Ancient History-Based Writing Lessons
in Structure and Style

Student Book

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Illustrated by Anthea Segger

Institute for Excellence in Writing, LLC
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Introduction

The lessons in this book teach structure and style in writing. Lessons are easily adaptable to a wide range of grade levels because most contain a basic lesson plus optional challenge activities for older or experienced students. A teacher may require some or all of these challenges if she feels her students are ready for them, or she may make the challenges optional. Either way, as the lessons move through ancient history themes, they 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*.

Student Book Contents

- **Suggested Weekly Schedule** (page 7)
- **Scope and Sequence Chart** (pages 8-9)
- **Adapting the Schedule** (page 10)
  Lessons are intended to be completed one per week. If you have fewer than 32 weeks, the tables on page 10 give suggestions for omitting or combining lessons, depending on the level of the group.
- **Lesson Pages** (pages 11-234)
  This is the majority of the text. It contains the instructions, source texts, worksheets, and checklists students will need for each lesson.
- **Appendix 1: Polished Draft Notebook and Keepsake** (pages 235-236)
  This appendix explains the polished draft notebook in detail and includes a checklist that may be copied and used if teachers require polished drafts to be turned in for grading.
- **Appendix 2: Student Samples** (pages 237-256)
  At least one student sample for each of the IEW units is included to help clarify instructions and inspire students.
- **Appendix 3: Vocabulary Chart, Quizzes, and Cards** (pages 257+)
  The vocabulary words are an important part of these lessons. You will be instructed to cut out one set of cards for many of the lessons. You should be challenged to include some of these words in each composition you write. You will also be quizzed over the words periodically.

  The goal is that these great words will become part of your natural writing vocabulary. You can see how much sophistication using these words can add to your writing by reading the student samples, especially the stories on pages 241-245 and 252-253.
Teacher’s Manual

The Teacher’s Manual includes all of the above (except the vocabulary cards) with added instructions for teachers, including sample key word outlines and brainstorming ideas, answers to questions, answers to vocabulary quizzes, and an additional appendix: Appendix 4. This appendix includes ideas for motivating students, such as tickets and games. Teachers may teach directly from this manual without the need for their own copy of the Student Book.

Checklists

Each lesson includes a checklist. Checklists detail all the requirements of the assignment for the student and teacher. Students should check off each element when they are sure it is included in their papers. Checklists should be turned in with each assignment to be used by the teacher for grading.

Challenge activities are in gray columns or boxes on the checklists. These elements are optional (unless a teacher requires them). Therefore, if you are doing only the basic lesson with no challenges, use only the white portions of the checklist. The total points given do not reflect these Challenger elements.

The Student Resource Notebook (SRN)

The Student Resource Notebook is a free download used throughout these lessons. Please follow the instructions on the first blue page of this book for downloading this very helpful resource at no cost. If you prefer not to download so many pages, you may purchase a hard copy from IEW (IEW.com/SRN-B), or you may print only the pages that will be used in these lessons.

Here are the most important pages used or referred to in Ancient History-Based Writing Lessons:

- Pages 2-13, 18, 19-46, 56, 67, 92, 93.

Polished Draft Notebook

Students should polish and illustrate each of their final drafts as soon as they have been checked and returned by a teacher. To do so, they must make the corrections noted. Parents should help their student understand the reason for each correction. This last draft is referred to as “the polished draft” and does not have to be labeled. Polished drafts should be kept in a binder in clear protector sheets with the original, labeled final drafts hidden behind each. At the end of the year, students will have a collection that they can be proud of with a variety of types of compositions that move through major themes in ancient history.

See Appendix 1 for more details about this notebook.
Suggested Weekly Schedule

In general, lessons are designed to be taught weekly and to be completed as follows. If you have fewer than 32 weeks, see page 10.

Day 1:
1. Review concepts from previous lessons using activities in the Teacher’s Manual.
2. Together, teacher and students read the new concept introduced in the lesson and do suggested activities. Then, follow day 1 instructions to read the source text, make an outline, and tell back the meaning of the notes.
3. Use the brainstorming page to discuss ideas for including elements of style.
4. Discuss the vocabulary words for the present lesson.
   Students who desire more of a challenge can be instructed to independently complete the Challenge assignment included at the end of many lessons.

Days 2 and 3:
1. Before returning to the new lesson, if work from a previous lesson has been graded and returned with corrections to be made, polish this work with the help of a parent. Add a picture. Polished drafts do not need to be labeled. The polished draft will be placed in the polished draft notebook (see page 235) with the original, labeled final draft behind it, in the same protector sheet. There is a polished draft checklist on page 236.
2. Cut out and learn the vocabulary words for the present lesson. Review previous.
3. Review the key word outline from day 1 of the new lesson. If a note is unclear, check the source text and add what you need to in order to understand it. After you are sure you understand your notes, use the outline and the brainstorming ideas to write or type a composition. Try not to look back at the source text while you are writing. Include and label everything on the checklist. Let a parent proofread.
4. Students who desire a challenge may also begin the Challenge assignment.

Day 4:
1. Review all vocabulary words learned thus far.
2. Write or type a final draft by making any corrections your parent asked you to make. (This will be fairly easy if the first draft was typed.) Check off each item on the checklist when you have included and labeled it.
3. Let a parent proofread again. He or she should check that all elements of structure and style are included and labeled as instructed on the checklist. Paper clip the checklist to your final draft to be turned in.
## Scope and Sequence

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Structure and Style</th>
<th>Subject</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Key Word Outlines</strong></td>
<td>The Ancient World</td>
<td>radiant, fashioned, serpentine, towering</td>
</tr>
<tr>
<td>1</td>
<td><strong>Challenge</strong>: The Great Flood</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
<td><strong>Writing from KWOs</strong></td>
<td>The Ancient World</td>
<td>streak, bellow, quake, plead</td>
</tr>
<tr>
<td>2</td>
<td>-ly Words</td>
<td>or the Great Flood</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><strong>Who-Which Clause</strong></td>
<td>Ancient Sumer</td>
<td>ascend, descend, indefinite, corrupt</td>
</tr>
<tr>
<td>4</td>
<td><strong>Challenge</strong>: Tower of Babel</td>
<td>Ziggurats</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><strong>Challenge</strong>: Introduction</td>
<td><em>The Epic of Gilgamesh</em>, Part I</td>
<td>contrary, validate, depict, corrupt</td>
</tr>
<tr>
<td>6</td>
<td><strong>Challenge</strong>: Alliteration</td>
<td><em>The Epic of Gilgamesh</em>, Part II</td>
<td>wail, devour, presently, despair</td>
</tr>
<tr>
<td>7</td>
<td><strong>Challenge</strong>: Part III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Standard Symbols and Abbreviations</td>
<td>Ancient Egypt</td>
<td>fanciful, erode, resemble, adorned</td>
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<tr>
<td>9</td>
<td><strong>Challenge</strong>: Mummies</td>
<td>The Great Sphinx</td>
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<td>10</td>
<td><strong>Challenge</strong>: Part I</td>
<td>Ancient Egypt</td>
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<tr>
<td>11</td>
<td><strong>Challenge</strong>: Part II</td>
<td>The Tower of Babel</td>
<td></td>
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<tr>
<td>12</td>
<td><strong>Challenge</strong>: Part III</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 3</strong></td>
<td><strong>Narrative Stories</strong></td>
<td>Croc and Croak</td>
<td>encase, neglect, deplete, extract</td>
</tr>
<tr>
<td>8</td>
<td>Alliteration</td>
<td>(The Nile River)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td><strong>Challenge</strong>: Mummies</td>
<td>Ancient Israel</td>
<td>ruthless, irate, devastating, chide</td>
</tr>
<tr>
<td>10</td>
<td>Conversation in Stories</td>
<td>The Exodus</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td><strong>Challenge</strong>: The Fall of Babylon</td>
<td>Ancient Babylon</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The 3sss</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td><strong>Challenge</strong>: The Trojan Horse</td>
<td>Ancient Greece</td>
<td>brood, captor, feat, emerge</td>
</tr>
<tr>
<td>14</td>
<td>Because Clause</td>
<td>Original Story</td>
<td>defy, voraciously, sinister, petrified</td>
</tr>
<tr>
<td><strong>Unit 4</strong></td>
<td><strong>Summarizing</strong></td>
<td>Words from Greek Myths: Tantalize</td>
<td>tantalize, fetter, fortuitous, vivacious</td>
</tr>
<tr>
<td>13</td>
<td>Topic Sentences and Clinchers</td>
<td>Challenge: Arachnid</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Expressions from Greek Myths: Sisyphian Task</td>
<td>Pandora's Box</td>
<td>cease, prestigious, deftly, burly</td>
</tr>
<tr>
<td>15</td>
<td>Quality Adjectives</td>
<td>Athens</td>
<td>profusely, awe, explicit, evolve</td>
</tr>
<tr>
<td>16</td>
<td><strong>Challenge</strong>: Olympia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson</td>
<td>Structure and Style</td>
<td>Subject</td>
<td>Vocabulary</td>
</tr>
<tr>
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<td>---------------------</td>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>Sparta</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td><a href="http://www.asia.b">www.asia.b</a> clause</td>
<td>Archimedes</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Two- or Three-Paragraph Model</td>
<td>Greek Places to Know</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 5</strong></td>
<td><strong>Writing from Pictures</strong></td>
<td><strong>Ancient Rome</strong></td>
<td>console, enmity, falter, bleak</td>
</tr>
<tr>
<td>19</td>
<td>Past Perfect Tense</td>
<td>Aqueducts</td>
<td></td>
</tr>
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<td>20</td>
<td>#2 and #3 Sentence Openers</td>
<td><strong>Challenge:</strong> Show Emotions</td>
<td>The Colosseum</td>
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<tr>
<td><strong>Unit 6</strong></td>
<td><strong>Research Reports</strong></td>
<td>Gladiators</td>
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</tr>
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<td>Fused Outlines</td>
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<td></td>
</tr>
<tr>
<td>22</td>
<td>Fused Outlines</td>
<td>How Rome Began</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Fused Outlines #5 Sentence Opener</td>
<td>Roman Government</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Fused Outlines #6 Sentence Opener</td>
<td>Engineering Feats of Ancient Rome</td>
<td></td>
</tr>
<tr>
<td><strong>Poetry</strong></td>
<td><strong>Three-Paragraph Model</strong></td>
<td><strong>Challenge:</strong> Adjective Poem</td>
<td>Ancient Rome, The Ancient World</td>
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<tr>
<td>25</td>
<td></td>
<td>Ancient Rome</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 7</strong></td>
<td><strong>Creative Writing</strong></td>
<td>Ancient Times</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Notes from the Brain</td>
<td>Question Starter Words</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Dual Dress-ups</td>
<td><strong>Challenge:</strong> Triple Extensions</td>
<td>Emperors</td>
</tr>
<tr>
<td><strong>Unit 8</strong></td>
<td><strong>Formal Essay</strong></td>
<td>Greek and Roman gods</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Contrast Essay Body</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Introduction and Conclusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Vocabulary Story</td>
<td>Original</td>
<td>all</td>
</tr>
<tr>
<td><strong>Unit 9</strong></td>
<td><strong>Critique</strong></td>
<td>Myth: The Curse of the Sphinx</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Final Review</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Adapting the Schedule

The lessons are designed to be taught weekly, and to be used by either Level A (3rd–5th grade) or Level B (6th–8th grade) students.

If you have fewer than 32 weeks, you may combine or omit some lessons without disrupting the flow of teaching structure and style. Here are some suggestions for each group.

**Level A Classes**

Choose some of the following more difficult lessons to omit.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Lesson</th>
<th>Title/Subject</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>10</td>
<td>The Fall of Babylon</td>
<td>You may teach similes and metaphors (page 99) with Lesson 10.</td>
</tr>
<tr>
<td>4</td>
<td>14</td>
<td>Expressions from Greek Myths</td>
<td>Assign Lesson 14 vocabulary words with Lesson 15. Take Vocabulary Quiz 3 with either Lesson 13 or 15.</td>
</tr>
<tr>
<td>6</td>
<td>23</td>
<td>Roman Government</td>
<td>Teach the #5 opener in Lesson 24. In Lesson 25, when combining Ancient Rome paragraphs, students will do a two-paragraph report instead of three.</td>
</tr>
<tr>
<td>7</td>
<td>27</td>
<td>Emperors</td>
<td>Remove the dual dress-up from subsequent checklists. Give the Final Vocabulary Quiz with Lesson 26.</td>
</tr>
<tr>
<td>8</td>
<td>29</td>
<td>Introductions and Conclusions</td>
<td>Assign Lesson 23 vocabulary words with Lesson 22. Teach the #5 sentence opener with Lesson 25.</td>
</tr>
<tr>
<td>extra</td>
<td>30</td>
<td>Vocabulary Story</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>31</td>
<td>“The Curse of the Sphinx”</td>
<td></td>
</tr>
<tr>
<td>extra</td>
<td>32</td>
<td>Review Quiz</td>
<td></td>
</tr>
</tbody>
</table>

**Level B Classes**

The following lessons may be combined. See notes.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Lesson</th>
<th>Title/Subject</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2</td>
<td>1, 2</td>
<td>The Ancient World</td>
<td>Combine</td>
</tr>
<tr>
<td>2</td>
<td>6, 7</td>
<td>The Great Sphinx Pyramids</td>
<td>Combine</td>
</tr>
<tr>
<td>4</td>
<td>16, 18</td>
<td>Greek Places</td>
<td>Combine</td>
</tr>
<tr>
<td>6</td>
<td>22, 23</td>
<td>How Rome Began Roman Government</td>
<td>Combine: Assign Roman Government to be done at home following procedure taught in class with How Rome Began.</td>
</tr>
<tr>
<td>8</td>
<td>28, 29</td>
<td>Greek and Roman Gods</td>
<td>Combine</td>
</tr>
<tr>
<td>extra</td>
<td>30, 32</td>
<td>Vocabulary Story and Review</td>
<td>Combine</td>
</tr>
</tbody>
</table>
UNIT 1: KEY WORD OUTLINING

Lesson 1: The Ancient World, Part 1

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? Think of a house. What had to happen before the house was built? The architect had to draw out the plans for the builder to follow. Without those plans, the builder might put a shower in the middle of the family room. We wouldn’t want that, so we plan how everything will be arranged and in what order each part will be built.

Writing a paper is much the same. If we were just to begin writing without planning, our facts and details would probably not be arranged in the most logical way. Our composition would not be structured well and would not communicate our 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 for each type of composition.

Style

What is style?

In relation to writing, style simply means how you express your ideas. Look at the two sentences below. They are written in two different styles. Which do you like better? Why?

He dropped the tablet.

As the excited guide carefully lifted the priceless ancient clay tablet, it suddenly slipped from his hands, plummeted to the ground, and shattered into pieces.

The second sentence is certainly more detailed and more descriptive, but would it always be better?

What if you were with the clumsy guide when he dropped the tablet? Which of the above sentences would you more likely exclaim to the people around you? He dropped the tablet would, of course, be more appropriate. It would be silly to give all the detail to people who were right there with you witnessing the event.

But what you must remember is that when you write, your readers are not with you. They are not seeing what you are seeing, hearing what you are hearing, and experiencing what you are experiencing. Therefore, when you write, you must fill in the details and paint vivid pictures for them. The way you write should be more descriptive and a bit fancier than the way you talk. Your writing style must give plenty of description and detail.IEW elements of style will help you do this.
Key Word Outlines

Before you begin to write, you will practice the first step of learning *structure* in writing: key word outlining.

*Structure* is how you organize the things you write. It is the frame upon which you build your compositions. Key word outlining will help you gather information to write about and will help you organize the information in your compositions.

When you outline, you will want to use or create some symbols or abbreviations to help you write quickly and efficiently. For example, there are some commonly accepted symbols that you could use on page 93 of the *Student Resource Notebook*. Below are a few examples that we could use today. Some are from page 93. What do you think each means?

| > | ➔ | + | ppl |

Practice key word outlining by following the assignment instructions on the next page.
The Assignment

Day 1

1. With your teacher, read the paragraph on page 14. Then read it again. Choose no more than three key words from each sentence that will best help you remember the meaning of the sentence. Write the words on the blank outline on page 15.

*Note:* You may use symbols, abbreviations, and pictures freely. They do not count as words. However, be sure you will remember what they mean.

2. Cover the source text and tell the meaning of each line of notes.

3. Note the vocabulary words for Lesson 1: radiant, fashioned, serpentine, towering.

Challenge: Students who desire a challenge can be instructed to additionally outline a second paragraph on their own. See pages 16-17.

Day 2

1. Reread the paragraph on page 14; then, turn the page so you cannot see it. Using only your key word notes on page 15 try to tell back the information in complete sentences in your own words. You should not memorize the source text word for word. Rather, you should let the key words remind you of the key ideas; then, state the ideas in your own words.

2. Cut out and learn the vocabulary words for Lesson 1. Put them in a pencil pouch. Can you add one or more to your outline?

Days 3 and 4

1. Prepare to give an oral report from your key word outline. Practice telling back the information, one line at a time. Look at a line, then look up and talk about it. Then look down at the next line and look up and talk about it. Continue through the entire outline this way. Practice until the paragraph is smooth.

2. Review the vocabulary words.

3. Optional: Try the Challenge paragraph, pages 16-17.
The Amazing Ancient World

Men of the ancient world performed many astonishing feats. For example, ancient Egyptians constructed huge pyramids. One pyramid could be composed of more than a million bricks, each weighing over two tons. The ancient Israelites were specifically chosen by God to record and preserve his words with perfect accuracy. The ancient Greeks were great thinkers who eventually formed one of the first democracies. They were also competitive athletes who gave us the idea for the Olympics. The ancient Romans were brilliant engineers who built the famous Colosseum and aqueducts for running water. They also built a sophisticated system of more than 50,000 miles of roads. The people of the ancient world were remarkable.
Key Word Outline

The Amazing Ancient World

I. 

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

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Challenge
Many lessons in this book provide extra assignments to challenge older or experienced students. In this lesson the challenge is an extra paragraph to outline. Students may choose to present either this paragraph or “The Ancient World” paragraph as their oral report.

Source Text

The Great Flood

Could the worldwide flood described in the Bible really have happened? First, consider that many of the mountains today may not have existed before the flood. If the surface of the earth were flat, there is enough water in the oceans now to completely cover the planet 8,500 feet deep.* Also, during the flood, the fountains of the deep broke open, so water from inside the earth added to the water from the rain. In addition, piles of fossils embedded in rocks all over the world are evidence of a worldwide flood. Dead plants and animals must be buried quickly and completely to fossilize before they rot. And there are perfectly preserved fossils of sea creatures nestled at the top of Mt. Everest!* These are just some of the things that make the story of the worldwide flood believable.

Key Word Outline

The Great Flood

I. _______________________________________________________________________

1. _______________________________________________________________________

2. _______________________________________________________________________

3. _______________________________________________________________________

4. _______________________________________________________________________

5. _______________________________________________________________________

6. _______________________________________________________________________

7. _______________________________________________________________________

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UNIT 6: MULTIPLE SOURCE RESEARCH

Lesson 21: Roman Gladiators

Review

See Teacher’s Manual.

1. Read a #2 and #3 sentence from your Lesson 20 story.

2. What is the difference between the #3 (-ly) sentence opener and the -ly dress-up?

Multiple Source Research Reports

Most often when you are assigned a report, your teacher will want you to do some research about the subject by using more than one source of information to gather facts. In this lesson, you are going to practice IEW’s method for writing a report using more than one source text. To do so, follow the assignment instructions below.

The Assignment

Day 1

1. Read Source 1, “Roman Heroes,” on the next page. On the key word notes page that follows it (or on your own paper), write three key words to help you remember each of the facts you think are the most interesting or most important. Notice that you should not write more than six facts.

2. Repeat step 1 with Source 2, “Fights to the Death.” Do not note facts that you already noted from the first source.

3. Once you have notes from both sources, you will have to organize them into one fused outline on the page 186. Notice that you must create a clear topic sentence as we did in Unit 4 reports.

4. To make a fused outline, under the topic sentence, write no more than seven facts from your notes. Arrange the notes in an order that makes sense.

5. End your fused outline with key words repeated from your topic sentence, so you will remember to add a clincher. Use the fused outline to tell back, in complete sentences, the ideas you will include in your paragraph.

6. Use page 187 to brainstorm ideas for the #2 and #3 sentence openers.

Days 2 through 4

Use your fused outline (not your notes) to write a paragraph. Follow the checklist provided. Follow the suggested schedule on page 7.
Source 1

Roman Heroes

The people of ancient Rome enjoyed watching men fight to the death. They could see this sport at the Colosseum or at an amphitheater, which is like a football stadium. Who would do such fighting? Gladiators. Most gladiators were convicted criminals, slaves, or war prisoners who had no choice. However, some men volunteered to be professional gladiators. They were trained in schools run by the emperor. One emperor, Commodus, especially liked gladiator shows and even fought as a gladiator in some. Gladiators mostly fought each other, but sometimes they also fought wild animals like bears, lions, and crocodiles. Successful gladiators became heroes in Rome.

Source 2

Fights to the Death

Some of the things ancient Romans did for entertainment were quite horrible. For example, emperors put on gladiator shows in which men fought each other or wild beasts—to the death. Besides serving as entertainment, the shows were a way to publicly execute and punish criminals. A man convicted of murder had to fight without a weapon. Other criminals were given weapons, and if they survived 3-5 years, they could win their freedom. Crowds loved these shows. If a gladiator admitted defeat before he was killed, the crowd could decide his fate. Thumbs pointing toward the gladiator meant let him live. Thumbs pointing away from him meant kill him. Perhaps that is where we get our expressions “thumbs up” and “thumbs down.”
Key Word Notes

Fusing these notes will be easier if you write them on a separate sheet of paper rather than below.

Topic: Gladiators

Source 1: “Roman Heroes”

1. 

2. 

3. 

4. 

5. 

6. 

Source 2: “Fights to the Death”

1. 

2. 

3. 

4. 

5. 

6.
Fused Outline

I. Topic Sentence: ________________________________

1. _______________________________________________

2. _______________________________________________

3. _______________________________________________

4. _______________________________________________

5. _______________________________________________

6. _______________________________________________

7. _______________________________________________

Clincher: __________________________________________

(Repeat or reflect 2–3 key words from your topic sentence.)
Brainstorming Style

When you write your report, be sure to include all elements of structure and style listed on the checklist. Below, brainstorm ideas.

#2 and #3 Sentence Openers

Write ideas for beginning each of the following sentences with a #2 or #3 opener. Write a 2 or 3 in the left margin because that is how you must label it in your report.

1. ________________________________, gladiators fought to the death.

2. ________________________________, the crowd decided a gladiator’s fate.

3. ________________________________, gladiator fights were popular.

Write an idea for each of the other required dress-ups:

-ly word: ________________________________

w-w clause: ________________________________

strong verb: ________________________________

adjective: ________________________________

www.asia.b ________________________________
Lesson 21: Final Checklist

Gladiators

Structure

Title reflects words from final clincher. (5 pts) 
Topic sentence has key words highlighted. (5 pts)
Clincher has key words highlighted. (5 pts)

Style

The paragraph must contain at least one of each element of style. (worth 5 pts each)

Dress-Ups (Underline one of each.)

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ly word (ly)</td>
<td></td>
</tr>
<tr>
<td>who-which clause (w-w)</td>
<td></td>
</tr>
<tr>
<td>strong verb</td>
<td></td>
</tr>
<tr>
<td>quality adjective</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.asia.b">www.asia.b</a> clause</td>
<td></td>
</tr>
</tbody>
</table>

Sentence Openers (Number in left margin.)

<table>
<thead>
<tr>
<th>Number</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>#2 preposition</td>
<td></td>
</tr>
<tr>
<td>#3 -ly words</td>
<td></td>
</tr>
</tbody>
</table>

Other

no banned words (-1 pt ea) 

Challenge

vocabulary words (Underline.)
decorations

Total ________ / 50

Custom Total ________ / _______