

Student
Book

U.S. History-Based Writing Lessons

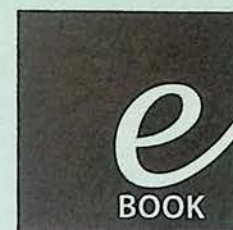
Implementing the Structure and Style® Writing Method



Institute for
Excellence in
Writing

Listen. Speak. Read. Write. Think!

Lori Verstegen
Illustrations by Laura Holmes



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Student Book

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Contents

Introduction	5
Scope and Sequence	8

UNIT 1: NOTE MAKING AND OUTLINES

Lesson 1	Native Americans Meet Christopher Columbus	11
----------	--------------------------------------------------	----

UNIT 2: WRITING FROM NOTES

Lesson 2	Spanish Explorers Arrive in America	17
Lesson 3	Englishmen Arrive in America	27
Lesson 4	The <i>Mayflower</i> Mishap	33

UNIT 3: RETELLING NARRATIVE STORIES

Lesson 5	Ambush in the Wilderness.....	41
Lesson 6	The Boston Massacre	51
Lesson 7	The Boston Tea Party.....	61
Lesson 8	The Shot Heard Round the World.....	71

UNIT 4: SUMMARIZING A REFERENCE

Lesson 9	Benjamin Franklin	81
Lesson 10	George Washington.....	89
Lesson 11	Thomas Jefferson	101
Lesson 12	The Louisiana Purchase	109

UNIT 5: WRITING FROM PICTURES

Lesson 13	The Westward Movement.....	121
Lesson 14	The Underground Railroad	131
Lesson 15	The Civil War.....	141

UNIT 6: SUMMARIZING MULTIPLE REFERENCES

Lesson 16	Oklahoma Land Rush of 1889	149
Lesson 17	Transportation Milestones, Part 1.....	159
Lesson 18	Transportation Milestones, Part 2.....	175
Lesson 19	The Sinking of the <i>Lusitania</i>	185

UNIT 7: INVENTIVE WRITING

Lesson 20	Hopes and Dreams, Part 1	197
Lesson 21	Hopes and Dreams, Part 2	205
Lesson 22	The Preamble to the Constitution, Part 1	215
Lesson 23	The Preamble to the Constitution, Part 2	223
Lesson 24	The American Flag	231

UNIT 8: FORMAL ESSAY MODELS

Lesson 25	Transportation Milestones, Part 3	241
Lesson 26	A Prominent American, Part 1	251
Lesson 27	A Prominent American, Part 2	263

UNIT 9: FORMAL CRITIQUE AND RESPONSE TO LITERATURE

Lesson 28	Davy Crockett, Part 1	269
Lesson 29	Davy Crockett, Part 2	279
Lesson 30	John Henry	285

Bonus	Vocabulary Story	297
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Appendices

I.	Modified MLA Format	305
II.	Magnum Opus Notebook and Keepsake	307
III.	Mechanics	309
IV.	Critique Thesaurus	313
V.	Adding Literature	315
VI.	Vocabulary (Cards in Student Book only)	337
VII.	Review Games (Teacher's Manual only)	

Introduction

The lessons in this book teach Structure and Style® in writing. As they move through various American History themes and topics, they incrementally introduce and review the models of structure and elements of style found in the Institute for Excellence in Writing's *Teaching Writing: Structure and Style*®.

It is important to note that these lessons are not intended as history curriculum replacement, but rather their purpose is to broaden subject knowledge while students learn to write. The primary purpose is for students to learn structure and style in writing.

Student Book Contents

- **Scope and Sequence Chart** (pages 8–9)
- **The Lesson Pages**
This is the majority of the text. It contains the instructions, source texts, worksheets, and checklists you will need for each lesson.
- **Appendix I: Modified MLA Format**
- **Appendix II: Magnum Opus Notebook and Keepsake**
This appendix explains the Magnum Opus Notebook and includes a checklist.
- **Appendix III: Mechanics**
This appendix contains a compilation of the correct mechanics of writing numbers, punctuating dates, referencing individuals, etc. that is found in many of the lessons. Well-written compositions are not only written with structure and style, but they also contain correctly spelled words and proper punctuation.
- **Appendix IV: Critique Thesaurus**
This appendix provides a list of literary terms and their synonyms that are often used when critiquing various forms of literature. This page will be used in Unit 9.
- **Appendix V: Adding Literature**
This appendix suggests various American novels to be read or listened to. It also includes templates of literature-response pages for you to use if your teacher assigns such pages. Teachers should read the books before assigning them to their students.
- **Appendix 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 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 online streaming. For more information, please visit IEW.com/TWSS

Adapting the Schedule

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

Suggested Weekly Schedule

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

Day 1

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

Day 2

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

Day 3

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

Day 4

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

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

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

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

Scope and Sequence

Lesson	Subject and Structure	Style (First Introduced)	Vocabulary Words	Literature Suggestions
Unit 1 1	Native Americans Meet Christopher Columbus introduction to structure	introduction to style	reverently presume transfixed, hostile	<i>Squanto, Friend of the Pilgrims</i> by Clyde Robert Bulla
Unit 2 2	Spanish Explorers Arrive in America	-ly adverb	zealously futilely prosperity, quest	
3	Englishmen Arrive in America		audaciously inevitably endeavor, eerily	Elementary: <i>A Lion to Guard Us</i> by Clyde Robert Bulla Junior and Senior High: <i>Night Journeys</i> by Avi
4	The <i>Mayflower</i> Mishap title rule	who/which clause	perilously imprudently subside vehemently	
Unit 3 5	Ambush in the Wilderness		animosity, adroitly onrush, warily	
6	The Boston Massacre	strong verb banned words: <i>go/went, say/said</i>	confront, provoke obstinately indignantly	Elementary: <i>Ben and Me</i> by Robert Lawson Junior and Senior High: <i>Give Me Liberty</i> by L.M. Elliot
7	The Boston Tea Party	because clause	squander, waver cunningly, venture	
8	The Shot Heard Round the World		persevere, compel destined, appalled	
Unit 4 9	Benjamin Franklin topic-clincher sentences		draft, diligently acknowledge resolve	
10	George Washington Bonus: Quality Adjective Poem	quality adjective banned words: <i>good, bad</i>	exemplary esteemed prominent conceive	Girls: <i>Tolliver's Secret</i> by Esther Wood Brady Boys: <i>Guns for General Washington</i> by Seymour Reit
11	Thomas Jefferson	www.asia clause	stirring, affirm tyrant, adept	
12	The Louisiana Purchase	#2 prepositional opener banned words: <i>pretty, big, small</i>	grueling stupendous extensive formidable	<i>By the Great Horn Spoon!</i> by Sid Fleischman
Unit 5 13	The Westward Movement		laden, fathom incessant trepidation	
14	The Underground Railroad	#3 -ly adverb opener	deplorable, loom imperative, distraught	

Lesson	Subject and Structure	Style (First Introduced)	Vocabulary Words	Literature Suggestions
15	The Civil War		diminish awestruck, solemn encounter	Elementary: <i>Mr. Lincoln's Drummer</i> by G. Clifton Wisler
Unit 6 16	Oklahoma Land Rush of 1889 source and fused outlines			Junior and Senior High: <i>Behind Rebel Lines</i> by Seymour Reit
17	Transportation Milestones, Part 1	#6 vss opener		
18	Transportation Milestones, Part 2 bibliography		milestone, thrive innovative profound	
19	The Sinking of the <i>Lusitania</i>			<i>Hattie Big Sky</i> by Kirby Larson
Unit 7 20	Hopes and Dreams, Part 1 body paragraphs		espouse, adverse aspire, lofty	
21	Hopes and Dreams, Part 2 introduction and conclusion	#5 clausal opener <i>www.asia.b</i> clause	enthral, persistent emblem, elated	
22	The Preamble to the Constitution, Part 1			
23	The Preamble to the Constitution, Part 2			<i>Journey to Topaz</i> by Yoshiko Uchida
24	The American Flag	#1 subject opener #4 -ing opener		
Unit 8 25	Transportation Milestones, Part 3		achievement flourish transformation efficient	
26	A Prominent American, Part 1			
27	A Prominent American, Part 2			<i>Cheaper by the Dozen</i> by Frank B. Gilbreth Jr. and Ernestine Gilbreth Carey
Unit 9 28	Davy Crockett, Part 1		narrative intrigue recount triumph	
29	Davy Crockett, Part 2			
30	John Henry character analysis			
Bonus	Vocabulary Story			

UNIT 1: NOTE MAKING AND OUTLINES

Lesson 1: Native Americans Meet Christopher Columbus**Goals**

- to learn the Unit 1 Note Making and Outlines structural model
- to create a key word outline (KWO)
- to retell the content of a source text using just your outline
- to correctly use new vocabulary words: *reverently*, *presume*, *transfixed*, *hostile*

Assignment Schedule**Day 1**

1. Read Introduction to Structure and Style and New Structure—Note Making and Outlines.
2. Read “Native Americans Meet Christopher Columbus.” 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. Discuss the words and their definitions and complete Vocabulary Practice.
3. Try to add at least one vocabulary word to your KWO.

Day 3

1. Prepare to give an oral report using your KWO. Read. Think. Look up. Speak. Practice telling back the information one line at a time. Read a line; then, look up and talk about it. Then read the next line, look up, and talk about it. Continue through the outline this way.
2. Practice until the presentation of the paragraph is smooth. It is important to realize that you are not trying to memorize the exact words of the source text. You are trying to remember the ideas and communicate those ideas in your own words.

Day 4

1. Review the vocabulary words.
2. After practicing, use your KWO and give an oral report to a friend or family member as explained on Day 3. If applicable, be prepared to give the oral report in class.

Literature Suggestion

Acquire and begin reading *Squanto, Friend of the Pilgrims* by Clyde Robert Bulla for Lessons 1–2.

Introduction to Structure and Style

In this book you will learn many ways to make your writing more exciting and more enjoyable to read. You will learn to write with *structure* and with *style*.

Structure

What is structure? The dictionary defines structure as “the arrangement of and relations between the parts or elements of something complex.”

What has structure? Think of a ship. What had to happen before the ship was built? Someone had to draw out the plans for the builders to follow. The builders had to follow the plans so that each part was in its proper place. The captain certainly would not want the helm (steering wheel) placed in the hold nor the anchor in his cabin. Each part had to be placed in its own special spot, and each step had to be completed in its proper order, giving the ship its proper structure.

Writing a paper, in some ways, is similar to building a ship. A paper contains many facts and ideas. If you were just to begin writing without planning, your facts and ideas would probably not be arranged in the most logical way. Your composition would not be structured well and would not communicate your thoughts effectively. So, in this course you will “draw plans” for everything before you write. Your “plans” will be outlines, and they will follow a particular model of structure for each type of composition.

Style

What comes to your mind when you hear the word style? Many people think of clothes. Clothes come in a variety of styles. One would dress differently to attend a wedding than to go to a baseball game. That is because formal events require a formal style of clothing, whereas casual settings do not.

Similarly, there are also different styles of language. Below are two sentences that communicate the same information in different styles. Which do you like better?

He hit the ball!

The determined little leaguer firmly smacked the spinning baseball with all his might.

You probably like the second sentence better because it is more descriptive. If it were part of a written story, the second would most likely be better. However, what if you were at the ball game with your friend and the little leaguer was your brother? Which of the above sentences would you be more likely to exclaim? He hit the ball! would be more appropriate in this case. The second would sound silly. Why the difference?

When you are speaking to people, they are with you, experiencing the same scene and event as you are. You do not need to fill in details. When you write, however, you must realize that the readers are not with you and cannot see, hear, or feel what is in your mind. This means that you must fill in the details and paint vivid pictures with your words. Descriptive words will help readers see, hear, feel, and experience the scene you are writing about as the second sentence does. The IEW elements of style will give you the tools you need to do just this.

New Structure

Note Making and Outlines

In Unit 1 you will practice choosing key words to form an outline—a key word outline (KWO). A KWO is one way to take notes. Key words indicate the main idea of a sentence. By writing down these important words, you can remember the main idea of a text.

Read the source text. Then locate two or three important words in each sentence that indicate the main idea. Transfer those words to the KWO. Write the key words for the first fact of the KWO on the Roman numeral line. Write no more than three words on each line.

Symbols, numbers, and abbreviations are “free.” Symbols take less time to draw than it would take to write the word. Abbreviations are commonly accepted shortened forms of words. Can you guess what each of the following might stand for?



123

ppl

Amer.

w/

As you form the KWO, separate key words, symbols, numbers, and abbreviations with commas.

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

Source Text**Native Americans Meet Christopher Columbus**

In the fifteenth century the people living in the Americas were very different from the people living in Europe. Most of the Native Americans lived very simple lives in small villages. They greatly respected nature and worshiped elements of nature like the sun and the moon. They also did not believe men should own land, so everyone in a tribe shared all the land they lived on. They did not build large cities with shops and roads. Even their boats were just simple, small canoes. Then, in 1492, Native Americans of San Salvador watched in amazement as massive ships from across the ocean neared their shore. Soon light-skinned men in strange clothes stepped onto the land, led by a man named Christopher Columbus. Would they be friendly?



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

Look at the vocabulary words for Lesson 1. Fill in the blanks with a word that makes sense.

1. Native Americans treated the land and nature _____
2. The Native Americans stood _____ and watched as strange boats approached.
3. The Native Americans hoped the visitors would not be _____

UNIT 2: WRITING FROM NOTES

Lesson 2: Spanish Explorers Arrive in America**Goals**

- to learn the Unit 2 Writing from Notes structural model
- to create a key word outline (KWO) about Spanish explorers
- to write a paragraph about Spanish explorers from the KWO
- to correctly add a new dress-up: -ly adverb
- to be introduced to the composition checklist
- to correctly use new vocabulary words: *zealously*, *futilely*, *prosperity*, *quest*

Assignment Schedule**Day 1**

1. Play No-Noose Hangman. Directions for this game and all other suggested games can be found in the Teacher's Manual.
2. Read Mechanics and New Structure—Writing from Notes.
3. Read "Spanish Explorers Arrive in America." Read it again and write a KWO.

Day 2

1. Review your KWO from Day 1.
2. Learn how to dress-up your writing. Read New Style and complete Style Practice.
3. Look at the vocabulary cards for Lesson 2. Discuss the words and their definitions and complete Vocabulary Practice.
4. Using your KWO as a guide, begin writing a rough draft of your paragraph in your own words.
5. Go over the checklist. You will need to underline one -ly adverb. You may use more than one, but only underline one. Also, label the vocabulary words that you use. Put a check in the box for each requirement on the checklist you have completed.
6. See Appendix I. It explains how to format your papers.

Day 3

1. Review all vocabulary words learned thus far.
2. Finish writing your paragraph using your KWO, your Style Practice, and the checklist to guide you. Try your best not to look back at the source text.
3. Turn in your rough draft to your editor with the completed checklist attached. The back side of all checklists are blank or only have an illustration so that they can be removed from this consumable book.

Day 4

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

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

Literature Suggestion

Finish reading *Squanto, Friend of the Pilgrims* by Clyde Robert Bulla.

Acquire *A Lion to Guard Us* by Clyde Robert Bulla (elementary) or *Night Journeys* by Avi (junior/senior high) to read for Lessons 3–5.

Mechanics

Numbers

Occasionally you will incorporate numbers into your writing. Here are rules to keep in mind:

1. Spell out numbers that can be expressed in one or two words.
twenty, fifty-three, three hundred
2. Use numerals for numbers that are three or more words.
123, 204
3. Spell out ordinal numbers.
the seventh city, the first settlement
4. Use numerals with dates. Do not include st, nd, rd, or th.
January 1, 1400
December 25 *not* December 25th
5. Never begin a sentence with a numeral.
1492 is a famous year in history. (incorrect)
The year 1492 is a famous year in history. (correct)

New Structure

Writing from Notes

In Unit 2 you will use a key word outline (KWO) to write a paragraph. When you write your paragraph using your key word outline, make sure your sentences are complete and make sense.

This is the first sentence of the source text:

Following the expedition of Christopher Columbus, many Spanish explorers sailed to the New World.

Your key word notes may look something like this:

I. Following CC, Spanish → New World

Practice

Using the key word notes, write a sentence that communicates the main idea of the first sentence without using the exact words *following*, *expedition*, and *sailed*. Use a thesaurus for help. Here is an example:

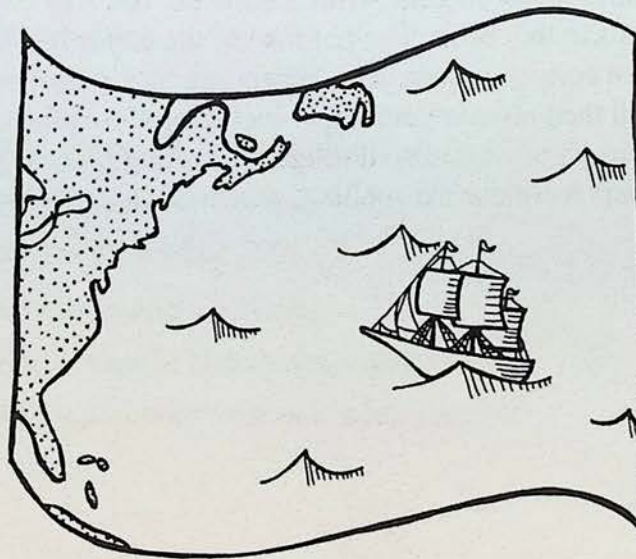
Once Christopher Columbus opened the way to a new land, several Spanish explorers set out on their own quests.

The Editor

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

Source Text**Spanish Explorers Arrive in America**

Following the expedition of Christopher Columbus, many Spanish explorers sailed to the New World. Most wanted fame and fortune and were not friendly toward the natives. Ponce de Leon wanted to find a legendary fountain of youth, which, of course, he never found. However, in his search he became the first man from Spain to reach the mainland of North America. He called the land he reached Florida, most likely because of the many flowers in bloom there. Another explorer, Francisco Coronado, searched for the mythical seven cities of gold. He did not find them, but his men discovered the Grand Canyon. It was the Spanish who established the first permanent European settlement in America: St. Augustine, Florida. This settlement began as a small fort but grew into a city that still exists today.



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.

You may find the symbols and abbreviations below helpful for this outline.

➔ = to go b/c = because perm. = permanent

- I. _____
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

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

New Style

Dress-Ups

There are many IEW elements of style. The first element you will be introduced to is called a dress-up because it will help you “dress-up” your writing. The IEW dress-ups are descriptive words, phrases, or clauses that you add to a sentence. You will learn six dress-ups. To indicate that you have added a dress-up to a sentence, you should underline it. Although you may use more than one of a specific type of dress-up in a paragraph, only underline one of each type in each paragraph.

-ly Adverb Dress-Up

In this lesson you will learn the first dress-up: the -ly adverb.

An -ly adverb is an adverb that ends in -ly. Adverbs are words that modify verbs, adjectives, or other adverbs. Most often they tell *how* or *when* something is done.

Notice how the meaning of this sentence changes when different -ly adverbs are added:

The captain gave the order.

The captain gave the order angrily.

The captain gave the order nervously.

Now you choose an -ly adverb.

The captain gave the order _____.



From now on, include an -ly adverb in each paragraph you write. Mark the -ly adverb by underlining it.

-ly Adverbs

angrily

anxiously

boldly

eagerly

evilily

excitedly

fearfully

foolishly

futilely

hopefully

humbly

hysterically

innocently

intrepidly

joyfully

longingly

nervously

rudely

savagely

sheepishly

smugly

stubbornly

suspiciously

tirelessly

woefully

Style Practice

-ly Adverb Dress-Up

You must include an -ly adverb in the paragraph you write for this lesson. Write a few ideas for possible -ly adverbs on the lines below. You may look at the list on the previous page or at a longer list found on the *Portable Walls for Structure and Style® Students* or on the IEW Writing Tools App. Some of your vocabulary words may be helpful as well.

1. What -ly adverbs could express how the Spanish sailed to the New World?

2. What -ly adverbs could express how the explorers searched for the mythical fountain of youth and seven cities of gold?

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

Vocabulary Practice

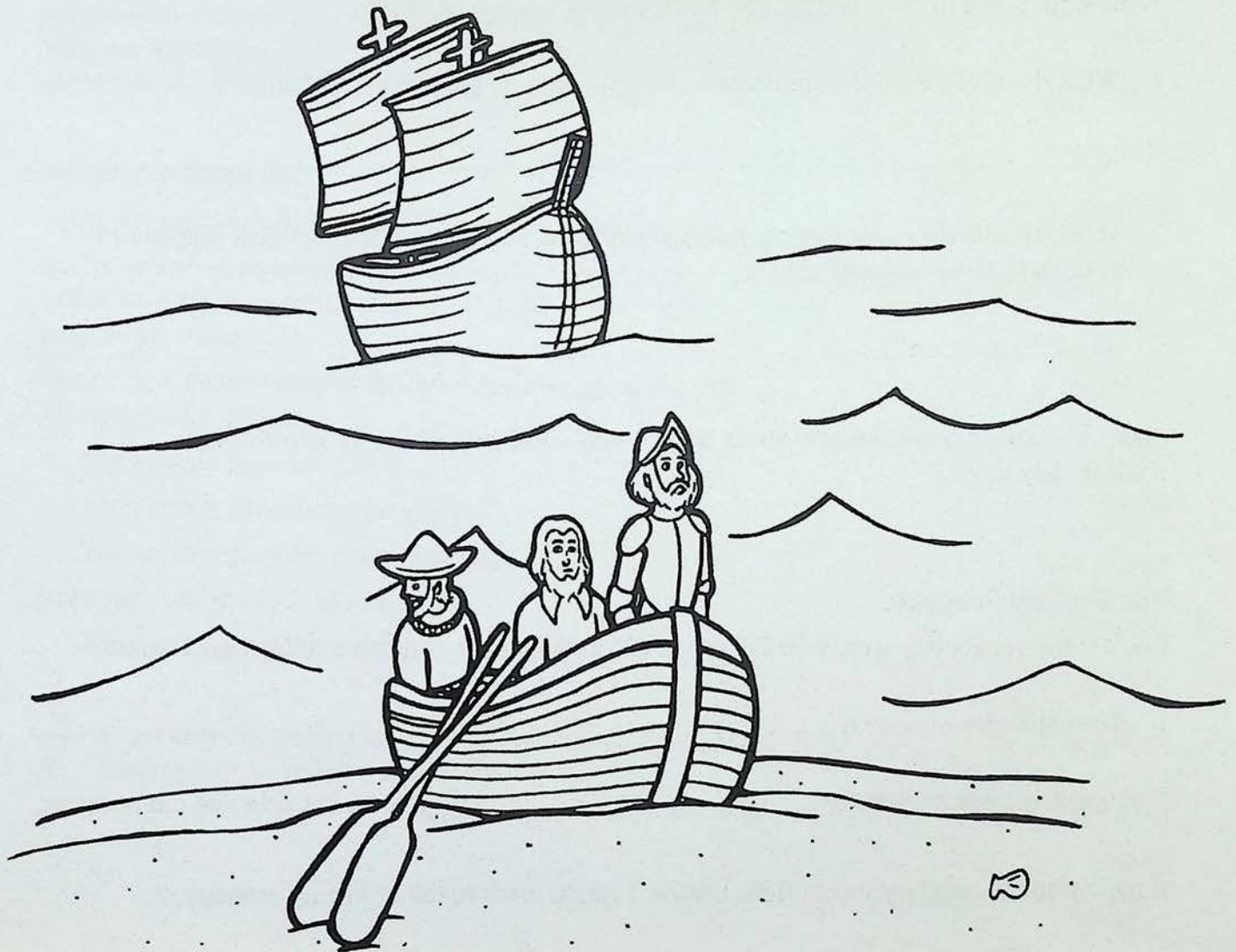
Look at the vocabulary words for Lesson 2. Fill in the blanks with a word that makes sense.

1. The explorers were on a _____ to find _____
2. Ponce de Leon searched _____ for a fountain that did not exist.

Which of the vocabulary words from Lesson 1 might work in the following sentences?

1. The Spanish _____ (ed) they would find gold in the New World.
2. Many Spanish explorers were _____ toward the natives.

Note: Derivatives of a vocabulary word may be used. For example, you may add an -ed or -ing to a basic vocabulary word.





Unit 2 Composition Checklist

Lesson 2: Spanish Explorers Arrive in America

Writing
from
Notes

Name: _____

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

- | | | |
|---------------------------------------------------------------------------------------|-------|-------|
| <input type="checkbox"/> MLA format (see Appendix I) | _____ | 6 pts |
| <input type="checkbox"/> title centered | _____ | 5 pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ | 5 pts |

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

(5 pts each)

- | | | |
|-------------------------------------|-------|-------|
| <input type="checkbox"/> -ly adverb | _____ | 5 pts |
|-------------------------------------|-------|-------|

MECHANICS

- | | | |
|-------------------------------------------------------------------|-------|------|
| <input type="checkbox"/> capitalization | _____ | 1 pt |
| <input type="checkbox"/> end marks and punctuation | _____ | 1 pt |
| <input type="checkbox"/> complete sentences (Does it make sense?) | _____ | 1 pt |
| <input type="checkbox"/> correct spelling | _____ | 1 pt |

VOCABULARY

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

Total:	_____	25 pts
Custom Total:	_____	pts

UNIT 2: WRITING FROM NOTES

Lesson 3: Englishmen Arrive in America

Goals

- to practice the Units 1 and 2 structural models
- to create a 1-paragraph KWO
- to write a 1-paragraph summary about Englishmen in America
- to take Vocabulary Quiz 1
- to correctly use new vocabulary words: *audaciously*, *inevitably*, *endeavor*, *eerily*

Assignment Schedule

Day 1

1. Play Around the World.
2. Take Vocabulary Quiz 1.
3. Read "Englishmen Arrive in America." Read it again and write a KWO.

Day 2

1. Review your KWO from Day 1.
2. Complete Style Practice.
3. Look at the vocabulary cards for Lesson 3. Discuss the words and their definitions and complete Vocabulary Practice.
4. Using your KWO as a guide, begin writing a rough draft in your own words.
5. Go over the checklist. Put a check in the box for each requirement you have completed.

Day 3

1. Review all vocabulary words learned thus far.
2. Finish writing your paragraph. Try your best not to look back at the source text.
3. Turn in your rough draft to your editor with the completed checklist attached.

Day 4

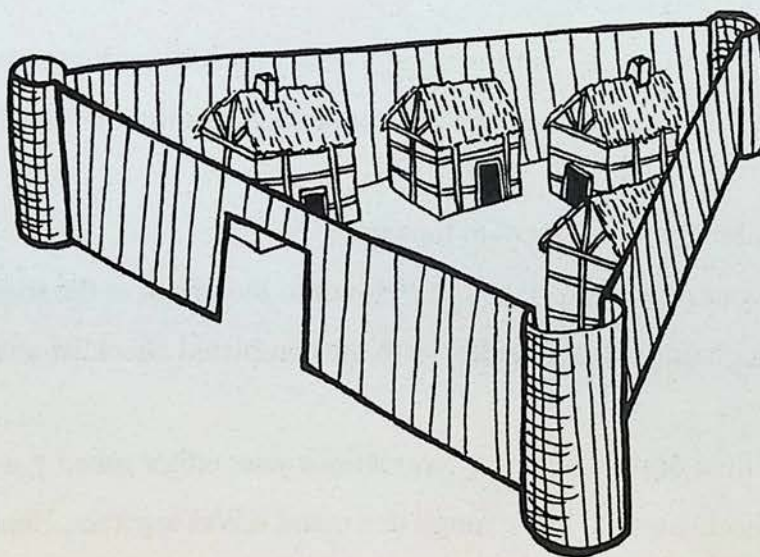
1. Write or type a final draft making any corrections your editor asked you to make.
2. Paperclip the checklist, final draft, rough draft, and KWO together. Hand them in.

Literature Suggestion

Begin reading *A Lion to Guard Us* by Clyde Robert Bulla or *Night Journeys* by Avi.

Source Text**Englishmen Arrive in America**

Beginning in 1497, England began sending explorers to America. However, many years passed before they attempted to establish colonies. One of the first attempts was by a group led by John White. In 1587 they landed on Roanoke Island, near what is now North Carolina. White left over a hundred settlers there, but when he returned in 1590, the entire settlement was gone! Because of its strange disappearance, this settlement is known as the Lost Colony. It was not until 1607 that a group of Englishmen were successful in beginning a permanent settlement. These men landed in Virginia and named their settlement Jamestown after King James. The settlers experienced many hardships, but over time Jamestown became a prosperous city.

**Mechanics**

John White is used in the third sentence, but only *White* is used after that. Names of adults are referenced by their first and last name the first time they are mentioned. After the first time, they are only referenced by their last name.

Key Word Outline

On the lines below, write no more than three key words from each sentence of the source text. Choose words that will best help you remember the meaning of the sentence.

- I. _____
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

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

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

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

Choose your favorite to write on the blank in the sentence.

1. The settlement at Roanoke had _____ disappeared.

-ly adverbs _____

2. The men who reached Jamestown _____ established a permanent settlement.

-ly adverbs _____

3. The Englishmen _____ named their settlement after their king.

-ly adverbs _____

Vocabulary Practice

Look at the vocabulary words for Lesson 3. Fill in the blanks with a word that makes sense.

1. _____ the English ventured to America too.

2. Though the settlers at Roanoke _____ (ed) to establish a permanent settlement, they unexplainably failed.

Remember that derivatives of a vocabulary word may be used. At the end of the source text, did you notice a derivative of the word *prosperity*? What is it?

Look at the vocabulary chart on page 322. Try to use words from Lessons 1–3 in sentences or phrases that could be in your summary about the English in America. Write at least one idea below.



Unit 2 Composition Checklist

Lesson 3: Englishmen Arrive in America

Writing
from
Notes

Name: _____

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

- | | | |
|---------------------------------------------------------------------------------------|-------|-------|
| <input type="checkbox"/> MLA format (see Appendix I) | _____ | 6 pts |
| <input type="checkbox"/> title centered | _____ | 5 pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ | 5 pts |

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

(5 pts each)

- | | | |
|-------------------------------------|-------|-------|
| <input type="checkbox"/> -ly adverb | _____ | 5 pts |
|-------------------------------------|-------|-------|

MECHANICS

- | | | |
|-------------------------------------------------------------------|-------|------|
| <input type="checkbox"/> capitalization | _____ | 1 pt |
| <input type="checkbox"/> end marks and punctuation | _____ | 1 pt |
| <input type="checkbox"/> complete sentences (Does it make sense?) | _____ | 1 pt |
| <input type="checkbox"/> correct spelling | _____ | 1 pt |

VOCABULARY

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

Total:	_____	25 pts
Custom Total:	_____	pts

UNIT 2: WRITING FROM NOTES

Lesson 4: The *Mayflower* Mishap**Goals**

- to practice the Units 1 and 2 structural models
- to create a 2-paragraph KWO
- to write a 2-paragraph summary about the *Mayflower*
- to correctly add a new dress-up: *who/which* clause
- to correctly create a title
- to correctly use new vocabulary words: *perilously*, *imprudently*, *subside*, *vehemently*

Assignment Schedule**Day 1**

1. Read "The *Mayflower* Mishap." 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. Discuss the words and their definitions and 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. Italicize *Mayflower*. (Underline if you are handwriting.)
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.
3. If you are making a Magnum Opus Notebook, revise your Spanish Explorers summary from Lesson 2. (See Appendix II.)

Literature Suggestion

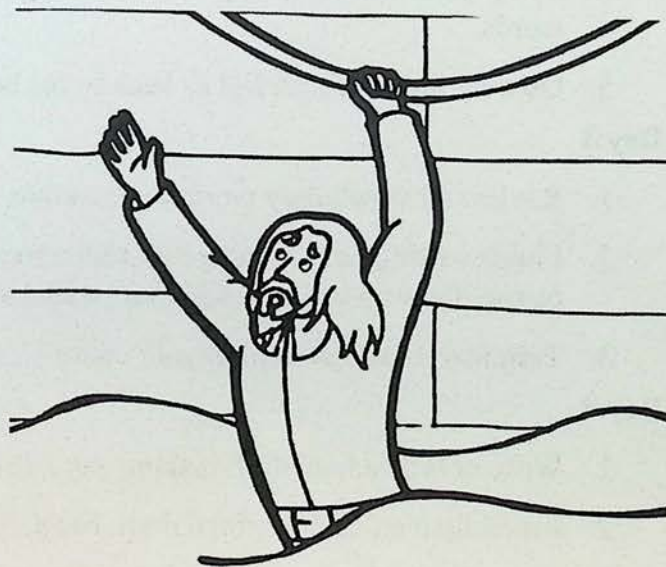
Continue reading *A Lion to Guard Us* by Clyde Robert Bulla or *Night Journeys* by Avi.

Source Text

The *Mayflower* Mishap

In 1620 Goodman John Howland boarded an old, creaky merchant ship called the *Mayflower* with a group of Englishmen seeking religious freedom. They ventured across the vast Atlantic Ocean toward America. During the trip there was a terrible storm. Lightning flashed, thunder crashed, wind roared, and massive waves violently rocked the boat. The passengers stayed below in the gun deck, hoping the ship would not sink. It was crowded, and they were wet, cold, and scared.

Goodman Howland did not like being cooped up, so he climbed to the upper deck. Without warning the ship rolled, and he fell into the ocean. As he fell, he grabbed a hanging rope. As he dangled over the ocean, he screamed frantically for help. Luckily, the sailors had seen what had happened. They were able to grab him with a boat hook. He was relieved and grateful to be back on the boat. However, Goodman Howland knew that this journey to the New World would be a long and difficult one.

**Mechanics**

Mayflower is italicized. Names of ships, aircraft, and spacecraft are italicized. If a report is handwritten, the names of these vessels are underlined.



Lori Verstegen, author of the *History-Based Writing Lessons* series, has used the TWSS syllabus for years, teaching writing to her own family as well as hundreds of other homeschool children in co-op classes, where many of her lesson plans were developed and refined. She also conducts writing workshops for parents and local teachers near her home in San Juan Capistrano, California, where her husband, John, pastors a small Bible church.

U.S. History-Based Writing Lessons Student Book

Students delve into the world of explorers, battles, land expansion, famous ships, and American founding fathers while learning to write using the Structure and Style® writing method! A wide variety of adventures will supply a rich foundation for imaginative and enjoyable writing.

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- Students will work through IEW Units 1–9 as they learn to take notes, retell narrative stories, summarize references, write from pictures, summarize multiple references, write essays, and compose formal critiques.
- Vocabulary cards and activities are included in the Student Book to enhance students' writing abilities.
- The Teacher's Manual includes the student pages inset as well as teaching tips, games, vocabulary quizzes, answer keys, plus student exemplars as a PDF download.
- This book includes access to a free, downloadable file containing optional *Simplified Source Texts* for younger students or students with special needs.
- This book includes access to a free, downloadable file containing optional *Advanced Additions* instructions, which provide excellent material to further challenge the older student or experienced IEW writer.
- This book is designed to be used by an instructor who has watched or is currently viewing the *Teaching Writing: Structure and Style* video course.

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

* It is possible to use this resource to teach both younger and older grades by using the provided *Simplified Source Texts* and *Advanced Additions* PDF downloads.

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