

# Medieval History-Based Writing Lessons

in  
Structure, Style,  
Grammar, and Vocabulary

by  
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*Teacher's Manual*

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# SCOPE AND

LESSONS	STRUCTURE	STYLE
1-5	IEW Units I & II: Writing from Key Word Outlines	1: Quality Adjectives 2: Strong Verbs & -ly Words / MLA 3: Titles from Clinchers Dialogue in Stories 4: Showing Emotion 5: Appealing to Five Senses
6-8	IEW Unit IV: Summarizing References (Topic Sentences & Clinchers Three-Paragraph Model)	8: #3 and #6 Sentence Openers
9-11	IEW Unit VI: Research Reports	9: Who / Which Clause
12-13 (plus optional)	IEW Unit VIII: Formal Essays / Reports (The Five-Paragraph Model with Bibliography)	12: Dramatic Openers 13: #2 Sentence Opener
14-15	IEW Unit V: Writing from Pictures	14: Alliteration 15: The 3sss
16-18	IEW Unit III: Narrative Stories	16: Conversation to Develop Characters 17: Similes 18: The Because Clause/ <a href="http://www.asia">www.asia</a>
19-21	IEW Unit IX: Critiques	19: Avoid Indefinite "You" 20: Critique Vocabulary
22-25	IEW Unit VII: Creative Essay Writing with Thesis	22: Descriptive Writing 23: Response to Literature 24: More Writing from a Prompt 25: A Contrast Essay
26-29	IEW Units VI & VIII: The Expanded Essay Model	26-28: The Super-Essay 29: Advanced Research

# SEQUENCE

LESSONS	VOCABULARY	TOPIC
1-5	1: fetid, massive, dilapidated, intrepid 2: stunned, flee, desecrate, tenacious 3: extol, fatigued, rebuke, intrigued 4: pursue, hastily, vacant, credible	Overview Byzantine Empire Augustine of Canterbury Mohammed & Islam
6-8	6: uniform, perturbed, foremost, reform 7: bestow, devout, renowned, proficient	Charlemagne Vikings
9-11	9: apprehend, stymied, plummet, interminable 11: feeble, clad, scorn, elite	The Battle of Hastings Knights
12-13 (plus optional)	12: agile, impeccable, smug, indolent	Knights, cont. Subject of Choice
14-15	15: melancholy, imminent, bewildered, embellished	The Magic Lamp The Knight & the Dragon
16-18	16: disclosed, contrite, scowl, dislodge 17: relish, abashed, ludicrous, capriciously 18: devious, serene, toil, contrive	King Arthur Original Story or Lady Godiva
19-21	19: analyze, aghast, tragic, rash 20: anguish, insolent, restrain, gravely 21: din, crane, reprehensible, repugnant	Genghis Khan Novel or Story of Choice
22-25	Review All	Marco Polo "Seven in One Blow" The Renaissance Martin Luther
26-29	Review All	The Renaissance Consequences of the Reformation

## INTRODUCTION

This Teacher's Manual is designed to help you teach the lessons in the *Medieval History-Based Writing Lessons, Student Book*. The Student Book contains the actual lessons. As they move through medieval history themes, the lessons incrementally introduce and review most of the models of structure and elements of style found in the Institute for Excellence in Writing's *Teaching Writing: Structure and Style*. Instructions are directed to the student, but teachers should read them with their students and help as necessary, especially with outlining and brainstorming. This Teacher's Manual will help you do this, but it is assumed that teachers have attended IEW's basic seminar, either live or via DVD, and own the *Seminar Workbook*. Before each new unit, it would be helpful for the teacher to review the appropriate information in that workbook.

### STUDENT BOOK (SB) COMPONENTS

1. **The Lesson Pages:** This is the majority of the text. It contains the instructions, source texts, worksheets, and checklists needed for each lesson.
2. **Vocabulary Cards:** This section begins on page 201. Students will be instructed to cut out one set of cards each lesson. They are to punch a hole in the top right corner of each and place them on a metal book ring for easy reference. The students will be expected to include some vocabulary words in each composition they write. They will also be quizzed over the words periodically.

### 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 (pages 93–103).

\*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.

### THE STUDENT RESOURCE NOTEBOOK (SRN)

A complimentary download of the SRN is at [excellenceinwriting.com/MHW-E](http://excellenceinwriting.com/MHW-E). It contains lists of quality words to help with elements of style, worksheets to help with using the IEW decorations, grammar rules, transition words and phrases, handy symbols and abbreviations for note taking, and proofreading marks. It is a helpful reference tool for students and teachers. While it is not mandatory for teaching the lessons in this book, some of the lessons do suggest its use, particularly for the word lists and grammar rules. If you do not wish to print out the entire SRN, page 3 of the Student Book lists the suggested pages.

## ADAPTING TO DIFFERENT GRADE LEVELS

Lessons are written so that students may easily move through them at their own pace. Each lesson includes both Level A and Level B instructions and checklists. *Be flexible and adapt the pace to the maturity of your students.* In general, it is recommended that **Level A students** (3<sup>rd</sup> through 5<sup>th</sup> grade) write only one paragraph per week. For this reason, lessons are broken into their individual paragraphs or sections. Level A students would be expected to complete only one or two of the sections while **Level B students** (6<sup>th</sup> through 8<sup>th</sup> grade) should be able to complete all of the sections of a lesson each week. In addition, many lessons contain extra challenges for Level B students.

## PROOFREADING AND GRADING

The lessons include two types of checklists: rough and final. Rough checklists accompany each paragraph (or section) of every composition. The purpose of these is to list for students the required elements of that section. Rough checklists are not intended to be used for grading purposes.

### Proofreading

Rough drafts should not be graded, but they should be proofread. Errors should be marked and discussed using the proofreading marks on page 92 of the SRN. This process can provide great opportunity for grammar and spelling instruction. (See “Teaching Grammar,” next page.)

### Grading

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

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

## **TEACHING GRAMMAR**

Some grammar instruction using the rules in the SRN is recommended in the lessons for Level B students. This is optional. Each rule is numbered in the SRN so that when a student breaks it, you can simply write the rule number above the error as you proofread. The student can then refer to the rule to correct the problem. To make this easier for the students, once several of the rules have been taught, I give them a “Grammar Rules at a Glance” sheet that they keep handy in their notebooks. This sheet is on pages 37–38 of this manual.

## **MOTIVATING STUDENTS WITH TICKETS (optional)**

Purchase a roll of tickets (the kind used in raffles) from an office supply store. Attach them to final drafts (not rough) for extra vocabulary words used, for outstanding uses of stylistic techniques, or for hand-drawn pictures. 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 or scoring 100% on a vocabulary quiz or final checklist. Students cash in their tickets twice during the year at auctions, once before Christmas, and once at the end of the year.

## **A PERSONAL BOOK OF MEDIEVAL HISTORY**

It is highly recommended that you encourage your students to polish each of their final drafts and add illustrations. I require my students to keep a polished draft notebook, which is a ½ inch binder with 25 clear protector sheets. Every time a final draft is returned, students must make any corrections noted and place the polished copy in this notebook. I collect this notebook at the end of each quarter. At the end of the year, each student has a collection of a variety of types of compositions that move through major themes in medieval history.

## **SUMMARIZING REFERENCES: Charlemagne**

### **LESSON 6 TOPIC SENTENCES AND CLINCHERS**

**Note:** If you are teaching a class that meets weekly, complete Section III next week with Lesson 7. This week, Level A would do only Section I; Level B would do I and II.

**Pages 41–43:** When explaining topic sentences and clinchers, it may be helpful to provide a sample paragraph with a clear topic sentence and clincher. You may use the following paragraph for this purpose. Write it on the whiteboard, and let students tell you which words are repeated or reflected in the first and last sentences. Box them to show that they should be highlighted.

Charles Martel, whose name means Charles the Hammer, ruled the Franks from 719 to 741. He is most famous for his persistent determination. He won the throne despite many enemies attempting to stop him—even throwing him in jail. While he was ruler, Islamic armies conquered Spain and planned to take France as well. But Charles defeated the invading armies and repeatedly attacked them. Thus, he was given the title by which he is remembered: Charles the Hammer.

Note that the highlighted words not only repeat or reflect the same ideas, but the ideas they convey tell what the paragraph is about—the topic of the paragraph. Have students repeat this topic-clincher rule:

The topic sentence and the clincher must repeat or reflect 2–3 key words. These words must tell the topic of the paragraph.

#### **Page 43: SAMPLE OUTLINE**

- I. Charlemagne, conqueror
  1. name, “Charles the Great”
  2. inherited, kingdom, Franks (Fr + pt Germany)
  3. kind, relig, + ruthless warrior
  4. wanted, expand, emp, Christianity
  5. “rule by sword & cross”
  6. 30 yrs, wars→ by 800, most W. Eur
  7. largest, since, Anc Ro

Clincher: conqueror, called, “Father of Eur”

Notice that many facts in the original source text had to be omitted from the outline. The idea of this unit is to summarize by choosing what is most important or most interesting in supporting the topic of the paragraph. Help students choose notes that

support the topic. Since the topic of this paragraph is to be Charlemagne as a conqueror, students should look for ideas that best support this and ignore the rest. **Note:** The fact that Charlemagne is one of the most famous rulers of the Middle Ages should be saved for the introduction (Lesson 7).

The information about the poem that tells of him being ambushed certainly does not support the idea that he was a conqueror.

Notice also that, in this case, the topic sentence idea did not come from the source text. Students must create a topic sentence. In class, begin writing the first few sentences of the paragraph. Help students form topic sentences that clearly communicate the topic of the paragraph (Charlemagne the conqueror).

### **Pages 44–47**

**Section II** is for Level B students only. In a Level B class, if students are ready, let them outline with a partner. Walk around and offer help as necessary. In a mixed class, assign Section II for homework.

**Section III** is for both Level A and Level B. You may do Section III together next week with Lesson 7.

### **Page 48: CHECKLIST**

This is a rough checklist. The final draft will not be assigned until Lesson 7.

### **VOCABULARY**


End class by reading over the vocabulary words and definitions for Lesson 6. Note that beginning with this lesson, Level B students must supply similar words by using a thesaurus. Two or three similar words are sufficient.

Play Elimination (page 90) with the words from Lessons 1–6. Let students have their books open to the Lesson 6 words since these are new.

## TOPIC A

**Source 1:** "Knights" (in quotation marks because it is the title of an article)

Notes are from the second paragraph only because that is the paragraph about purpose and duty.


1. b/c nobles w/land, protection
2. 1<sup>st</sup>, duty, life, land, 
3. 2, battle, for
4. law, order, kingdom
5. practice, combat, skills
6. nec, order, time < govt

**Source 2:** *The Age of Knights* (italicized because it is the title of a book)

Notes are from only the first paragraph.

1. 1 of 3 kinds, soldiers
2. = tanks, horse w/ armor
3. plow. thru, foot, sold
4. paid, land, wealthy
5. elite, class

## FUSED OUTLINE

- I. knights, many, duties
  1. nec, b/c, nobles w/ land, protection
  2. 1<sup>st</sup> duty, life, land, 
  3. law, order, kingdom
  4. practice, combat, skills
  5. ready, 2 battle
  6. horse, armor, lk tanks
  7. elite, class, soldiers

Clincher: k-, services, nec, order, time, <govt

## Page 76: GRAMMAR HELP (TRICKY PRONOUNS)

Read over Grammar Rules 5 and 12a with Level B students. From now on, if you notice one of them broken as you proofread or grade, note it with the rule number (as you are doing for Rules 1a, 1b, and 4). Students can then go to the SRN and review the rule to make the correction.

**Level B**, please bring a source of information about knights to class next week.

## **MULTIPLE SOURCE RESEARCH: Knights in Shining Armor**

### **LESSON 11 MINI RESEARCH PAPER, continued**

Before you collect the knights paragraph from Lesson 10, have each student read his topic sentence and clincher. Comment on whether each reflects the topic of the paragraph (duties or purpose of knights).

#### **Pages 77–80 NOTES AND FUSED OUTLINES**

Since the fused outlines are on the back of the notes pages, encourage students to write the fused outlines on a separate sheet of paper. Also, because students may choose different topics, break them into groups according to their chosen topics. Groups can take notes and outline together as you walk around to help. *Be sure they understand that only one paragraph of each source text will have information pertaining to their chosen topic.*

**Level A** students should take notes for and outline one additional paragraph for this lesson. (They will do the third paragraph with Lesson 12.)

**Level B** students should take notes for and outline two additional paragraphs. If they brought a third source to class, have them use it.

#### **LEVEL B, GRAMMAR (Optional)**

Have students turn to Grammar Rule 6, page 69 in the SRN. This rule deals with frequently confused words. Then, review grammar rules learned thus far (Rules 1a & b, 4, 5, 6, and 12a) by together completing the exercise on the next page of this TM.

\*To make this easier, I give the kids “Grammar Rules at a Glance,” pages 37–38 TM. You may copy these pages for your students. It lists the grammar rules that my students break the most often. The lessons do not cover all of them, but you could do so if you have a mature enough class. Once I hand out this sheet, if one of the rules is broken, I write its corresponding number near the error, so the student can correct it. I have a similar sheet for more advanced rules later.

#### **Answers:**

1. need a comma after queens (Rule 1a)
2. *There* should be *their* (Rule 6).
3. need a comma: ...chain mail, but it could not... (Rule 1b)
4. *Then* should be *than* (Rule 6).
5. correct as is (Rule 1b)
6. *They* should be *he* (Rule 12a).
7. *It's* should not have an apostrophe (Rule 5).
8. Use *who*, not *which* or *that*, to refer to people (Rule 7).

## GRAMMAR REVIEW

Use the grammar rules you have learned thus far to correct any of following sentences that have errors. (Not all sentences have an error.) Write the rule number from the “Grammar Rules at a Glance” handout.

1. Kings, queens and knights symbolize the Middle Ages.
2. Knights are remembered for there noble deeds and chivalry.
3. The first armor was chain mail but it could not stop crossbow arrows.
4. Plate armor was stronger and heavier then chain mail.
5. Knights protected the nobles and kept law and order in the kingdom.
6. A knight had to be brave, loyal, and kind. They also had to protect the church.
7. A horse wore armor on it’s head, neck, and chest.
8. A knight that was born into a noble family was blessed.

*(See Rule 7 on the handout.)*

# VOCABULARY QUIZ 2

uniform	foremost	credible	renowned	stymied
perturbed	reform	rebuke	proficient	plummet
intrepid	bestow	devout	apprehend	interminable

1. to make better 1. \_\_\_\_\_
2. seemingly endless 2. \_\_\_\_\_
3. of the same form or manner with others 3. \_\_\_\_\_
4. first in time, place, or order 4. \_\_\_\_\_
5. fearless 5. \_\_\_\_\_
6. blocked 6. \_\_\_\_\_
7. to give or grant 7. \_\_\_\_\_
8. to drop straight down 8. \_\_\_\_\_
9. famous 9. \_\_\_\_\_
10. to seize 10. \_\_\_\_\_
11. annoyed 11. \_\_\_\_\_
12. believable 12. \_\_\_\_\_
13. skilled or expert 13. \_\_\_\_\_
14. to blame or find fault with 14. \_\_\_\_\_
15. devoted to religion 15. \_\_\_\_\_

**Level A STOP**

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**Level B** students, continue by filling in a similar word you found to match each of the vocabulary words on the following page.