

U.S. HISTORY-BASED WRITING LESSONS

Volume 1

in

*Structure, Style, Vocabulary, and
Grammar*

By Lori Verstegen

Teacher's Manual

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Ancient History-Based Writing Lessons

U.S. History-Based Writing Lessons Volume 2

Medieval History-Based Writing Lessons

Teaching with Games

U.S. HISTORY-BASED WRITING LESSONS Volume 1

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SCOPE AND

| LESSONS | STRUCTURE | STYLE |
|--------------------|---|--|
| 1,2 | Poetry | Quality adjectives, Alliteration Strong verbs & -LY Words Banned words |
| 3,4,5,6 | Units I & II Writing from Notes Key Word Outlines | Openers: #2, #3, #6 The who/which clause Titles from clinchers |
| 7,8,9 | Unit IV Summarizing Reference Material Topic Sentences/Oral Reports | One sentence introduction and conclusion for short reports |
| 10,11,12,13 | Unit III Narrative Stories Story Sequence Chart | Appealing to 5 senses & emotions DEC's: 3sss, Similes & Metaphors |
| 14,15,16 | Unit VI Research Reports with Fused Outlines & Bibliographies | Dramatic Openers/Closers |
| 17,18,19, 20,21 | Units VI & VIII Research Reports in Formal Essay Format Oral Reports | #5 sentence opener www.asia clausal dress-up Anecdotal opening paragraphs Symbols for note taking |
| 22,23,24 | Unit VIII Review of the Formal Essay/Report | Smooth transitions #4 sentence opener |
| 25,26+ | Unit VII Creative Writing from a Prompt | Review DEC's and Imagery |
| 27,28,29,30 | Unit IX Critiques | Critique Vocabulary Banning "I" and "my" |
| 31,32,33,34 | Unit V Writing from Pictures Poetry: Event Poems & Haiku | Dual verbs, -ly words, adjectives Personification |

Sample

SEQUENCE

| VOCABULARY | GRAMMAR | TOPIC |
|---|---|--|
| Ls 1: pillar, prosperity, transfixed, coax Ls 2: askew, presume, flank, reverently | Action verbs versus state of being verbs | America Native Americans European Explorers |
| Ls 3: resolve, endeavor, appalled, frivolous Ls 4: hostile, subside, perilous, secluded Ls 5: cunning, contemplate, gravity, persevere | Adjective clauses (Rule 7) Comma Rules 1a & b | Jamestown Mayflower |
| Ls 7: fathom, imperative, impotent, placidly Ls 8: diligent, squander, waver, inevitable Ls 9: animosity, provoke, indignant, audacious | Frequently confused words (Rules 5 & 6) | Colonial Life French & Indian War |
| Ls 11: warily, vehemently, destined, confront | Quotation marks in dialogue (Rule 4) Refining the who/which clause (Rule 7b) | Boston Tea Party “Shot Heard ’Round the World” |
| Ls 15: compliant, obstinate, compel, deliberate Ls 16: solemn, tyrant, adept, enthrall | The Ellipsis Semicolons & Colons (Rules 2 & 3) | Declaration of Independence |
| Ls 19: incessant, zealous, trepidation, exemplary | Comma Rules 1c, d, e, f, g The Adverb Clause (Rule 8) | Biography of a Revolutionary War Figure |
| Ls 22: prominent, privily, affirm, espouse Ls 23: tedious, implement, scrutinize, potential | Transitions Avoiding Dangling & Misplaced Modifiers (Rule 9) | Preamble Constitution |
| Ls 25: aspire, elated, auspicious, adverse | Avoiding the Indefinite “You” (Rule 10) | Freedom of Religion American Flag (Plus other optional topics) |
| Ls 27: amiable, antagonist, distraught, awestruck Ls 28: trite, formidable, obscure, laden | Checking verb tenses (Critiques in present tense) | The Lewis & Clark Expedition Historical fiction |
| Ls 29: revel, jaunty, encounter, lure | Writing with the past perfect tense | Oregon Trail Alamo California Gold Rush |

NOTES TO TEACHERS

This course was originally designed to be taught in weekly sessions that last a little more than an hour, with students completing assignments over the remainder of the week independently. This is because the IEW method of teaching writing works exceptionally well with groups of students; however, the lesson plans may also be used successfully by parents at home with one or more children or in a traditional classroom.

All units in the IEW *Teaching Writing: Structure & Style* syllabus are covered, as well as a small amount of poetry designed to practice some of the dress-ups and decorations. Vocabulary and grammar rules are also incorporated. Topics of the compositions focus on milestones in early American history. Since source texts are provided, it is not necessary to be studying American history concurrently. At the end of the year, students will have a wonderful collection of a variety of compositions that focus on milestones in American history.

GRADE LEVEL

The IEW method of writing teaches to a wide range of grade levels and abilities. Given the same source text, and even the same outline and stylistic requirements, beginning writers and more mature writers will produce very different compositions, each at their own level. For this reason, this course can be adapted for use with students from fourth through eighth grade. When combined with Volume 2, it will reach to tenth grade.

Elementary Students (4th–5th grade) should generally complete one lesson per week and follow **Level A** instructions, which sometimes extend or omit difficult lessons. These students will write only one or two paragraphs per week.

Junior High Students (6th–8th) should also generally complete one lesson per week but follow **Level B** instructions. These sometimes combine the easier lessons to allow time for more difficult lessons later (essays and critiques of literature). They will write two or three paragraphs per week.

Advanced Junior High Students and **Early High School Students** should complete at least two lessons per week to allow time to move to Volume 2 of *U.S. History-Based Writing Lessons*. In American history, this will take them from the first European explorers to present day. **Level C** instructions give suggestions for combining and omitting some lessons in order to allow plenty of time for Volume 2, which focuses on more advanced writing: essays, writing persuasively, MLA format, critiques of literature, and the super essay.

COMPONENTS

1. **The Student Book (SB):** The Student Book contains the pages designed for the student: lessons, source texts, blank outlines, checklists, and assignment instructions. The back of the book contains an appendix of student samples and

the vocabulary cards. Each student should have his own Student Book. Teachers or parents should read through the lessons, including the assignment section, with their students at the beginning of the week.

2. **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. *Important:* The Teacher’s Manual does not contain the student pages that contain the lessons; therefore, teachers who are working with a group of students will need their own copy of the Student Book.
3. **The Resource Notebook:** Throughout the lessons, students will be building a Resource Notebook that organizes all of the IEW tools and grammar rules they learn. The Resource Notebook will be a valuable resource for them well beyond this course. In order to build this notebook, each student needs two things:
 - a) **The Student Resource Notebook Pages:** These pages are downloadable at www.excellenceinwriting.com/srn. In a class setting, these should all be printed onto three-hole-punched paper and placed in a large envelope or a folder at the beginning of the year. In a home school setting, they may be printed as needed. (Note: You will **not** need the checklists, pages 94–109, because the Student Book contains all the checklists for the assignments.)
 - b) **A one-inch three-ring binder with eight divider tabs:** Students should place each of the Resource Notebook pages in this binder after the concept has been taught. The lessons explain how to set up the notebook, how to label each tab, and when to place each page from the Resource Notebook pages into the actual notebook.

VOCABULARY CARDS & GAMES

The vocabulary cards for this course are at the end of the Student Book. After most lessons, one sheet is to be cut out and the cards are to be placed on a metal book ring for easy reference. Since students continue to use all of the words throughout the year, the words become part of their natural writing vocabulary.

Vocabulary games are included in the lesson plans, and you may want to play them more often than suggested. Instructions for the games may be found on the following pages of this manual:

| | | | |
|-------------|--------|-------------|----|
| Elimination | 18 | Think Fast | 50 |
| Pictionary | 24 | Hot Potato | 56 |
| Hangman | 15, 42 | Round Robin | 78 |

GRAMMAR

Students will learn grammar in several ways. First, they will learn many of the parts of speech (verbs, adjectives, adverbs, adjective clauses, adverb clauses, prepositional phrases, and participle phrases) as they include and label all of the various dress-ups and openers they have learned in every paragraph they write.

In addition, the course teaches ten grammar rules that are particularly important to effective writing. These are found in the Resource Notebook pages with practice exercises. Once a rule has been taught, the teacher should subtract points from a student's composition if it is broken. She should also note the rule number by the error, so the student can reread the rule and correct the problem.

Finally, most composition assignments include a rough draft to be proofread by the teacher, followed by a final draft. This process helps identify a student's weak areas in grammar and gives the teacher the opportunity to address those areas. This is most important. Be sure to spend time discussing errors noted in the student's rough drafts.

CHECKLISTS & GRADING

Most assignments are broken into a rough draft and a final draft. Often there is a lesson in between to allow classroom teachers time to proofread and return the rough draft. Do not grade rough drafts, but proofread them carefully and mark any errors. Students will have a rough draft checklist for each lesson in their Student Book. Note omissions of required elements on their drafts. Use the rough draft as a teaching opportunity.

Use the final checklists to grade final drafts. The final checklists itemize how many points each element of each composition is worth. Students must attach a final checklist to each final draft. Use it as follows:

1. In the blank or box next to each requirement, put a check if the requirement is met, or write the number of points to be subtracted if it is not met.
2. To determine the points earned, subtract the points noted from the total possible points.
3. To convert to a percentage, divide the points earned by the points possible.

Note: The backs of checklists either are blank or contain information the student will not need for a future lesson so that they can be torn from the book. However, if students do not wish to tear the checklists from their books, they may make and attach photocopies.

MOTIVATING STUDENTS WITH TICKETS (OPTIONAL)

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, once before Christmas and once at the end of the year. These are explained on pages 43 and 91 of this manual.

INTRODUCTORY LESSON

Student Book Pages 7–8 This lesson should be done in one day. In a home school, Lesson 1 would then be taught the following day, not week. If you are meeting weekly or bi-weekly, move to Lesson 1 in the same class session.

Read through pages 7–8 with the students. Be sure to help students place divider tabs in their Resource Notebooks. The tabs should be labeled as follows:

| | |
|------------|--------------|
| VERBS | DEC'S |
| -LY | TRANSITIONAL |
| ADJ | GRAMMAR |
| SENSES/EMO | CHARTS |

At the beginning of each class, students will be directed to place the Resource Notebook pages needed for the lesson into their Resource Notebooks.

POETRY: AMERICA

LESSON 1 QUALITY ADJECTIVES & ALLITERATION

Resource Notebook pages needed: 5–6, 29–34 (ADJ), and 42 (DEC'S)
Before beginning Lesson 1, students should place these in their Resource Notebooks behind the appropriate tabs. Pages 5–6 are best copied front/back and should be placed in front of the divider tabs.

SB Page 9 Read through the lesson with your students. Have them use pages 29–34 in their Resource Notebooks to add adjectives to the sentence near the bottom of SB page 9.

Possible Answers:

The trees were gigantic and captivating.

The trees were grandiose and breathhtaking.

The trees were broad and beautiful.

The trees were towering and vibrant.

SB Page 9 Help students get started on their assignment. Help with the brainstorming by writing student ideas on a whiteboard. (A sample whiteboard follows on page 14.) Brainstorming for *people* will be the most challenging. Help students to think about the character of those who come to live in America. Help them think of adjectives and clauses that communicate the spirit of the American people. Why do people come here? What do Americans value? What do we stand and fight for? Are we all the same, or are we diverse?

Remember that the adjective lists in the Resource Notebook might be helpful, especially under *good*, *pretty*, *big*, and *interesting*.

SAMPLE CLASS WHITEBOARD

Seashores

shimmering
sandy
white
welcoming
beautiful
sunlit
shining
roaring

Forests

pine-scented
lush
green
immense
towering
serene
peaceful
massive

Mountains

towering
purple
majestic
snow-capped
giant
rugged
rocky
jagged

| <u>Rivers</u> | <u>Plains</u> | <u>People</u> |
|---------------|---------------|----------------|
| sparkling | vast | courageous |
| raging | golden | freedom-loving |
| gurgling | sunlit | patriotic |
| winding | grain-filled | diverse |
| sparkling | dusty | strong |
| cool | fruted | determined |
| splashing | | pleasant |

Alliteration, SB page 10 Read over page 42 in the Resource Notebook. If there is time, let students try to create some alliteration on the bottom of page 42.

Read through the instructions for the remainder of the assignment. Have students turn to the sample poem in the back of their books (page A-3) and notice the format. Note that poems are not written in paragraph form. In poetry, the first word of every line is capitalized, whether or not it is the beginning of a sentence. In addition, poetry is punctuated as if it were written in prose.

Also have students find the alliterations used.

Read over the Vocabulary Words for Lesson 1 and have students give ideas for using them in the poem. Students may also look ahead and use future vocabulary words for extra credit, but caution them *not* to cut out the future words. If they do, they will not know which words to study for the quizzes.

SB Page 11 Read over the model and the checklist with the students to be sure they know what is expected of them. Instruct students to attach the checklist to their final draft when they turn it in. You will use the checklist to grade their poems. (They may cut on the starred line.)

Note: There are no separate rough draft checklists for the first two assignments.

WRITING FROM KEY WORD OUTLINES: MAYFLOWER

LESSON 4 USING ACTION VERBS & IMAGERY

Resource Notebook pages needed: 36–40 (SENSES/EMO)

In class, read some of the Native American and Explorer poems before returning them. If there are too many, pick out your favorite parts of each. When you return them, be sure students place them in their Final Drafts folder. Remind them to make any necessary corrections when they get home, then to place the corrected version in their folder.

Collect the Jamestown reports. As you read them this week, write comments and corrections directly on the rough drafts using proofreading marks from page 92 of the Resource Notebook. Students will make the corrections when they write their final drafts in Lesson 5. (Students do not need to attach the rough checklist because they have a copy of it in their Student Book.)

Copy and hand out Vocabulary Quiz 1, page 96 of this manual.

Answers to VOCABULARY QUIZ 1

| | |
|--|-------------------|
| with feelings of deep respect | <i>reverently</i> |
| not lined up straight (crooked) | <i>askew</i> |
| to try to persuade | <i>coax</i> |
| to assume to be true | <i>presume</i> |
| to be placed at the side of | <i>flank</i> |
| motionless with amazement or horror | <i>transfixed</i> |
| to act without permission or authority | <i>presume</i> |
| a slender, upright column | <i>pillar</i> |
| the state of being successful | <i>prosperity</i> |
| one who strongly supports a cause | <i>pillar</i> |

Page 23 The banned adjectives: *good, bad, nice, mean, pretty, ugly, big, a lot, interesting*

The banned verbs: *go, went, come, came, say, said, see, saw, look, get, got*

Page 24 Help students with the outlines by writing ideas on a whiteboard.

Page 25 Help students with the brainstorming. Write ideas on a whiteboard.

Describing the Storm with Action Verbs and -ly Words

| | |
|--|----------------------------|
| waves rocked the boat mercilessly | waves exploded on the deck |
| thunder boomed loudly and continually | rain poured down endlessly |
| black clouds loomed ominously overhead | wind whipped or whistled |
| lightning streaked across the dark sky | helpless boat creaked |

passengers cried out
wind

Captain yelled over the howling

Before you brainstorm for quality five-senses adjectives, instruct students to turn to pages 36–40 in their Resource Notebooks (behind the SENSES/EMO tab).

QUALITY ADJECTIVES

| SEE | HEAR | FEEL | SMELL/TASTE |
|---|---|---|--|
| black sky bright flashes massive, foamy waves horrified faces trembling mast tattered sails | booming thunder creaking wood howling wind shrill, trembling cries pelting rain | splintered wood sudden, violent rocking cold, wet clothes strong waves toss | salty waves fishy sea water |

SHOWING FEELINGS

The men: read their Bibles intently; wondered if they should have come; prayed with their families; consoled their wives

The women: sang to their children; prayed; cried out; rocked the small children

The children: clutched tightly to their mothers; buried their faces in their mothers' laps; screamed hysterically; hid under the benches/blankets

Page 27

John Howland on the rope: whipped around violently by the wind; slapped by the waves; frantically screamed for help; clutched the rope tightly; begged God for mercy; was sure he was going to be swallowed by the sea

John Howland rescued: praised God; hugged sailors; tears flowed, legs wobbled

Pilgrims seeing Howland: rushed to him; sang praises; wrapped him in a blanket

Level A students may take two weeks for this lesson by writing Paragraph I one week and Paragraphs II and III the following week.

Level B students who are already familiar with IEW elements of style may combine Lesson 4 with Lesson 6 in the same week, if desired.

Level C students should combine Lesson 4 with Lesson 6 in the same class session. (Lessons 3 and 5 should have been combined in the other class session this same week.)