

ANCIENT

HISTORY-BASED WRITING LESSONS

IN
STRUCTURE & STYLE
BY LORI VERSTEGEN

TEACHER'S MANUAL

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U.S. History-Based Writing Lessons, Volume 1
Explorers to the Gold Rush

U.S. History-Based Writing Lessons, Volume 2
Civil War Era to the Present Day

Ancient History-Based Writing Lessons
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INTRODUCTION

This book teaches many elements of style, including most of those in the IEW syllabus. For your convenience, the chart below gives the page number for the Student Book that introduces each of these elements.

ELEMENTS OF STYLE

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The lessons in this book are designed to teach structure and style in writing. As they move through Ancient World History themes, the lessons incrementally introduce and review most of the models of structure and elements of style found in the Institute for Excellence in Writing's *Teaching Writing: Structure and Style*. Instructions are directed to the student, but teachers should read them with their students and help as necessary, especially with outlining and brainstorming. It is assumed that teachers have attended IEW's Basic Seminar, either live or via DVD, and own the seminar workbook. Before each new unit, it would be helpful for the teacher to review the appropriate information in that workbook. In addition, the *Ancient History-Based Writing Lessons Teacher's Manual* gives detailed instructions for teaching each of the lessons.

STUDENT BOOK (SB) COMPONENTS

The Student Book has three sections:

1. *The Lesson Pages*: This is the majority of the text. It contains the instructions, source texts, worksheets, and checklists needed for each lesson.
2. *The Appendix*: This section begins with a chart of stylistic techniques taught throughout the course. It also contains many lists of great words—quality adjectives, verbs, and -ly words, for example—that can replace banned words. It ends with a chart of proofreading marks. *Students will want to refer to this section often, so tab it.*
3. *Vocabulary Cards*: This section begins on page 157. Students will be instructed to cut out one set of cards each lesson. When they do so, they are to punch a hole in the top right corner of each and place them on a metal book ring for easy reference. The students will be expected to include some vocabulary words in each composition they write. They will also be quizzed over the words periodically. (Quizzes are in the Teacher's Manual.) The goal is that these words will become part of each student's natural writing vocabulary.

THE TEACHER'S MANUAL (TM)

This manual contains instructions for the teacher with helps such as sample whiteboards, answers to worksheets and quizzes, and review game ideas. It also contains the vocabulary quizzes, grammar instruction, and proofreading marks.

*Important: The Teacher's Manual does not contain the student pages, which contain the lessons; therefore, teachers who are working with a group of students will need their own copy of the Student Book.

ADAPTING TO DIFFERENT GRADE LEVELS

Lessons are written so that students may easily move through them at their own pace. In general, it is recommended that *Level A students* (3rd through 5th grade) write only one paragraph per week. For this reason, lessons are broken into their individual paragraphs or sections. *Level B students* (6th through 8th grade) should be able to complete an entire lesson of up to three paragraphs per week. Additionally, they may opt to outline and rewrite the "History Notes" found throughout the Student Book.

With all students, be sure to allow enough time for adequate brainstorming and editing. Never accept the first draft as the final draft. Teach students to write, edit, polish, and rewrite. Strive for quality, not quantity.

GRADING & CHECKLISTS

The lessons include two types of checklists: rough and final. Rough checklists accompany each paragraph (or section) of every composition longer than one paragraph. The purpose of these is to list for students the required elements of that section. Rough checklists are not intended to be used for grading purposes, so no point values are indicated. Rough drafts should not be graded, but they should be proofread. Errors should be marked and discussed before the final draft is written. This process can provide great opportunity for grammar and spelling instruction.

Final checklists list all the required elements for an entire composition, and each element is assigned a point value. While these checklists are specifically for the teacher to use for grading, students will find them helpful in double-checking that they have met all requirements. Students must attach the final checklists to their final drafts.

To grade a composition, use the blank or box next to each requirement to note either that the requirement was met (with a check mark) or that it was not met (by writing the points to be deducted). Then total the points to be deducted and subtract them from the total points possible. This will give you the points earned. If you prefer to convert the score to a percentage, simply divide the points earned by the points possible.

If you still notice significant errors in the final draft, mark them and ask students to correct them before placing the composition in their *polished final draft folder*. To help encourage this, you might consider periodically requiring that polished final drafts be turned in. I do this at the end of each quarter.

MOTIVATING STUDENTS WITH TICKETS

Purchase a roll of tickets (the kind used in raffles) from an office supply store. Give them to students for extra vocabulary words used in final drafts, for outstanding uses of stylistic techniques, for hand-drawn pictures, or for a 100% on a quiz. Periodically, have contests such as “the most original title,” “best decoration,” “the most vocabulary words used,” or the like. My students always watch eagerly for how many tickets are attached to their returned final drafts. Students also earn tickets by winning the games described in the lesson plans. Students cash in their tickets twice during the year at auctions (see TM pages 70–71), once before Christmas and once at the end of the year.

A PERSONAL BOOK OF ANCIENT HISTORY

It is highly recommended that you encourage your students to polish each of their final drafts and even add illustrations. At the end of the year, they will have a collection of a variety of types of compositions that move through major themes in Ancient World History. These can be bound into a book that they can be proud of. For this reason, students should have a folder specifically designated for storing their polished final drafts.

POETRY: The Ancient World

LESSON 1

QUALITY ADJECTIVES and ALLITERATION

Page 5: Before beginning Lesson 1, read through the Introduction with your students.

Page 7: Read through the lesson with your students.

Quality adjectives: Let students offer ideas for adjectives that would describe the Garden of Eden and food. Here are some possibilities:

The _____ Garden of Eden provided _____ food.

| | |
|-----------|-----------|
| beautiful | luscious |
| lush | plentiful |
| vast | delicious |

Page 8: What is alliteration? Examples of alliteration in the sample poem are *zigzag ziggurats*, *harsh hardhearted*, and *flourishing flowing*.

Have some fun letting students practice alliteration. Write the words and blanks below on the whiteboard, and instruct students to fill in the blanks with words that will create alliteration. Let them work with a partner. Let them know that it is all right for the words that begin with the same sound to be separated by one or two short words. Also stress that the words must begin with the same *sound*, not necessarily the same *letter*. For example, *short serpents* would not be alliteration whereas *city serpents* would be.

_____ serpents _____
_____ kings _____

The Assignment: Read over the assignment. Discuss the vocabulary words for Lesson 1. Demonstrate how to hole-punch the *right* corner of a card and place it on a metal book ring. If students punch the left corner, they will punch through some of the word.

Be sure students understand that they will be writing a *poem*, not a paragraph. In poetry, every line must begin with a capital letter. Have them look closely at the format of the model on their page 8 and the sample poem on page 10.

Page 9: Together, brainstorm quality adjectives for the poem. Write a few ideas on the whiteboard. To help students think of adjectives, have pictures of the things in the model poem available. History textbooks, library books, and the internet are possible sources of pictures. Also, encourage the use of a thesaurus. When a student offers an idea for an

adjective, instruct him to look it up in the thesaurus and see if there are any more interesting words that mean something similar. Do not try to have students fill in all of the blanks in class. They can add more at home. Here is a sample whiteboard:

SAMPLE WHITEBOARD

| | | | |
|--|---|---|---|
| <u>rivers</u> crystal clear winding cool | <u>ziggurats</u> massive stone intriguing | <u>pharaohs</u> ruthless powerful god-like | <u>pyramids</u> towering mysterious daunting |
| <u>the law</u> divine sacred holy | <u>temple</u> glorious golden magnificent | <u>Ishtar Gate</u> ornate renowned enduring | <u>Hanging Gardens</u> lush ravishing vibrant |
| <u>gods</u> numerous false fanciful | <u>athletes (or Olympics)</u> brawny determined hopeful | <u>emperors</u> arrogant powerful revered | <u>armies</u> fearless mighty unrivaled |

Note: There is no checklist for this assignment because it is not meant to be graded. It is simply for practice with quality adjectives.

TICKETS

If you will be using tickets to motivate your students (see TM page 7), let them know that one way to earn tickets is to use extra vocabulary words in their final drafts. No words are required in this poem, so each vocabulary word they can use will earn them a ticket.

SUMMARIZING REFERENCES: Pyramids

LESSON 6

TOPIC SENTENCES AND CLINCHERS

Return the graded vocabulary quizzes. Give 5 tickets to students who scored 100%. Return the graded *Oldest Story Known* paragraphs. Read excerpts from several papers, especially creative titles. Discuss any problems noted using a “*What’s Wrong?*” whiteboard. It is likely that some sentence openers were not indicated or used correctly, so include those types of errors. Here is a sample:

What’s Wrong?

- 3 Clearly ancient people in Mesopotamia had heard about the Flood.
(Do not underline sentence openers. Simply number them in the left margin.)
- 3 A serpent slyly steals eternal life from man.
(This is not a #3 opener because it is not the first word of the sentence. It is a dress-up.)

Collect the final drafts of *The Plant of Life*. The checklist on page 29 of the Student Book should be attached. Use it to grade the story. Remember to give extra credit or double tickets for extra vocabulary words.

Before beginning Lesson 6, be sure to read page 32 of the Student Book. It explains that Lessons 6–8 will be building a three-paragraph report about the wonders of Ancient Egypt. The method of note taking will be different from the method used in previous lessons. Understanding the structure of the report and the topic of each paragraph as discussed on page 32 is important.

Pages 33–34: Read through the lesson and the assignment. Help the students with the assignment by outlining the source text together. You write the ideas they offer on the whiteboard. Students should be free to either use the class ideas or write their own ideas. It really does not matter which details they choose as long as they follow the format on page 34 of their book. (The sample outline from page 36 of the Student Book is copied below for your convenience.)

KEY WORD OUTLINE

- I. **PYRAMIDS**, *Egypt*, *known*
1. *tombs, pharaohs, nobles*
 2. *protected, mummified, treasures*
 3. *20 yrs, 100,000 men, build 1*
 4. *today, understand, precision*
 5. *inside: passageways, bur chamber*
 6. *rob, hidden □, dead-ends*
 7. *false chamb., curses, walls*

Clincher idea: *today, > 30 **Egypt**, **monuments***

Important: Be sure the students understand that when they write their paragraphs from their outlines, they must begin with a topic sentence. This sentence must say something about *Pyramids* because that is the topic of the paragraph. Help them formulate general statements that would cover all the details in the paragraph rather than a specific detail. For example, “The Great Pyramid in Giza is 450 feet tall” uses the word pyramid, but it would not make a good topic sentence because the entire paragraph is not about the Great Pyramid.

The clincher also should reflect the general topic of the paragraph. Students must highlight words in their topic sentence and clincher that reflect the topic of the paragraph. Consider having them highlight these words on their key word outline so they will remember to do so when they write the paragraph.

Ask students to give you ideas for a topic sentence. Write several possibilities on the whiteboard. Then, have students try to create a clincher for each topic sentence. Write these on the whiteboard as well, and draw a box around words that are repeated or reflected.

SAMPLE WHITEBOARD

Topic Sentence: The Ancient Egyptians built fascinating pyramids.

Clincher: People today are still intrigued by the Egyptian pyramids.

Topic Sentence: Pyramids built thousands of years ago still stand in Egypt.

Clincher: These monuments have endured through the centuries and continue to be a reminder of the great civilization that once lived in Egypt.

Topic Sentence: When people think of Ancient Egypt, they probably think of the massive pyramids.

Clincher: It is no wonder that people are amazed by these great structures.

Page 37: When students understand the assignment, go over the rough checklist. This does not have to be attached to the rough draft when they turn it in. It is for their use. You have the checklist in your copy of the Student Book to use when you proofread. Notice the note on the bottom of page 37. Read it with your students.

FINAL VOCABULARY TEST

| | | | | |
|------------|------------|-----------|-------------|-----------|
| baffling | fashioned | erode | encase | wail |
| monument | enigma | depict | neglect | captor |
| splendor | fanciful | resemble | deplete | presently |
| contrary | validate | adorned | bleak | despair |
| serpentine | ruthless | chide | devastating | brood |
| falter | emerge | defy | voraciously | tantalize |
| fetter | fortuitous | vivacious | prestigious | deftly |
| burly | explicit | profusely | console | enmity |

On each blank provided, write the vocabulary word that matches each definition. Be sure to spell the words correctly.

1. to scold or rebuke _____
2. to come out and into view _____
3. twisting and turning _____
4. hostility; feeling like an enemy _____
5. lively; energetic _____
6. lucky _____
7. to stumble _____
8. to challenge or dare _____
9. quickly and skillfully _____
10. to comfort _____
11. to wear away _____
12. something that serves as a reminder _____
13. soon _____
14. gloomy; depressing _____
15. to describe by words or picture _____
16. clearly stated _____
17. to think deeply with unhappiness _____

