

U.S. HISTORY-BASED WRITING LESSONS

Volume 2

in

*Structure, Style, Vocabulary, and
Grammar*

By Lori Verstegen

Civil War Era–The Present Day

Teacher's Manual

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

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Teaching with Games

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Sample

SCOPE AND

LESSONS	STRUCTURE	STYLE
1	_____	Quality Dress-ups Ban <i>really</i> and <i>very</i>
2–5	IEW Unit IV Summarizing References	Cinquains Decorations: Consonance, Assonance, Triple ext, Dramatic Openers
6–7	IEW Unit III Narrative Stories	Showing Emotions Five-Senses Descriptions
8–9	IEW Unit VI Research Reports	MLA Format: Citing Sources of Quotes Works Cited Page
10–12	IEW Unit VIII Formal Essays	Anecdotal Openers
13	Poetry: Tanka	Repetition
14–19	IEW Unit VII Creative Writing Thesis Statements Oral Reports	Writing Persuasively Dec's: Question & Command
20–21	Organizing Notes from Lectures	
22	Preparing for the Blue Book Exam	Adapting for Speed
23–26	IEW Unit IX Critiques of Literature	Critique Vocabulary
27–33	The Super Essay	More on MLA Format
34 +	Writing to Support an Opinion Thesis Statements	Supporting Points with Facts

SEQUENCE

VOCABULARY	GRAMMAR	TOPIC
Review <i>Volume 1</i> Words	Rule 1: Comma Rules	North versus South: Pre-Civil War
abominable, apathetic, maliciously, flourish, altruistic, innovative, embolden, fervent, blatant, suppress, incongruous, lament	Rule 2: Semicolon Rules Rule 3: Colon Rules Rules 5 & 6: Frequently Confused Words	Slavery The Underground Railroad
apprehensive, tentative, stoic, elude, haggard, quest, feasible, conspicuous	Action Verbs vs. State of Being Verbs Rule 4: Quotation marks	The Underground Railroad
turbulent, steadfast, disgruntled, momentous	Rule 11: Parallel Construction	The Civil War (Biography)
arduous, ominous, expedite, alleviate, commendable, competent, articulate, inept	Rule 13: Using Numbers Rule 7C: <i>Which</i> or <i>That</i> ?	The Civil War
	Poetry Form	The Battle of Gettysburg
versatile, obsolete, myriad, indispensable, augment, obscure, zenith, emulate, obliterate, innocuous, insipid, refute, concise, acute, discern, affluent	Rule 6: Tricky Words	The Age of Industry Immigration
gullible, ignite, disparity, anarchy	Review	The Statue of Liberty World War I
avaricious, propaganda, taciturn, naïve		Rise of Communism
oblivious, vulnerable, tragic flaw, orchestrate, satire, ironic, allegory, fruition	Rule 12: Clear Pronoun References Pronoun-Antecedent Agreement	The Great Depression <i>Animal Farm</i> , Orwell (Communism / Joseph Stalin)
monstrosity, virulent, fascist, totalitarian, cacophony, circumvent, impervious, retrospect		World War II
		Civil Rights Act 20 th Century Topics of Choice

INTRODUCTION

This course is designed to follow *U.S. History-Based Writing Lessons, Volume 1: Explorers to the Gold Rush*. It is recommended for junior high and high school students. Students who have not completed *Volume 1* should at minimum be familiar with the basic IEW elements of style and models of structure. These, along with grammar rules taught in *Volume 1*, are reviewed in this volume, but at a rapid pace. Students who are unfamiliar with the IEW method should complete *Volume 1* before attempting this volume. High school students should be able to complete *Volume 1* in a semester by following the *Level C* instructions in it.

Teachers using this course should have gone through the Basic IEW Seminar *Teaching Writing: Structure and Style*, either live or via DVD.

Course Components

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.*

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, which contain the lessons; therefore, teachers who are working with a group of students will need their own copy of the Student Book.

THE RESOURCE NOTEBOOK (RN): This notebook contains all the writing tools students may want to refer to for help when working on their compositions—models of structure, style charts, substitutes for banned words, other great word lists, grammar rules with practice exercises, and more—all in one place. While going through *Volume 1*, most of this notebook should have been assembled—from the *Student Resource Notebook* e-book available at www.excellenceinwriting.com. The notebook should be completed at the beginning of this course by inserting the remaining pages behind the appropriate tabs. (You will not need the checklists, pages 94–109.)

If you did not already begin the notebook, you will need a one-inch three-ring binder with eight divider tabs labeled as follows: *verbs, -ly, adj, senses/emo, dec’s, transition, grammar, and charts*. Print the Resource Notebook pages from the website above, and place them behind the appropriate tabs in the notebook. (You will not need the checklists, pages 94–109.)

Grammar

Grammar is taught in several ways in this course. First, students must use and label many different parts of speech, including a variety of clauses and phrases, in every composition they write.

Students also learn several important practical grammar rules. These are numbered in the Resource Notebook (in the Grammar section) with accompanying worksheets. Once a rule is learned, points should be deducted from a composition score if they are broken. The teacher should note the rule number by the error or under “grammar” on the student’s checklist, so he

knows to restudy that rule. Many of these rules were taught in *Volume 1* and are reviewed and expanded upon in *Volume 2*.

The third way grammar is taught is dependent upon the teacher. When you notice grammar mistakes in the students' writings, especially if several students are making similar errors, begin the following class with a "*What's Wrong?*" whiteboard. Pages 18, 22, and 33 have samples of this. Continue doing the same throughout the year. It is a great way to help those tedious grammar rules stick.

Vocabulary

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. Lessons instruct students when to do so. Students are quizzed over the words periodically, and quizzes are cumulative. Since students are required to use some of the words in every composition they write, the words become part of their natural writing vocabulary.

Review games that will give the students extra practice with the vocabulary words can be found in Appendix II of this manual. I have found that even high school students enjoy playing and learning from games.

Grading

Most assignments are broken into a rough draft and a final draft. (Often there is a lesson in between to allow teachers time to proofread and return the rough draft.) Do not grade rough drafts, but proofread them carefully and mark any errors. Use the proofreading marks on page 92 of the Resource Notebook.

Students will have a *rough checklist* for most lessons in their Student Book. These checklists are for their use. They do not have to attach the rough checklists to their rough drafts because you also have a copy in your Student Book. Note omissions of required elements directly on their rough drafts. Use the rough draft as a teaching opportunity.

Each composition assigned also has a *final checklist* to be used for grading. Final checklists itemize how many points each element of each composition is worth. *Students must attach the 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. If you want to convert to a percent, divide the points earned by the points possible.

Encouraging Excellence

To motivate students to do their best, be sure to recognize any exceptional effort a student makes. Positive reinforcement is the best motivator. In addition, consider giving extra credit for extra vocabulary words in compositions, for outstanding uses of stylistic techniques, and for hand-drawn pictures. Consider having contests such as "Most Original Title," "Best Decoration," "Most Vocabulary Words Used," or the like for selected compositions.

LESSON 1 QUALITY DRESS-UPS

Read through the Introduction and Lesson 1, pages 5–10 in the Student Book, with your students.

SB Page 7: -LY WORDS:

Amazingly is unnecessary as there was nothing amazing about the stated fact.

Totally is unnecessary because it is not possible to be partially equal. Things are either equal or they are not.

Surprisingly distracts from the intended meaning because debate was the expected result.

SB Page 8: What single *adjective* could you use in place of the following phrases?

Very bad :	<i>dreadful, heinous</i>
Truly sorry:	<i>remorseful; contrite</i>
Extremely happy:	<i>*elated, ecstatic, thrilled</i>
Very tired:	<i>exhausted, fatigued</i>
Really careful	<i>*wary</i>

What single *precise verb* could you use in place of these phrases?

Ran very quickly;	<i>raced, sped</i>
Drank really fast:	<i>gulped, inhaled</i>
Spoke extremely quietly:	<i>whispered, murmured</i>
Read really closely;	<i>*scrutinized, examined</i>

*vocabulary words from *Volume 1*

SB Page 9: The Assignment, Practice Avoiding Boring Words

In class, brainstorm strong verbs, quality adjectives, and purposeful -ly words to replace the words and phrases in italics. Write ideas on a whiteboard. Students should rewrite the paragraphs at home.

Sample Class Whiteboard

Paragraph 1

<p>really growing fast (drop “really”; improve “fast”)</p> <p>rapidly swiftly exponentially at an incredible rate</p>	<p>very different (replace “very”)</p> <p>drastically decidedly considerably significantly strikingly</p>	<p>very big (drop “very”)</p> <p>daunting vast immense enormous extensive</p>
--	--	--

<p>truly needed</p> <p>relied upon depended upon required the use of necessitated found them indispensable</p>	<p>good profit</p> <p>reasonable attractive worth-while lucrative steady decent</p>	<p>felt very bad</p> <p>were troubled uneasy disturbed distressed uncomfortable apprehensive*</p>
<p>big amount</p> <p>bountiful enormous massive overwhelming</p>	<p>got accepted</p> <p>became was tolerated</p>	<p>very necessary</p> <p>imperative critical crucial indispensable</p>

Paragraph 2

<p>getting industrial</p> <p>becoming industrializing</p>	<p>a lot of factories</p> <p>a multitude a host numerous countless</p>	<p>really opposed to</p> <p>absolutely strongly vehemently unsympathetic to unequivocally (appalled at)</p>
<p>very wrong</p> <p>immoral brutal ungodly contemptible detestable vile criminal reprehensible</p>	<p>really against</p> <p>contrary to conflicted with clashed with incompatible with incongruous with</p>	<p>bad disagreements</p> <p>hostile vehement emotional strong angry serious</p>

Answers to Grammar Review: Comma Rules 1a–f (Resource Notebook page 59)

If you have time in class, let students work in partners. If not, assign it for homework.

- (1b) 1. Not all Southerners owned slaves, but owners of large plantations were rich and powerful.
- (1d) 2. They, in fact, depended upon slave labor in order to make their fortunes.
- (1a) 3. The Southern plantations grew tobacco, sugar cane, and cotton.
- (1c) 4. In response to comments made by dinner guests, Eli Whitney began working on a machine to clean cotton.
- (1b) **C** 5. His cotton gin inspired Southerners to plant more cotton and buy more slaves.
- (1b) 6. Harriet Beecher Stowe’s novel, *Uncle Tom’s Cabin*, helped people see the evils of slavery, and the resulting hostility brought our country closer to war.
- (1e) 7. The Civil War began on April 12, 1861, at Fort Sumter.
- (1f) 8. The Confederates moved their capital from Montgomery, Alabama, to Richmond, Virginia.

CREATIVE WRITING: The Age of Industry

LESSON 15
DECORATIONS: QUESTIONS AND COMMANDS
WRITING PERSUASIVELY

Collect the rough draft body paragraphs from last week's assignment. As you proofread them, look for places where students could add "good DEED's" (details, explanations, examples, or descriptions.) Mark these spots with a *D* or an *E*. Next class, after you return them, you will brainstorm how to add these.

SB Page 85: Read over the Questions And Commands decoration page in the Resource Notebook (page 43) with your students.

Read the new prompt. Be sure students understand what they will be writing. A student-written sample of this assignment can be found on page A-9 of the Student Book.

Pages 85–86: To help demonstrate some of the persuasive techniques, make up an invention. My class chose a solar powered car with stilts for driving over traffic. Write ideas on the whiteboard for how to achieve each of the persuasive techniques. See the sample whiteboard on page 44. (Note: Also have students try to think of vocabulary words that would work in the essay.)

This will not be the invention the students will write about, but the exercise will help them understand the persuasive techniques so that they can apply them to their essays. Let them begin answering the questions on SB page 86.

Page 89: Be sure students understand the rough checklist. They will only be writing the two body paragraphs of their essays. Note that they must include the new decorations: a question and a command. Note also that the number of dress-ups and sentence openers required has been relaxed a little so they can focus on the persuasive techniques and decorations.

SAMPLE BRAINSTORMING WHITEBOARD

(for cars with stilts and solar powered engines)

Appeal to Emotions: Situations People Can Relate To

being stuck in traffic jams
being stuck behind a slow-poke on a two-lane highway
not being able to find a parking spot

spending a fortune on gas
being late and out of gas

Adjectives for New Characteristics

handy	clever	ingenious	*innovative
*indispensable	*cunning	one-of-a-kind	economical
time-saving	*versatile	*commendable	splendid
extraordinary	outstanding	superb	unrivaled
unique	amazing		

Adjectives for Current Machines

out-of-date	expensive	annoying	helpless
*obsolete	insufficient	gas-guzzling	polluting
*incompetent	lacking	detrimental	unreliable
inferior	inadequate	unacceptable	drab
dull	boring	*insipid	

Questions and Commands

Tired of paying a fortune at the gas pump? Then do something about it.
Why sit in traffic when you can drive over it?
Don't spend another dime on gasoline.
Can't find a parking spot? No problem.
Would you like to end the frustration of being stuck in traffic?

Vocabulary words (other than those used above)

How might they work into this essay?

<i>abominable</i> traffic	don't <i>lament</i> in traffic / about gas prices
an escape from traffic is <i>feasible</i>	<i>a myriad</i> of uses
an <i>innovative</i> addition	can <i>elude</i> traffic
you will never be <i>disgruntled</i>	
will <i>embolden</i> you and your vehicle	<i>alleviate</i> frustrations
<i>expedite</i> travel	<i>conspicuously</i> awesome

CREATIVE WRITING: The Age of Industry (continued)

**LESSON 16
INTRODUCTIONS AND CONCLUSIONS
THESIS STATEMENTS**

Collect the rough drafts of the “*Invention Convention*” essays. As you proofread them, again look for places to encourage students to add more specific details, examples, explanations, or descriptions (good “DEED’s”).

Return the rough drafts of the essay about an indispensable invention. Discuss any problems you noticed.

SB Pages 91–92: As you read the lesson together, demonstrate how to outline an introduction and conclusion. Write the first two lines of the introduction outline below on the whiteboard. Instruct students to copy it onto their outline forms or on a separate sheet of paper. Continue with the other required elements, but help students write their own topics, not the phone topics you are using for the sample. Their thesis statements should simply substitute the machine they are writing about for “phone” in the sample thesis statement.

SAMPLE INTRODUCTION OUTLINE

Reflect ideas in the prompt:
(for opening and background)

I. “Age of Industry” = many machines
today, society dependent, myriad

Three topics

- A. example, phone, fast, communication
- B. kinds, features = convenient
- C. no adequate substitutes

Thesis statement (main idea)

I would not want to do without a phone

Warn students that when they write their introductions from their rough outlines, they will need to add some transition phrases and sentences. Orally construct a paragraph from the sample outline you put on the whiteboard, demonstrating how to connect ideas:

During the “Age of Industry” many marvelous machines were invented. Today our society is virtually dependent on gadgets that have filled our lives since then. One such invention is the telephone. The phone allows instant communication. Additionally, the many different kinds of phones and the special features available make using a phone incredibly convenient. When I need to communicate with anyone—friends, relatives, or even businesses—there is no better way. I would not want to be without a phone.

Also help students outline their conclusions. Put a sample outline on the whiteboard, but instruct students to adapt their outline to the invention they are writing about. When repeating the three topics, encourage them not to use the exact same words they used in the introduction.

SAMPLE CONCLUSION OUTLINE	
Repeat three topics:	A. phone, instant, access, anyone B. variety, gadgets, easy C. nothing can replace
Most significant	Fast, convenient way to stay connected to important people in my life.
Why?	Allows me to build relationships
Repeat thesis:	I would not want to do without a phone.

SB Page 93: Before students write their final drafts, be sure they read Polishing The Rough Draft. Instruct them to use the information to improve their rough drafts. Consider allowing them to make at least one change and share it with the class.

Page 95: Be sure students understand everything on the final checklist.

Remind them that there will be a vocabulary quiz next week. To help in their studying, have a contest to see who can use the most vocabulary words in their essay. Remind students to underline and label all of the ones they use so you can more easily count them.