit 9 27	The Ugly Duckling, Part 1		antagonist, climax protagonist, theme
28	The Ugly Duckling, Part 2		
29	The Necklace, Part 1 character analysis		
30	The Necklace, Part 2		

UNIT 1: NOTE MAKING AND OUTLINES

Lesson 1: Vikings**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: *colony, establish, saga, voyage*

Assignment Schedule**Day 1**

1. Read Introduction to Structure and Style and New Structure—Note Making and Outlines.
2. Read “Vikings.” 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. Practise 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. Practise 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 V.

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 stopped the puck!

He skated down the ice across the blue line evading two defenders before firing the slap shot between the goalie’s legs.

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 practise 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?

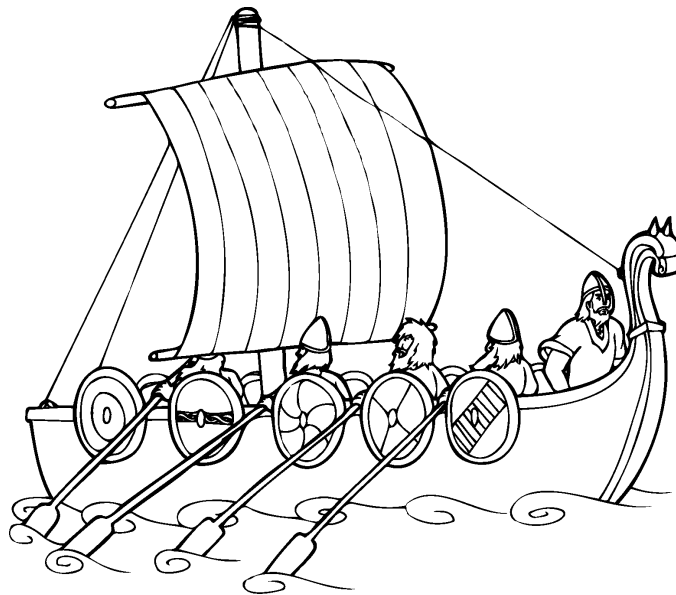


As you form the KWO, separate key words, symbols, numbers, and abbreviations with commas. After you have completed the KWO, you must test it to ensure the words you chose will help you remember the main idea of the sentence. For this reason whenever you finish writing a KWO, put the source text aside and use your outline to retell the paragraph line by line, sentence by sentence.

Source Text

Vikings

Did Vikings arrive in America before Christopher Columbus? Old Viking stories speak of Viking longships travelling to strange lands across the sea. In the stories a Viking named Leif Erikson sailed to a place called Vinland. The stories indicate that other Vikings tried to build settlements in the new land. They had several fights with the indigenous people. In these stories, they refer to the people in Vinland as *skraelings*. Many years after the Vikings had abandoned Vinland, people assumed that the old stories were just legends. However, in 1960 archaeologist Anne Stine Ingstad and her husband discovered a Viking settlement in Newfoundland, proving the Viking stories true. Vikings arrived in Canada five hundred years before Christopher Columbus sailed across the Atlantic Ocean.



Mechanics

Italicize foreign words and phrases.

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

colony

establish

saga

voyage

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

UNIT 2: WRITING FROM NOTES

Lesson 4: The French and the Iroquois**Goals**

- to practise 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: *brazenly, enlist, esteem, indigenous*

Assignment Schedule**Day 1**

1. Read “The French and the Iroquois.” 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.

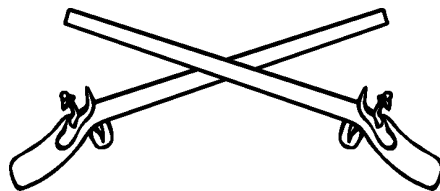
Day 4

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.

Source Text**The French and the Iroquois**

The French viewed the indigenous people as individual nations with their own lands, customs, and rights. They realized they needed help from people who lived in the Americas in order to survive. Therefore, the French asked permission before making trading posts, forts, missions, or towns in new areas where indigenous people already lived. They even tried to attract some indigenous people to live near their settlements in places called *réductions*, or reserves. The French also recruited them to help with trade and war from these reserves. This was very different from how the British often treated people who lived in the Americas.

The Iroquois wanted to trade beaver pelts with Europeans. However, they were running out of beavers. Other indigenous people had more beavers on their lands. Therefore, the Iroquois began attacking them so that they could gain more territory. They managed to acquire guns from the Dutch. The French sold weapons to some of their allies to help fight the Iroquois. After decades of conflict, the Iroquois made peace with the French and the other indigenous people at the Peace of Montréal in 1701.

**Mechanics**

Contractions are not used in academic writing.

Key Word Outline

Each Roman numeral represents one paragraph.

I. _____

1. _____

2. _____

3. _____

4. _____

5. _____

II. _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

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 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 “Vikings” (Lesson 1 source text) states, “Vikings arrived in Canada five hundred years before Christopher Columbus sailed across the Atlantic Ocean.” A variety of different titles can be written using the key words.

Five Hundred Years before Columbus

Vikings Precede Columbus

Vikings in Canada

“ **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 practise 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.

After **decades of conflict**, the **Iroquois** made **peace** with the **French** and the other **indigenous people** at the **Peace of Montréal** in 1701.

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.

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.

The French, who traded with the Iroquois, sold weapons to other tribes.

Beaver pelts, which Europeans prized, became the main source of trade.

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.

The *French*, who traded with the Iroquois, sold weapons to other tribes.

Beaver *pelts*, which Europeans prized, became the main source of trade.

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.

The French, who traded with the Iroquois, *sold weapons to other tribes*. (sentence)

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

The French, who traded with the Iroquois (fragment)

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

The Iroquois Confederacy, which consisted of five tribes, was powerful.
(nonessential, commas)

Mohawks who fought Champlain's army feared the French guns. (essential, no commas)

Practice

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

1. The French _____

_____ often traded with the indigenous people.

2. The peace treaty _____

_____ was an attempt to end decades of conflict.



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*.

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 French traded with people living in the New World?

2. What -ly adverbs could express how the Iroquois attacked neighbouring tribes?

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.

_____ to regard with respect or admiration

_____ boldly; rudely

_____ originating in and characteristic of a region or country; native

_____ to enrol for military service, usually voluntarily

Think about the words and their meanings.

Which vocabulary words could you use in this assignment?



Unit 2 Composition Checklist

Lesson 4: The French and the Iroquois

Writing
from
Notes

Name: _____



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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

¶1 ¶2 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