U.S. History-Based Writing Lessons
in Structure and Style

Volume 1: Explorers to the Gold Rush

Student Book

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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 early American 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* seminar (available at IEW.com/TWSS-D).

Student Book Contents

- **Scope and Sequence Chart** (pages 8-9)
- **The Lesson Pages** (pages 11-219)
  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** (page 221)
  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** (page 223)
  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** (page 239)
  The vocabulary words are an important part of these lessons. Students will be instructed to cut out one set of cards for many of the lessons. They should be challenged to include some of these words in each composition they write. They will also be quizzed on the words periodically. Quizzes are in Appendix 3. (The Teacher’s Manual contains the answer keys as well as game ideas to help students learn and review the words.)

  The goal is that these great words will become part of each student’s natural writing vocabulary. You can see how much sophistication using these words can add to their writing by reading the student samples in Appendix 2, especially the story on pages 237-238.

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, review games, and ideas for motivating students. Teachers may teach directly from this manual without the need to own a 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 requirements 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” reflects only these elements.

Teachers: Please see the Teacher’s Manual, page 6, for an explanation of how to customize the checklists for students and how to use them for grading.

The Student Resource Notebook (SRN)

The Student Resource Notebook, a required supplement used throughout these lessons, is available to you as a free download. Please follow the instructions on the first (blue) page of this lesson book for downloading this very helpful resource. If you prefer not to download so many pages, you may purchase a hard copy from IEW. (Note: You will not need the checklists from pages 94+ of the SRN as the Student Book contains all necessary checklists.)

Literature

Reading quality literature will help students appreciate elements of style in writing. In these lessons, four works are recommended because they will also enhance the students’ understanding of the events they are writing about in American history. You could add other books as well. The four recommended are as follows:

- *The Witch of Blackbird Pond* by Elizabeth George Speare, to be read with Lessons 3-8.
- *The Midnight Ride of Paul Revere* by Henry Wadsworth Longfellow, with Lesson 12.
- *By the Great Horn Spoon!* by Sid Fleishman, to be completed before Lesson 31.

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 early American history.

Please see page 221 for more details about this notebook as a keepsake.
**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 a key word 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 2-3:**

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 6) with the original, labeled final draft behind it, in the same protector sheet. *There is a polished draft checklist on page 222.*
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. Be sure you understand it before you use it to write from. Make changes on it if necessary. Use the outline and the brainstorming ideas to write or type a composition. 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>&lt;br&gt;1</td>
<td><strong>Key Word Outlines</strong></td>
<td>Christopher Columbus <strong>Challenge:</strong> Europe Meets America</td>
<td>pillar, prosperity, transfixed, coax</td>
</tr>
<tr>
<td>2</td>
<td><strong>Writing from KWOs</strong> -ly words</td>
<td>Christopher Columbus <strong>Challenge:</strong> Europe Meets America</td>
<td>askew, presume, flank, frivolous</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>The Lost Colony <strong>Challenge:</strong> John White and Virginia Dare</td>
<td>resolve, endeavor, appalled, frivolous</td>
</tr>
<tr>
<td>4</td>
<td>Who-which Clause Titles from Clinchers</td>
<td>Jamestown <strong>Challenge:</strong> Slavery Arrives</td>
<td>hostile, subside, perilous, secluded</td>
</tr>
<tr>
<td>5</td>
<td>Five-Senses Words</td>
<td>The <em>Mayflower</em> Mishap</td>
<td>cunning, contemplate, gravity, persevere</td>
</tr>
<tr>
<td>6</td>
<td>Strong verbs</td>
<td>Plymouth Colony and Samoset</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Action Verbs <strong>Challenge:</strong> alliteration</td>
<td>European Explorers and Native Americans</td>
<td>fathom, imperative, impotent, placidly</td>
</tr>
<tr>
<td>8</td>
<td>Proofreading Marks Because Clause</td>
<td>Salem Witch Trials</td>
<td>inevitable, squander, waver, diligent</td>
</tr>
<tr>
<td><strong>Unit 3</strong>&lt;br&gt;9</td>
<td><strong>Narrative Stories</strong></td>
<td>The Boston Massacre</td>
<td>animosity, provoke, indignant, audacious</td>
</tr>
<tr>
<td>10</td>
<td>Quality Adjectives <strong>Challenge:</strong> Similes and Metaphors</td>
<td>The Boston Tea Party</td>
<td></td>
</tr>
<tr>
<td>11-12</td>
<td>Conversation in Stories Alliteration</td>
<td>The Shot Heard Round the World</td>
<td>warily, vehemently, destined, confront</td>
</tr>
<tr>
<td>13</td>
<td><a href="http://www.asia.b">www.asia.b</a> clause</td>
<td>Borrowing a Conflict (Original Story)</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 4</strong>&lt;br&gt;14</td>
<td><strong>Summarizing</strong> Topic Sentences and Clinchers</td>
<td>Colonial Life: Church</td>
<td>compliant, obstinate, compel, deliberate</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>Colonial Life: Law and Order</td>
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</tr>
<tr>
<td>16</td>
<td><strong>Challenge:</strong> Three-Paragraph Model</td>
<td>Colonial Life: Care of the Sick</td>
<td>solemn, tyrant, adept, enthral</td>
</tr>
<tr>
<td>17</td>
<td>Dramatic Openers and Closers</td>
<td>The Declaration of Independence</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>The Constitution</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td><strong>Poetry</strong> Quality Adjective Practice</td>
<td>America Poem</td>
<td>incessant, zealous, trepidation, exemplary</td>
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<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>Unit 5</td>
<td>Writing from Pictures</td>
<td>The Ride</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Past Perfect Tense</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Sentence Openers #2 and #3</td>
<td>Heading West</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Challenge: Personification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 6</td>
<td>Multiple Source Research</td>
<td>Thomas Jefferson</td>
<td>prominent, privily, affirm, espouse</td>
</tr>
<tr>
<td>22</td>
<td>Fused Outlines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td></td>
<td>Benjamin Franklin</td>
<td>tedious, implement, scrutinize, potential</td>
</tr>
<tr>
<td>24</td>
<td>Sentence Opener #5</td>
<td>Benjamin Franklin, continued</td>
<td></td>
</tr>
<tr>
<td>Unit 7</td>
<td>Inventive Writing</td>
<td>Johnny Appleseed</td>
<td>aspir, elated, auspicious, adverse</td>
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<tr>
<td>25</td>
<td>Notes from the Brain Question Starter Words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Sentence Opener #6</td>
<td>The Star-Spangled Banner</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Challenge: Dual -ly, verbs, adj and 3x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td></td>
<td>Freedom of Religion</td>
<td>amiable, antagonistic, distraught, awestruck</td>
</tr>
<tr>
<td>Unit 8</td>
<td>Formal Essay</td>
<td>Johnny Appleseed, continued</td>
<td>trite, formidable, obscure, laden</td>
</tr>
<tr>
<td>28</td>
<td>Basic Introduction and Conclusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Challenge: First Amendment Rights, continued</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Anecdotal Openers</td>
<td>Research Biographies</td>
<td>revel, jaunty, encounter, lure</td>
</tr>
<tr>
<td></td>
<td>Introduction and Conclusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 9</td>
<td>Critique</td>
<td>The Lewis and Clark</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Expedition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extras</td>
<td>Poetry</td>
<td>The Gold Rush</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Vocabulary Story</td>
<td>Story of Choice</td>
<td>Review all</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>2</td>
<td>7</td>
<td>European Explorers and Native Americans</td>
<td>Assign Lesson 7 vocabulary with Lesson 6. Give Quiz 2 with Lesson 8.</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
<td>Borrowing a Conflict</td>
<td>Teach the <a href="http://www.asia.b">www.asia.b</a> clause at the end of Lesson 12.</td>
</tr>
<tr>
<td>4</td>
<td>17</td>
<td>The Declaration of Independence</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>The Constitution</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>23, 24</td>
<td>Benjamin Franklin</td>
<td>Assign Lesson 23 vocabulary words with Lesson 22. Teach the #5 sentence opener with Lesson 25.</td>
</tr>
<tr>
<td>7</td>
<td>27</td>
<td>Freedom of Religion</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>28-29</td>
<td>Introductions and Conclusions</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>30</td>
<td>Lewis and Clark Critique</td>
<td></td>
</tr>
<tr>
<td>Extra</td>
<td>32</td>
<td>Vocabulary Story</td>
<td></td>
</tr>
</tbody>
</table>

Level B Classes
The following lessons may be combined or omitted. 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>Christopher Columbus</td>
<td>Combine</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Challenge:</strong> Europe Meets America</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>6, 7</td>
<td>Plymouth Colony and Samoset</td>
<td>Combine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strong Verb Poems</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>11, 12</td>
<td>“Shot Heard Round the World”</td>
<td>Combine</td>
</tr>
<tr>
<td>4</td>
<td>14, 15</td>
<td>Colonial Life</td>
<td>Combine</td>
</tr>
<tr>
<td>7</td>
<td>27</td>
<td>Freedom of Religion</td>
<td>Omit</td>
</tr>
<tr>
<td>8</td>
<td>29</td>
<td>Anecdotal Openers</td>
<td>Omit</td>
</tr>
<tr>
<td>Extra</td>
<td>31</td>
<td>The Gold Rush</td>
<td>Omit</td>
</tr>
<tr>
<td>Extra</td>
<td>32</td>
<td>Vocabulary Story</td>
<td>Omit</td>
</tr>
</tbody>
</table>
UNIT 1: KEY WORD OUTLINES

Lesson 1: Christopher Columbus

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 bathtub in the middle of the living 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 comes to your mind when you hear the word style? Many people think of clothes. Clothes come in a variety of styles. You would dress differently to go to a wedding than you would to go outside to play baseball. That’s because formal events require a formal style of clothing, whereas casual events do not.

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

He hit the ball!

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

You probably like the second better because it is more descriptive. However, what if you were at the baseball game with your friend and the batter was your little brother? Which of the two sentences would be better for you to yell? Obviously, the first would be more appropriate. Your friend would probably think you were crazy if you jumped up and shouted the second one. Why the difference?

When you are speaking to people, they are there with you, experiencing the same scene and event as you are. You do not need to fill in the 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. You must help them see, hear, feel, and experience the scene you are writing about. 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. Key word outlining will help you gather information and help you organize that information in your compositions.

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

<table>
<thead>
<tr>
<th>→</th>
<th>⊘</th>
<th>≠</th>
<th>ppl</th>
<th>⊘ ⊘</th>
<th>b/c</th>
</tr>
</thead>
</table>

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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: pillar, prosperity, transfixed, coax.
   Challenge: Students who desire more practice may do the same with the extra paragraph on page 16, “Europe Meets America.”

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 where you can easily retrieve them when writing or studying for a quiz. (See page 239.)

Days 3-4

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.

   Challenge: Prepare an oral report from the extra source text on page 16.
Christopher Columbus

In the 1400s, people of Europe wanted riches from the East Indies. Christopher Columbus believed that if the earth were round he could reach the East by sailing west. He convinced the king and queen of Spain to give him three ships, and he set sail across the Sea of Darkness (the Atlantic Ocean). Some people thought that the ocean was far too wide to cross or that he would be eaten by sea monsters. But, on October 12, 1492, the sailors spotted land. They went ashore, and soon men very different from Europeans emerged from the bushes. Columbus called them Indians because he thought he was in the Indies. However, he had reached land that Europeans knew nothing about—the Americas.

Grammar note: When pluralizing years, do not use an apostrophe. (This is a fairly new rule.)

Capitalize direction words when they are used to refer to a region, but not when they are used simply as a direction.

*Can you find out where Columbus landed?*
Lesson 1: Christopher Columbus

Key Word Outline

I. _______________________________________________________

1. ______________________________________________________

2. ______________________________________________________

3. ______________________________________________________

4. ______________________________________________________

5. ______________________________________________________

6. ______________________________________________________

7. ______________________________________________________
UNIT 2: WRITING FROM KEY WORD OUTLINES

Lesson 4: Jamestown

Take Vocabulary Quiz 1.

Review
See Teacher’s Manual.

The Who-which Clause

In this lesson you will learn to add another dress-up to your paragraphs: a who or which clause. A who or which clause (w-w clause) is a clause that begins with either the word who or the word which and tells more information about a person, place, or thing.

A who clause will tell more about a person.

A which clause will tell more about a thing.

Jamestown, which is still prosperous today, was established by the English.

John Smith, who was resolved to help the settlement, enforced his rule.

Notice that each of the italicized who-which clauses has a comma before and after it. That is because it is inserted into a sentence that was already complete. You could take it out of the sentence and still have a complete sentence left. Try it and see.

Warning:

You cannot just insert the word who or the word which into a sentence to make a who-which clause. If you do, you will create a fragment.

For example, if you begin with Jamestown is in Virginia, and simply add the word which, notice what you have:

Jamestown, which is in Virginia,

This is a fragment. You must now add more information to make a complete sentence:

Jamestown, which is in Virginia, was the first permanent English settlement in America.
Practice
Use the information in the Lessons 1 and 3 source texts (pages 14 and 24) to help you add a who or which clause to each of the following sentences.

1. Christopher Columbus, who ______________________________________

________________________________________, called the natives Indians.

2. St. Augustine, which ___________________________________________.

is the oldest city in the United States.

3. The word Croatoan, which ______________________________________

_______________, was the only clue to the strange disappearance.

Now try to write your own sentence, about anything, that contains a who or a which clause. Remember to put a comma before and after the entire clause. (Note: If it is at the end of a sentence, it will not need a comma after it.)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
The Assignment

Day 1

1. Read the source text on page 34. With your teacher, make a key word outline.

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

3. Before you write a paragraph from your notes, use page 36 to brainstorm ideas for including a who or which clause and -ly words. Challenge: Discuss how to add some vocabulary words.

4. On page 37, discuss ideas for creating a title. Discuss the checklist on page 40.

5. Note the vocabulary words for Lesson 4: hostile, subside, perilous, secluded.

   Challenge: Students who desire a challenge can be instructed to follow the same steps to add a second paragraph, using page 38. It can be on the same paper as the Jamestown paragraph. It will be the second paragraph in a two-paragraph report.

Days 2-4

During the remainder of the week, write your own paragraph using your key word outline and your brainstorming ideas to guide you. Include and underline the elements of style on the checklist on page 40 (-ly word and w-w clause). Check off each item when you are sure you have completed it.

The checklist no longer lists all of the formatting guidelines (title centered on top line or indent first line), but you should continue to follow them.

Checklist Note

The white column is for the Jamestown paragraph. Use the gray column as well only if you add the extra challenge paragraph about slavery in the New World.

The gray Challenge box lists optional elements of style you may try to add.

Follow the suggested schedule on page 7.
Jamestown

In 1607 a group of English gentlemen sailed to the New World hoping to find riches. They landed in Virginia and named their town Jamestown, after King James. The land was a swampy wilderness. The lazy gentlemen did not want to work. Within a few months, about half of them had died. So Captain John Smith made a wise rule: “He who will not work will not eat!” They never found gold, but they did find tobacco. They sold it to England by the ton. Jamestown is now famous for being the first permanent English settlement in America.
Lesson 4: Jamestown

Key Word Outline

I. ________________________________________________________________

1. ______________________________________________________________

2. ______________________________________________________________

3. ______________________________________________________________

4. ______________________________________________________________

5. ______________________________________________________________

6. ______________________________________________________________

7. ______________________________________________________________