

Canadian History-Based Writing Lessons

Implementing the Structure and Style® Writing Method

Teacher's Manual

by Heidi Thomas and Nathan King

Illustrated by Laura Holmes

Second Edition © March 2020
Institute for Excellence in Writing, L.L.C.

The purchase of this book allows its owner access to PDF downloads that accompany *Canadian History-Based Writing Lessons*. See blue page for details and download instructions. Our duplicating/copying policy for these resources is specified on the copyright page for each of these downloads.

Copyright Policy

Canadian History-Based Writing Lessons: Implementing the Structure and Style® Writing Method Teacher's Manual
Second Edition, March 2020

Copyright © 2020 Institute for Excellence in Writing

ISBN 978-1-62341-329-3

Our duplicating/copying policy for *Canadian History-Based Writing Lessons* Teacher's Manual:

All rights reserved.

No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher, except as provided by U.S.A. copyright law and the specific policy below:

Home use: Because this Teacher's Manual

may not be reproduced, each family must purchase its own copy.

Small group or co-op classes: Because this Teacher's Manual may not be reproduced, each teacher must purchase his or her own copy.

Classroom teachers: Because this Teacher's Manual may not be reproduced, each teacher must purchase his or her own copy.

Library use: This Teacher's Manual may be checked out of a lending library provided patrons agree not make copies.

Additional copies of this Teacher's Manual may be purchased from IEW.com/CAH-T

Institute for Excellence in Writing (IEW®)

8799 N. 387 Road

Locust Grove, OK 74352

800.856.5815

info@IEW.com

IEW.com

Printed in the United States of America

IEW® and Structure and Style® are registered trademarks of the Institute for Excellence in Writing, L.L.C.

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

Contents

Introduction	5
Scope and Sequence	8

UNIT 1: NOTE MAKING AND OUTLINES

Lesson 1	Vikings	11
----------	---------------	----

UNIT 2: WRITING FROM NOTES

Lesson 2	John Cabot	17
Lesson 3	Jacques Cartier	27
Lesson 4	The French and the Iroquois	33

UNIT 3: RETELLING NARRATIVE STORIES

Lesson 5	Champlain's Little Army	41
Lesson 6	Les Filles du Roi	51
Lesson 7	Boy of the Red Twilight Sky	61
Lesson 8	Sparrow's Search for Rain	71

UNIT 4: SUMMARIZING A REFERENCE

Lesson 9	Insulin	81
Lesson 10	Acadians	89
Lesson 11	Hockey	97
Lesson 12	Fur Trade	107

UNIT 5: WRITING FROM PICTURES

Lesson 13	Maple Syrup	119
Lesson 14	Playing Hockey	129
Lesson 15	Canada Geese	139

UNIT 6: SUMMARIZING MULTIPLE REFERENCES

Lesson 16	D-Day	147
Lesson 17	Joseph-Armand Bombardier, Part 1	157
Lesson 18	Joseph-Armand Bombardier, Part 2	173
Lesson 19	Klondike Gold Rush	183

UNIT 7: INVENTIVE WRITING

Lesson 20	Significant Events, Part 1	195
Lesson 21	Significant Events, Part 2	203
Lesson 22	Personal Explorations, Part 1	213
Lesson 23	Personal Explorations, Part 2	221

UNIT 8: FORMAL ESSAY MODELS

Lesson 24	Joseph-Armand Bombardier, Part 3	229
Lesson 25	A Prominent Canadian, Part 1	241
Lesson 26	A Prominent Canadian, Part 2	253

UNIT 9: FORMAL CRITIQUE AND RESPONSE TO LITERATURE

Lesson 27	The Ugly Duckling, Part 1	259
Lesson 28	The Ugly Duckling, Part 2	265
Lesson 29	The Necklace, Part 1	271
Lesson 30	The Necklace, Part 2	279

Appendices

I.	Modified MLA Format	287
II.	Mechanics	289
III.	Critique Thesaurus	293
IV.	Short Stories	295
V.	Adding Literature	313
VI.	Vocabulary (Cards in Student Book only)	315
VII.	Review Games (Teacher's Manual only)	331

Welcome to *Canadian 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: 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.

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

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.

6

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
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		

Lesson 1: Vikings

Structure:	Unit 1: Note Making and Outlines
Style:	Introduction to Structure and Style
Subject:	Vikings

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: Vikings

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.

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.

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.

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  = ship  = to/across/next  = sea/ocean/lake

Numbers 123 = numbers

Abbreviations ppl = people CA = Canada 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.

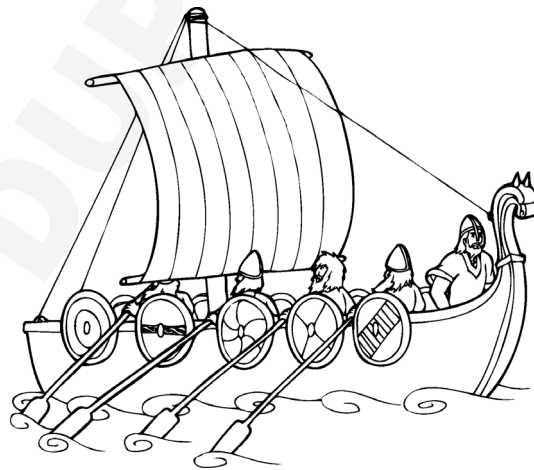
Locate Key Words

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**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.



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

Sample

Lesson 1: Vikings

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. V, arrive, before, Christopher Columbus
1. V stories, V longships, land →, ~~~~~
 2. Leif Erikson, , Vinland
 3. V, settlements, new land
 4. V, fight, indigenous
 5. people, Vinland, "skraelings"
 6. ++ yrs, V, X Vinland, stories = legends
 7. 1960, Anne Stine Ingstad, V settlement, Newfoundland
 8. V → CA, 500 yrs < Christopher Columbus,  Atl Oc

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 *Vikings* is the title, when forming the KWO simply use V.

Proper nouns such as *Christopher Columbus* count as one key word.

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.

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

colony *In present day Canada the Vikings briefly settled a colony that*
Leif Erikson had called Vinland.

establish *Vikings attempted to establish settlements in the new land.*

saga *The sagas about Vikings visiting Vinland were preserved*
by oral tradition.

voyage *In the course of the voyage, Leif Erikson discovered a new land.*

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

Lesson 4: The French and the Iroquois

Structure:	Unit 2: Writing from Notes title rule
Style:	<i>who/which</i> clause
Subject:	the French and the Iroquois

Lesson 4: The French and the Iroquois

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

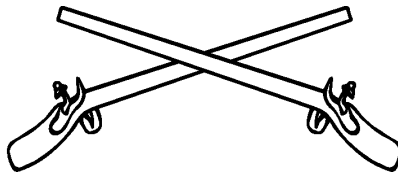
1. Write or type a final draft making any corrections your editor asked you to make.
2. Paperclip the checklist, final draft, rough draft, and KWO together. Hand them in.

UNIT 2: WRITING FROM NOTES

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.

Sample

Lesson 4: The French and the Iroquois

Key Word Outline

Each Roman numeral represents one paragraph.

I. _____ *Fr, indigenous, nation w/ rights* _____1. _____ *need, help, Americas* _____2. _____ *Fr, ?, forts, missions, towns* _____3. _____ *attract, live, settlements* _____4. _____ *recruited, trade, war* _____5. _____ *different, British, treated* _____II. _____ *Iroquois, trade, beaver, EU* _____1. _____ *running, out, beavers* _____2. _____ *others, beavers, land* _____3. _____ *Iroq, attack, ++ territory* _____4. _____ *Iroq, guns, Dutch* _____5. _____ *Fr, weapons, allies, fight, Iroq* _____6. _____ *> decades, conflict, Iroq, peace, Fr, 1701* _____

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.

Peace after Conflict

Iroquois and French at Peace

Peace at Last

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.

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 _____, who required assistance in a new land,
_____ often traded with the indigenous people.
2. The peace treaty _____, which both the French and Iroquois agreed upon,
_____ 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*.

Who/Which Clause

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

Mohawks who fought with the Champlain's army feared the French guns.

Not all Mohawks feared the French guns. 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 French traded with people living in the New World?

amiably, thoughtfully, fairly, readily

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

abruptly, brazenly, brutally, deliberately

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.

esteem to regard with respect or admiration

brazenly boldly; rudely

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

enlist to enrol for military service, usually voluntarily

Think about the words and their meanings.

Which vocabulary words could you use in this assignment?

deliberately, insignificant, brazenly, enlist, esteem, indigenous



Unit 2 Composition Checklist

Lesson 4: The French and the Iroquois

Writing
from
Notes

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

Vocabulary Quiz 2 Answer Key

alliance	desert	enlist	indigenous	meticulously
arquebus	embark	erroneously	inevitably	tranquil
deprivation	encounter	esteem	insignificant	turbulent

Fill in the blanks with the appropriate word. Be sure to spell correctly.

- | | |
|--|--------------------------|
| 1. mistaken; incorrect; wrong | 1. <u>erroneously</u> |
| 2. showing extreme care about minute details | 2. <u>meticulously</u> |
| 3. of a region or country; native | 3. <u>indigenous</u> |
| 4. to unexpectedly experience something difficult | 4. <u>encounter</u> |
| 5. to begin a journey | 5. <u>embark</u> |
| 6. moving in an irregular or violent way | 6. <u>turbulent</u> |
| 7. to abandon | 7. <u>desert</u> |
| 8. to enrol for military service, usually voluntarily | 8. <u>enlist</u> |
| 9. a long-barrelled, musket-like weapon | 9. <u>arquebus</u> |
| 10. the state of not having something that people need | 10. <u>deprivation</u> |
| 11. unimportant | 11. <u>insignificant</u> |
| 12. to regard with respect or admiration | 12. <u>esteem</u> |
| 13. calm | 13. <u>tranquil</u> |
| 14. something that is sure to happen | 14. <u>inevitably</u> |
| 15. an agreement between two or more parties | 15. <u>alliance</u> |

Vocabulary Quiz 3 Answer Key

allegiance	brazenly	depict	inhabit	regrettably
allure	compel	establish	irrepressible	vast
banishment	controversy	hastily	offspring	yearn

Fill in the blanks with the appropriate word. Be sure to spell correctly.

- | | |
|---|-------------------------|
| 1. loyalty to some person, group, or cause | 1. <u>allegiance</u> |
| 2. a person's child or children | 2. <u>offspring</u> |
| 3. boldly; rudely | 3. <u>brazenly</u> |
| 4. disagreement, typically when prolonged or heated | 4. <u>controversy</u> |
| 5. unfortunately | 5. <u>regrettably</u> |
| 6. to bring about permanently | 6. <u>establish</u> |
| 7. not able to be controlled or restrained | 7. <u>irrepressible</u> |
| 8. to portray in words; describe | 8. <u>depict</u> |
| 9. of great area or extent; immense | 9. <u>vast</u> |
| 10. to force or oblige someone to do something | 10. <u>compel</u> |
| 11. with excessive speed or urgency | 11. <u>hastily</u> |
| 12. the quality of being powerfully attractive | 12. <u>allure</u> |
| 13. to live or dwell in a place | 13. <u>inhabit</u> |
| 14. to intensely long for something | 14. <u>yearn</u> |
| 15. the punishment of being sent away from a place | 15. <u>banishment</u> |

Vocabulary Quiz 4 Answer Key

amble	expunge	industriously	quintessential	stature
deter	fashion	luscious	radiant	traumatic
distressed	formative	meander	revoke	yield

Fill in the blanks with the appropriate word. Be sure to spell correctly.

- | | |
|--|---------------------------|
| 1. to remove completely | 1. <u>expunge</u> |
| 2. shining or glowing brightly | 2. <u>radiant</u> |
| 3. pertaining to development | 3. <u>formative</u> |
| 4. to walk or move at a slow, relaxed pace | 4. <u>amble</u> |
| 5. working energetically and devotedly | 5. <u>industriously</u> |
| 6. to put an end to a decree or decision | 6. <u>revoke</u> |
| 7. having a pleasingly rich, sweet taste | 7. <u>luscious</u> |
| 8. to follow a winding course | 8. <u>meander</u> |
| 9. to produce or provide | 9. <u>yield</u> |
| 10. the height of a human or animal body | 10. <u>stature</u> |
| 11. anxious; worried | 11. <u>distressed</u> |
| 12. to give a particular shape or form; make | 12. <u>fashion</u> |
| 13. to discourage; to prevent | 13. <u>deter</u> |
| 14. representing the most perfect example | 14. <u>quintessential</u> |
| 15. emotionally disturbing or distressing | 15. <u>traumatic</u> |