

TABLE OF CONTENTS

SCOPE AND SEQUENCE	4
INTRODUCTION	6
OVERVIEW OF STYLE: QUALITY DRESS-UPS	
Lesson 1: North Versus South	8
SUMMARIZING REFERENCES (IEW UNIT IV)	
Lesson 2: Slavery	11
Lesson 3: The Underground Railroad	14
Lesson 4: Slavery Report: Adding a Cinquain	16
Lesson 5: Underground Railroad Report: Adding a Dramatic Opener and Dec's	20
NARRATIVE STORIES (IEW UNIT III)	
Lessons 6 & 7: Escape on the Underground Railroad: Emotion & Five-senses	23
RESEARCH REPORTS / MLA FORMAT (IEW UNIT VI)	
Lessons 8–9: Civil War Biography (Body Paragraphs with Quotes in MLA Format)	29
FORMAL ESSAYS / REPORTS (IEW UNIT VIII)	
Lesson 10: Civil War Biography: Introduction & Conclusion	34
Lesson 11: CW Biography: Anecdotal Opening / Closing and Works Cited Page	36
Lesson 12: CW Biography: Oral Reports	38
POETRY	
Lesson 13: Tanka: Gettysburg	40
CREATIVE WRITING / THESIS STATEMENTS (IEW UNIT VII)	
Lesson 14 & 16: Indispensable Inventions	43 & 49
Lesson 15 & 17: Innovative Inventions	47 & 51
Lesson 18: The Invention Convention (Taking Notes from Oral Reports)	53
Lesson 19: Immigration to a Great Country (Timed Essay)	54
KEY WORD NOTES FROM LECTURES	
Lesson 20: The Statue of Liberty	56
Lesson 21: The Great War (WWI)	59
PREPARING FOR THE “BLUE BOOK” EXAM	
Lessons 22: The Rise of Communism	62
CRITIQUES OF LITERATURE (IEW UNIT IX)	
Lesson 23: The Great Depression (<i>The Gardener</i> by Sarah Stewart)	63
Lesson 24- 26: Communism / Joseph Stalin (<i>Animal Farm</i> by George Orwell)	67
THE “SUPER ESSAY” IN MLA FORMAT	
Lesson 27-33: World War II	74
SUPPORTING A THESIS STATEMENT	
Lessons 34: Civil Rights (Affirmative Action)	88
Lesson 35+: Topics of Choice (From Space Race to Present Day)	91
APPENDIX I: Student Samples	93
APPENDIX II: Answer Keys for Vocabulary Quizzes	113

SCOPE AND

LESSONS	STRUCTURE	STYLE
1	_____	<u>Quality</u> 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	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	Semicolon Rules Colon Rules Frequently Confused Words (Rules 2,3,5, and 6)	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
		The Battle of Gettysburg
versatile, obsolete, myriad, indispensable, augment, obscure, zenith, emulate, obliterate, innocuous, insipid, refute, concise, acute, discern, affluent	More Frequently Confused Words	The Age of Industry Immigration
gullible, ignite, disparity, anarchy,		The Statue of Liberty World War I
avaricious, propaganda, taciturn, naive		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 *American 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 gone through *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. Teachers using this course should have gone through the Basic IEW Seminar entitled “**Teaching Writing: Structure and Style**,” either live or via DVD. Three components are necessary to teach this course properly:

1. THE TEACHER’S MANUAL

The teacher’s manual contains all lesson instructions, sample whiteboards, quizzes, sample student essays, and answer keys. These are vital to teaching the course properly. The manual also comes with one Student Book so that the teacher can easily see the pages the students are working with. Pages 4-5 of this manual provide a Scope and Sequence of the course broken into categories of structure, style, vocabulary, grammar, and history topics.

2. THE STUDENT BOOK

This book contains the student pages and vocabulary cards for this course. Student pages include such things as source texts, checklists, grammar worksheets, models of structure, and other hand-outs. They are hole-punched and should be placed into a three-ring binder. This book was put together as a convenience to teachers who would otherwise have had to copy a large number of hand-outs for each lesson. Each student taking the course should purchase his own Student Book because many pages are meant to be written on and/or placed into the Student Resource Notebook for future reference.

3. THE RESOURCE NOTEBOOK

Volume 1 of American History-Based Writing Lessons has a companion Student Resource Packet from which students put together the Resource Notebook. Students who did not go through *Volume 1* will need to purchase this packet. It includes the models of structure, elements of style, substitutes for banned words, grammar rules and worksheets, decorations, five-senses and emotion words lists, and transition words lists. *Volume 2* refers to and reviews most of the pages in the Resource Notebook and, as well, contains pages to be added to it. In the Student Book, when (RN) follows the lesson number in the top right corner of a page, that page should be removed from the Student Book and placed into the Resource Notebook. The Resource Notebook is a resource students should continue to use well beyond this course. It is a handy reference tool that will help them complete any writing assignment from any class with confidence, structure, and style.

Note: The resource packet from *Volume 1* also contains vocabulary cards. Whether or not you require your students to learn and use these words along with the *Volume 2* words is up to you, the teacher. Lessons do explain how to assign both if a student did not go through *Volume 1*, but quizzes only include *Volume 2* words.

JUNIOR HIGH STUDENTS

It is highly recommended that junior high students complete *Volume 1* before beginning *Volume 2*. Junior high students with experience in the IEW method should be able to complete *Volume 1* fairly easily in one semester by covering at least two lessons per week. Then, lessons in *Volume 2*, which are considerably more complex, should be taught once a week. At this pace, *Volume 2* will take at least two semesters to complete.

HIGH SCHOOL STUDENTS

Lessons are designed to be taught weekly, but high school students who are fluent in the IEW method of writing should move through the first several lessons of this volume fairly quickly (about two lessons per week). This will allow more time at the end of the year for writing several essays to support thesis statements. This type of essay is probably the most important at the high school level, so the final lesson gives several suggestions for topics that can be used for essays for many weeks beyond Lesson 35.

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 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 under “grammar” on the student’s checklist, so he knows to restudy that rule. The third way grammar is taught is dependent upon the teacher. When you notice grammar mistakes in the students’ writing, especially if several students are making similar errors, begin the following class with a *WHAT’S WRONG?* Board. Lessons 4 and 5 (pages 16 and 20) explain how to do this using examples from my classes, but I recommend continuing to do the same throughout the year. It’s 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. The cards should be placed in the pouch of the Student Book binder until needed. Each week one sheet is to be cut out, and the cards are to be placed on a metal book ring for easy reference. Teaching a few great words each week and requiring some of them to be used in each composition will greatly improve students’ writing. Since students continue to use all of the words throughout the year, the words become part of their natural writing vocabulary. Students are also periodically quizzed over these words and quizzes are cumulative.

GRADING

Each assignment is worth a pre-determined number of points. Checklists are provided in the Student Book that itemize how many points each element is worth. To grade a composition, use the checklist. On the blank next to each requirement, put a check mark if the requirement is met. If the requirement is not met, write the number of points to be subtracted. Next to “Grammar” subtract a point if a grammar rule that you have taught is broken. Below it, write the number of the rule, so the student knows to restudy it. Under “Spelling” list misspelled words when you proofread the rough draft. Subtract a point for each that is still misspelled on the final draft. To determine the points earned, subtract the points noted from the total possible points. To convert to a percent, divide the points earned by the points possible.

IMPORTANT: Many assignments are broken into a rough draft and a final draft. Do not grade the rough drafts, but mark on them and use the BACK of the checklist to make comments, suggestions, and corrections. On the front of the checklist you may circle missing elements in pencil so students will know what must be added. Other than this, try to reserve the front of the checklist for comments concerning the final draft only. *Students attach the same checklist to the final draft.* This way you can check to see that corrections were made and suggestions were followed. Checklists also help students to be sure they have met all requirements. Allow them to check things off in pencil as they work. If you use a red pen to grade, your marks won’t be confused with theirs.

“TICKETS” AND EXTRA CREDIT

Throughout the lessons you will see references to “tickets.” These are optional, but I have found them to be very effective in motivating students to do their best. I purchase a roll of tickets from an office supply store and give them to students for a particularly good stylistic technique, extra vocabulary words used, and pictures. Students “cash in” their tickets during the class before Christmas break and again during the last class of the year. For those classes I have each student bring a gift, and we auction the gifts for tickets.

LESSON 1

QUALITY DRESS-UPS

Before class, write the following sentences on the whiteboard:

In 1819, Missouri amazingly applied to become part of the United States.

At that time, the number of free states totally equaled the number of slave states.

Because Missouri wanted to be a slave state, many debates surprisingly erupted in Congress.

The first volume of *American History-Based Writing Lessons* taught various elements of style that can add interest to your writing. Who can tell me the three categories of stylistic techniques IEW teaches? (*Dress-ups, Sentence Openers, and Decorations*)

Turn to the first page in your Resource Notebook entitled **STYLISTIC TECHNIQUES**. Notice the three categories. If you went through *Volume 1*, you already listed examples of each of these elements of style. If you did not go through *Volume 1*, fill in the elements as we review them.

Today we are going to review the three most basic dress-ups—**quality** adjectives, **strong** verbs, and **purposeful** –ly words. It is important that you do not become lazy in choosing these words. The emphasis will be on **quality, strong, and purposeful**.

To help with this, *Volume 1* banned and/or asked you to avoid several boring verbs and adjectives. Who can tell me what these words are? Let's begin with verbs. (*go, went, come, came, say, said, get, got, see, look*) What are the banned adjectives? (*good, bad, nice, mean, pretty, ugly, big, a lot*)

If you did not go through *Volume 1*, write these words on the back of the **STYLISTIC TECHNIQUES** page of the Resource Notebook in the “**BANNED LIST**” box. Remember, when you write, you may not use these. Rather, you should always try to use verbs and adjectives that most clearly and vividly communicate your ideas. The *VERBS* and *ADJ* tabs in your Resource Notebooks have lists of many acceptable words that can replace the banned words. Use them.

Adverbs (-ly words) can be used to modify or intensify both verbs and adjectives, but caution should be used when choosing –ly words. First, they must add to the ideas being communicated, not distract from them. Do not randomly choose a word from the –ly list just to meet the checklist requirement! For example, look at the sentences on the whiteboard. Do the –ly words help convey the ideas the writer intends to communicate, or are they unnecessary? Which one actually distracts from the intended meaning? (“*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.)

Another potential problem is that if –ly words are used too frequently, or with strong verbs or adjectives, they may actually rob the strong words of their power. This is particularly true with the –ly words and adverbs used to intensify. For this reason, I am going to ban two of these words: *really* and *very*. Add these two words to your banned words list. List them under the “other” column.

Take out the list of substitutes for “really” and “very” in your Student Book, page 5. Place this list behind the –LY tab of your Resource Notebook. Even though “very” does not end in –ly, it is an adverb and can, therefore, be replaced with a variety of –ly words.

Similar –ly words that must be used cautiously include *truly*, *extremely*, *completely*, *totally*, *positively*, *perfectly*, and *absolutely*. Note how they are unnecessary with the following quality adjectives and actually take away from the power of them:

very exhausted
extremely ravenous
totally ecstatic

Intensifying –ly words are better used to help a weak verb or adjective for which you cannot find a stronger one. But it is better to search for one precise, powerful verb or adjective. Let’s practice this. What single **adjective** could you use in place of the following phrases?

Very bad (*dreadful, heinous*)
Truly sorry (*remorseful; contrite*)
Extremely happy (**elated, ecstatic, thrilled*)
Very tired (*exhausted, fatigued*)
Really careful (**wary*)

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

Ran very quickly (*raced, sped*)
Drank really fast (*gulped, inhaled*)
Spoke extremely quietly (*whispered, murmured*)
Read really closely (**scrutinized, examined*)

**vocabulary words from Volume 1*

As you write from now on, if you are tempted to use *really* or *very*, try one of two things instead. First, use your thesaurus (or word lists in your notebook) to try to find a stronger verb or adjective than the one you want to place *very* or *really* in front of. If you cannot find a suitable one, then check the REALLY / VERY list in your Resource Notebook for a better adverb.

PRACTICE AVOIDING BORING WORDS

(Instruct students to look at page 7 of their Student Books: PRACTICE AVOIDING BORING WORDS. Read through it with the class, then brainstorm strong verbs, quality adjectives, and purposeful –ly words to replace the words and phrases in italics. Write ideas on a whiteboard as demonstrated on the SAMPLE WHITEBOARD on the following page.)

SAMPLE CLASS WHITEBOARD

really growing fast

drop “really”; improve “fast”

rapidly
swiftly
exponentially
at an incredible rate

very different (economies)

replace “very” (use REALLY / VERY list)

drastically
decidedly
considerably
significantly
strikingly

very big

vast
immense
huge
enormous
extensive

truly needed

relied upon
depended on
required the use of
necessitated
found them
indispensable

good (profit)

reasonable
attractive
worth-while
lucrative
steady

very necessary

imperative*
critical
crucial

(felt) very bad

troubled
uneasy
disturbed
uncomfortable
distressed
apprehensive*

really against (slavery / demo)

opposed to
appalled at
contrary to
conflicted with
clashed with
incompatible with

very wrong

immoral
ungodly
criminal
brutal
detestable
contemptible
vile
reprehensible

VOCABULARY

You will be learning new vocabulary words just as you did in *Volume 1*. When vocabulary words are required in your compositions, you may use both words from *Volume 1* and the words from this volume, so it would be wise to review *Volume 1* words even though the quizzes will not include them. There are no new words with this lesson so that you can review all those from *Volume 1*.

Note: If your student(s) did not go through Volume 1, assign the vocabulary words in the Volume 1 resource packet, along with the vocabulary words for this volume, one lesson at a time. There are only four words per lesson in each, and not every lesson has words. That means students will never have more than eight words to learn per lesson. Junior or senior high students should not have a problem with this, especially if they use the words in their compositions regularly.

GRAMMAR

Before you learn new grammar rules, we will spend a few weeks reviewing the rules from *Volume 1*. I am going to ask you to do a grammar practice sheet at home. It is on page 9 of your book. The rules are in the Resource Notebook (made from the Student Resource Packet for *Volume 1*) behind the GRAMMAR tab. This lesson will cover only Rule 1 (Commas). Answers are provided at the bottom of the practice sheet so you can check yourself. Be sure you understand each rule and each answer because there will be a grammar quiz after we have reviewed several rules. (*If you have enough class time, read over Rules 1 a-f in the Resource Notebook.*)

Read over the HOMEWORK, page 8, with the students.

SUMMARIZING REFERENCES: *Slavery*

LESSON 2 SUMMARIZING REFERENCE REPORTS

Answer any questions students may have regarding the grammar worksheet; then, have students place them in their Resource Notebooks behind the comma rules section. Don't forget to collect the homework.

REVIEW GAME: "HANGMAN"

Before class, write the following on the whiteboard. Blanks represent letters of some of the banned adjectives and adverbs: **good, bad, a lot, come, get, really, very.**

_ _ _ _ _	_ _ _ _ _	_ _ _ _ _
_ _ _ _ _	_ _ _ _ _	_ _ _ _ _
_ _ _ _ _	_ _ _ _ _	_ _ _ _ _

You will be able to earn extra credit tickets for various things. (Refer to page 7 for an explanation of tickets.) Today I have a puzzle on the board that is worth five tickets for the student who can solve it. The blanks represent letters. (Students take turns guessing letters, one letter per turn. If the letter is in the phrase, you fill it in on the correct blank(s). If not, write the letter below the blanks, so no one else guesses it. Any time a student thinks he knows the entire puzzle, he may raise his hand and attempt to solve it. If correct, he wins the five tickets **if he can identify the words as banned words.**)

SUMMARIZING REFERENCES

Most often when you must write a report, you go to sources such as encyclopedias, books, textbooks, and internet articles. These sources will most likely have more information than you can include in one short report. In this case, you need to be able to take notes efficiently. You need to be able to summarize. We will be practicing these skills over the next few weeks. Today, we are going to take notes together that will help us summarize an article about slavery. Turn to pages 11-12 in your Student Books, the "SLAVERY" article. Let's read it together.

I am going to want your summaries of this article to be only two paragraphs long. How long is the source text? (six paragraphs) What will we need to determine before we even begin to take notes? (the topics of each of our paragraphs.) To do this, we should scan the source, note the topic of each paragraph, and then decide which two topics would work best to include the information we believe is the most important or the most interesting.

What topics about slavery were covered in each paragraph of this report? (Write on the whiteboard):

1. History of slavery in the New World
2. History of slavery in what is now the United States
3. Increased demand for slaves after the cotton gin
4. Work done by slaves
5. Living conditions of slaves
6. The impact of slavery

If I only want two paragraphs, we will need to think of two general topics that would include some of the above specific topics. The first three paragraphs all focus on what general aspect of slavery? The **history**

SAMPLE WHITEBOARD

Sample opening statement about slavery:

Slavery is inconsistent with the American ideals of freedom and democracy, yet slavery existed in our land for more than 200 years.

I. History, slavery, New World, dates 1500's

1. 1500 – 1800, 12 million, Africans, brought, N.W.
2. 1st to U.S., 1619, Jamestown, VA
3. sold, owners. tob. plantations
4. soon, spread, throughout, S.
5. demand ↑, 1793, Eli Whitney, cotton gin
6. b/c easy, clean, > fields
7. by 1860, 4,000,000, ~1/3 pop, S

*Clincher idea: **Slavery** had become a way of life in the **Southern states**
(repeats "slavery") (reflects "New World")*

II. Life of a slave, difficult

1. most, field, sun ↑, sun ↓
2. few, house, craft, city
3. denied, basic, rights
4. control, educated, animals
5. families, 1 rm, dirt, "pig sty"
6. beaten no reason
7. fear, sold, separated

*Clincher idea: **A slave** had **no control** over his own destiny
(repeats "slave") (reflects "difficult")*

Sample final clincher idea (from opening statement):

Black Americans knew nothing of freedom and democracy.

SUMMARIZING REFERENCES: The Underground Railroad

LESSON 3

REVIEW: GRAMMAR RULES 1 – 3 DRESS-UPS & OPENERS

Collect rough drafts of Slavery. Remember not to grade them, simply proofread. Make comments and corrections directly on the rough draft or on the back of the checklist. Save the front of the checklist for the final draft.

GRAMMAR REVIEW

*Do the “COMMA OR SEMICOLON?” worksheet (page 16 in the Student Book) together in class. To add some fun, let students work in pairs. Offer three tickets each to the first pair to finish each list, and one ticket each to any pair who solves each list correctly. Do one list at a time. **Answers to first list: and, but, nor, or, yet, so** (These are coordinating conjunctions) **Answers to second list: however, that is, thus, indeed, for example, therefore.***

Review Grammar Rules 3 a and b in the Resource Notebook. Then go over Rules 3c and d on page 17 of the Student Book. Discuss and then complete the practice worksheet, page 18. Again, you can add some fun by calling on each pair to answer one of the questions. (I draw names out of a basket.) If they answer correctly, give them each a ticket. (Pages 16-18 should be moved to the Resource Notebook with Rule 3a & b.)

- Answers:**
- 3a & 1a transportation: horses, boats, carts, carriages, and feet.
 - 2a labor; the North
 - 3a correct as is (NEVER put a colon AFTER A VERB that introduces a list)
 - 1b correct as is
 - 2b ; however,
 - 2a “Old Man”; Harriet Tubman...
 - 3c one goal: freedom.
 - 3c in particular: Codes ...
 - 2b “Station Masters,” however, had... (Comma is INSIDE the end quotation marks.)
 - 1b homes, and they...

SUMMARIZING REFERENCES

Read through the source text, pages 19-20 in the Student Book. Then have students turn to the blank outline form, page 21. Have the students notice the two topics given. Students will complete the outline at home this week. To prepare them for this, reread the source and help them highlight some of the critical details and cross out examples of information that are obviously unnecessary, too detailed, or not relevant to the topics (ie: the story of William and Ellen Craft in para 4; all of the last paragraph). Remind students that they will not be able to note more than seven facts per topic, so much information will need to be omitted. They must choose the facts that they believe are the most important and/or the most interesting. They should also look for general ideas rather than specific details and/or examples. Reassure the students that there is no one “right” set of facts. Each of them may choose differently, that’s O.K.

REVIEW DRESS-UPS AND OPENERS

You should already be comfortable with most of the dress-ups and openers, but review never hurts. We already reviewed quality adjectives, strong verbs, and purposeful -ly words. Do you know what the other three dress-ups are? (w/w clause, www.asia clause, and dual adj, verbs, or -ly words) If you have forgotten these, the w/w clause is explained in Grammar Rule 7 and the [www.asia](#) clause is explained in Grammar Rule 8 in the Resource Notebook. The words that begin a [www.asia](#) clause should also be listed on the back of your STYLISTICS TECHNIQUES page in the Resource Notebook. If you have not already listed them, do so now using the Grammar Rule 8 page.

THE SUPER ESSAY: World War II (continued)

LESSON 31

Essay 2: INTRODUCTION & CONCLUSION

Return the rough drafts of topics A and B, but do not collect C and D.

You will probably want to refer to the source texts you used for Essay 2 to help find information you could use for background to the essay.

In this lesson you will finish *Essay 2*. What is *Essay 2* lacking? An introduction and a conclusion. In our super essay, *Essay 2* will directly follow *Essay 1*. How did we end *Essay 1*? We ended with the most significant thing being that a Grand Alliance of nations was formed to stop fascist dictators who were attempting to take over the world. Keep this in mind when you decide how to introduce *Essay 2*. It is nice if you can achieve a smooth transition.

Open your books to page 113-114 where you will find blank outlines. Let's fill them out together. (*Lead a discussion to help the students in fill in the outlines, but do not dictate the content. Use the SAMPLE WHITEBOARD only as a guide.*)

SAMPLE WHITEBOARD

INTRODUCTION

Transition / Intro Subject
Background Info

- I. road, victory, long, difficult
1. many, battles, world-wide
2. Allied leaders: Churchill (GB), FDR (US), Stalin (Russia)
3. "Big Three" planned, strategies
4. US, vital asset
5. Amer. generals, successful, offense
6. Eisenhower, D-Day, beginning, end
7. allowed, reach, Germ ⇒ surrender
8. 2 at. bombs = Japan surrender
9. Allies success, huge, united, effort

Transition into topic A
TOPIC A
TOPIC B
TOPIC C
TOPIC D
Main Point

CONCLUSION

Trans from V-J clincher
TOPIC A
TOPIC B
TOPIC C
TOPIC D
Most signif:
Why?
Main Point:

- VI. Japan, blunder, "woke sleeping giant"
1. Amer generals, led offenses
2. most famous, "D-Day"
3. soon, Germany surrendered, "V-E Day"
4. Japan, stubborn, eventually, "V-J Day"
5. Allies, successful, stopping
5. countries, regained freedom, fear
6. b/c, united, effort / sacrifice, peace

Read over HOMEWORK, page 113.

THE SUPER ESSAY: World War II (continued)

LESSON 32 SUPER INTRODUCTION & CONCLUSION

Collect Essay 2 for grading. Note any correction that need to be made on the checklist, just as you did for Essay 1.

YOU ARE ALMOST FINISHED WITH YOUR SUPER ESSAY! Does anyone know what more needs to be done? You need to tie *Essay 1* and *Essay 2* together with a SUPER INTRODUCTION and a SUPER CONCLUSION. You also must add a WORKS CITED PAGE so readers will know the sources of your quotes and statistics. Since you have done *Works Cited* pages before, I will expect you to be able to complete this page on your own. You can refer to your Resource Notebook Models of Structure for help if necessary.

Turn to your final CHECKLIST on page 115. It lists the elements required in a super introduction and super conclusion. Turn to page 117 of your book and take out a sheet of paper. On the top line on the paper write “Super Introduction.”

Page 117 contains brief excerpts from two different source texts that had general information about WWII. These sources will help us write the super introduction. Let’s read through them and highlight anything we think we might be able to use.

THE DRAMATIC OPENER

You want your opener to grab your readers’ attention. The DRAMATIC OPENING / “HOOKS” page in the DEC section of your Resource Notebook will give you some ideas about how to accomplish this. There are many interesting facts about WWII that would work well for a dramatic opener. I’m going to let you create your opener at home, so on your paper simply write d/o on the first line under “Super Introduction.”

BACKGROUND

This is where you may include any interesting facts that did not fit under a topic. There were several on page 117. Choose some to note on your outline. (*See SAMPLE WHITEBOARD.*)

TWO MAJOR THEMES

What were the themes of *Essay 1* and *Essay 2*? Write them on your outline. (*See board.*)

MAIN IDEA OF SUPER ESSAY

What would you say is the main idea of the super essay you wrote? We primarily focused on the ideas that because fascist dictators attempted to take over the rest of the world, free nations united stop them. While the free nations succeeded, it was at the expense of much loss of life and destruction of lands. WWII was the worst war in the history of the world. These ideas should be included in the main idea of the super essay. (*See SAMPLE BOARD.*)

THE CONCLUSION

Now let's outline a conclusion. You will begin your conclusion by restating the two major themes of the super essay, but do not word them exactly as you did in the super introduction.

MOST SIGNIFICANT & WHY

As you end your super essay, you must not neglect the most important part. Help your reader understand what is so significant about WWII. Why is it so widely talked about and studied? What kinds of things were singled out in the brief summaries on page 117? Lead a discussion about the significance of the war. Help students hone in on why it was so significant. (See *SAMPLE WHITEBOARD* for what our class came up with.)

REFLECT THE MAIN IDEA

As a final clincher, reflect the main idea from the introduction. This will help bring your long essay full circle as you end where you began.

SAMPLE WHITEBOARD	
Super Introduction	
d/o/ Subject:	I.
Background:	1. WWII, deadliest, most destructive 2. military deaths > 17 mil, civilians > (Stokesbury) 3. b/c bombs, starve, massacres, epidemics, ... 4. almost q part, world 5. much Asia, Eur, ruins
Theme 1	6. began, fascist, invading
Theme 2	7. stopping, long, difficult, Grand Alliance
Main Idea	8. b/c free united, success, but w/ great loss
Super Conclusion	
Theme 1	1. early, stages, fascism, taking
Theme 2	2. Allied, victory, long, difficult
Most Signif	3. worst / most impactful war, history
Why?	4. far reaching consequences 5. downfall W. Eur, central, power 6. devastated, most, W. Eur, Asia 7. rise, Soviet Union 8. formation, U.N.
Main Idea	9. only, united, effort, huge losses = world, free

Read HOMEWORK, page 118 very carefully.

THE SUPER ESSAY: World War II (Final)

LESSON 33 THE FINAL DRAFT

Return corrected Essay 2 and instruct students to place it in their notebooks. Do not collect homework.

VOCABULARY

Begin class with a vocabulary review game. To play, write each student's name on one side of the whiteboard. Have them all stand up. One at a time, each student must give you a vocabulary word and its definition. As each does so, put a tally mark by his name and write the word on the other side of the board (so you can keep track of which words have been used). When a student cannot think of a word in a reasonable amount of time, or gives an incorrect definition, he must sit down. Continue with all the students left standing until only one is left. This student is the winner and receives 5 tickets for winning. All students, including the winner, then receive the amount of tickets indicated by the tally marks next to their names.

When the game is done, erase the whiteboard and give the VOCABULARY QUIZ, pages 86-87.

PROOFREADING

Because the entire final draft of the super essay will be due next week, you will not be able to collect the homework. Therefore, have the students proofread for each other. Instruct them as follows: Trade papers (Super Intro, Super Conclusion, and Works Cited page) with a person near you. We are going to proofread these. You will use a pencil to correct errors or make suggestions. Let's start with the Works Cited page.

WORKS CITED PAGE

1. Is the entire page double-spaced? There should be no extra space between the heading and the first entry. There should be no extra space between entries.
2. Are the entries in alphabetical order according to the authors' last names? Entries without an author should begin with titles, but when alphabetizing, do not consider *A*, *An*, or *The*.
3. The first line of each entry should not be indented. Subsequent lines of each entry should be indented 5 spaces.
4. Titles of books should be underlined or written in italics. Titles of articles should be in quotation marks. Periods should be inside the quotation marks.
5. Check the format of book entries: Author (Last name, First name) should be followed by a period. Title of the book should be italicized or underlined and followed by a period. The city of publication comes next, followed by a colon and the name of the publisher followed by a comma and the year of publication and a period.
6. *Help students check other types of entries as necessary. Refer to the Resource Notebook model for help.*

THE SUPER INTRODUCTION PAGE

First check that the page is in MLA format: Last name and page number in upper right corner of every page; full name, class & assignment, and date in upper left corner of the first page. The title centered. EVERYTHING SHOULD BE DOUBLE-SPACED AND IN THE SAME FONT SIZE (12 Times New Roman preferred). There should be no extra space between the heading and the title or between the title and the beginning of the first paragraph. Titles should not be in a larger font, but may be underlined.

Read the super introduction and check grammar and spelling. Check that theme 1 and theme 2 are clear and labeled. Check that the main idea of the super essay is clear. Read for clarity and make any suggestions you feel would be helpful.

Check that *Essay 1* has a title.

THE SUPER CONCLUSION

Follow instructions above, but also look for what is most significant and why. Also see that the title of the entire super essay reflects that final clincher.

HOMEWORK

Read over the HOMEWORK, page 119 carefully.

Name: _____

FINAL VOCABULARY QUIZ

altruistic	emulate	apprehensive	maliciously	turbulent	articulate
satire	acute	monstrosities	innocuous	ignite	disparity
virulent	orchestrate	retrospect	impervious	vulnerable	cacophony
haggard	discern	taciturn	lament	incongruous	gullible
obliterate	elude	circumvent	allegory	fruition	alleviate

1. Many slave owners _____ beat their slaves.
(*desiring to injure; spitefully*)
2. Many _____ Americans risked their lives to help slaves .
(*having an unselfish devotion to others*)
3. Don't think that violence on T.V. is _____.
(*harmless*)
4. The atomic bomb made it feasible to _____ a city.
(*destroy; wipe away*)
5. Thomas Edison had an _____ mind.
(*sharp; keen*)
6. When slaves were auctioned, family members would _____.
(*express grief out loud; wail*)
7. Many early motor companies tried to _____ Ford.
(*strive to equal, usually by imitation*)
8. Slavery is _____ with the principles of democracy.
(*not consistent*)
9. Abraham Lincoln was an _____ speaker.
(*able to speak easily and effectively*)
10. When people are desperate, they are often more _____.
(*easily deceived*)
11. Underground Railroad workers knew how to _____ slave hunters.
(*avoid*)
12. The Civil War was one of the most _____ times in our history.
(*agitating; causing disturbance*)

13. Lincoln hoped to _____ the wounds of the nation.
(relieve; lessen)
14. Karl Marx wanted to do away with the _____ between classes.
(inequality)
15. Dictators often rise to power because people do not _____ their intents.
(see clearly)
16. Economic depression often will _____ revolution in a country.
(start; set on fire)
17. The pigs were able to _____ a take over of Animal Farm.
(arrange or organize)
18. Those who are uneducated are _____ to those who would take advantage of them.
(exposed to easy attack)
19. *Animal Farm* is a _____ of Communism.
(literature that ridicules things thought to be evil)
20. Hitler's _____ treatment of the Jews was part of the Holocaust.
(full of hate; poisonous)
21. Hitler and the Nazi's committed many _____ during WWII.
(something shockingly wrong or evil)
22. The Germans believed that their Atlantic Wall was _____.
(not capable of being penetrated)
23. Forces landing in Normandy hoped bombers had helped to _____ attacks by Germans behind the wall.
(prevent)
24. Battlefields are a _____ of blasts, screams, and gun fire.
(a mixture of unpleasant sounds)
25. In _____, the Japanese probably regretted their attack.
(looking back on past events)

SUPPORTING A THESIS: The Civil Rights Movement

LESSON 34

SUPPORTING AN OPINION / THESIS STATEMENTS

Collect the Super Essays for final grading. Use the Final Super Essay Checklist.

Today we will begin to learn how to combine your skills for writing research reports with your skills for writing essays from your own thoughts and ideas into an essay in which you must support an opinion with facts. I am going to call this particular type of essay an “argumentative essay.” In it you must state an opinion about a given issue (your thesis statement) and then support it with facts, examples, and details both from your own ideas and from what you find by researching.

Here is the first issue you will write about. The prompt is on page 120 of your book.

The Civil Rights Act of 1964 banned discrimination based on a person’s color, race, religion, or sex. The rights protected in this act include the right to employment, education, housing, and the use of public places.

In order to ensure that this law is enforced, and to make up for past discrimination, many government agencies, businesses, and universities have implemented affirmative action programs. These programs make special efforts to hire, accept, and/or train members of minority groups. Some of these programs have goals to reach a certain percentage of workers (or students) from minority groups.

Some people object to these programs, claiming that they are guilty of “reverse discrimination” (discrimination against people who do not belong to a minority group). Others believe they are necessary to overcome the results of years of discrimination.

What do you think about affirmative action programs?

The first step in responding to such a question is a little research into the subject. For this assignment, I went to the internet for you and found a few facts you might be able to use in helping you form and support an opinion. Turn to these excerpts on pages 120 – 123 in your books. Let’s read through these, and as we do, try to decide which side of the issue you will take. Also, note in the margin “P” next to details that are pro-affirmative action and “C” next to those who are against AA (con). *(Read articles together or silently.)*

Now you have some background information to help you choose a side. Before you begin making an outline for your essay, you must know precisely the opinion you will be supporting; therefore, before writing anything you must form a THESIS STATEMENT. To do this, keep the following guidelines in mind:

- * **A thesis statement is an opinion, not a fact; it must be debatable.**
- * **A thesis statement should be clear and precise, not vague or general.**
- * **A thesis statement should not present a problem without offering a solution.**

(Instruct students to write down these guidelines for thesis statements and place them in their Resource Notebooks where they can refer to them in the future.)

Here are some examples of poor thesis statements. What is wrong with each? How can you make it better?

Affirmative action programs are bad.

This is way too vague. In what way are they “bad”? (By the way, “bad” is a banned word. Never use any such words in a thesis statement.) A better thesis statement might be the following:

Affirmative action programs are reverse discrimination and, as such, are contrary to the intent of the Civil Rights Act of 1964.

This is much better, but there is still a problem with it. Remember the three basic requirements of a thesis statement. What is the problem with this one? Is it debatable? Yes. Is it too vague? Not anymore. But does it present a problem without offering a solution? Yes, it does. This thesis statement needs to say what the writer thinks should be done about the problem.

Final revision:

Affirmative action programs should be illegal because they are reverse discrimination and, as such, are contrary to the intent of the Civil Rights Act of 1964.

Let’s consider a thesis statement from the opposite point of view.

Many minority people have been helped by affirmative action programs.

This is a fact, not an opinion. It is not debatable, so it will not make a good thesis statement. It is also vague. How have minorities been helped by affirmative action? A better thesis statement follows:

Affirmative action is necessary to end discrimination and give minorities a fair chance at employment and education opportunities.

For this lesson, you must use these two thesis statements to write two separate one-paragraph essays. For each statement, you must gather facts and details to support it. You must also be careful to gather details to refute the strongest points of the opposing view, so you will need to note those as well. To demonstrate how you can organize your ideas, we are going to fill out the “ARGUMENTS FOR / ARGUMENTS AGAINST” outline on page 125 of your books. Notice that the two thesis statements are filled in for you.

(Begin by asking students what they think are the strongest arguments against affirmative action. Write their ideas on the whiteboard under the appropriate thesis statement. For each point, try to note what the opposition would say across from it. Then be sure you have noted all the strongest arguments of the opposing view. Across from them, write a possible refutation. See SAMPLE WHITEBOARD on the following page.)

APPENDIX I

SAMPLE COMPOSITIONS

This appendix contains sample compositions for selected lessons. They were all written by students, so they may contain some errors.

SUMMARIZING REFERENCES (IEW UNIT IV)		Page
Lessons 2 & 4	Slavery: “Caged”	95
Lessons 3 & 5	The Underground Railroad: “Run Away Train”	96
RESEARCH REPORTS (IEW UNITS VI & VIII)		
Lessons 8-12	The Civil War: “Mercy on the Battlefield”	98
POETRY		
Lesson 13	Gettysburg: “They Marched to Their Death”	100
CREATIVE WRITING (IEW UNIT VII)		
Lessons 14 & 16	Indispensable Inventions: “Couldn’t Live without Hockey”	101
Lessons 15 & 17	Innovative Inventions: “The Teleporting Laptop”	102
CRITIQUES OF LITERATURE (IEW UNIT IX)		
Lessons 24-26	Communism: “ <i>Animal Farm</i> : A Warning in Disguise”	104
THE SUPER ESSAY		
Lessons 27-33	World War II: “A World at War” (partial)	107
SUPPORTING A THESIS STATEMENT		
Lesson 34	The Civil Rights Movement: “Should Be Illegal”	110
	“A Fair Chance”	111

Caged!

*The slave,
Bedraggled, stripped,
Straining; home does he crave
Yet dehumanized, reviled, whipped
Tyrannized*

2
3
5
3
4
1/6
6
2
3
5

The malicious practice of slavery was tolerated for over 200 years, and slave owners deliberately overlooked the principle of democracy. In the 1500's the New World first encountered slavery; this was the formidable dawn of slavery, and over the next three hundred years this contagious trade spread rapidly, like a disease. Throughout this period, a very crucial era, the New World openly received an appalling and outrageous cargo of twelve million slaves. Endeavor to visualize the dire condition of a certain shipment of gaunt, weary Africans, the first to set foot in the United States in Jamestown, Virginia. Proceeding cautiously onto land, they cringe in fear of what their future holds. Unmercifully, slaves were torn away from their families and auctioned off to prosperous tobacco plantation owners. Animals had it better. Soon, both southern and northern states had become involved in this abominable epidemic. A higher demand for slaves clamored incessantly for recognition, especially with the arrival of the cotton gin in 1773. Because cotton became easier to clean, additional crops sprung from heavily cultivated soil. Incredibly, by 1860, one-third of the Southern population was comprised of slaves. Granted a few hundred years, slavery blossomed into a flourishing trade.

A slave's schedule predominantly revolved around much tedious labor. The majority of these "labor machines" worked in the fields. Each morning they rose with the sun and performed their assigned tasks like robots. Finishing up, they halted their work as the sunlight faded from the sky. A minority of slaves was designated to serve the house, to learn a craft, such as blacksmithing, or to work in the city. Basic privileges fled slaves' knowledge. Tyrants controlled their lives. Education was unheard-of. Slaves hummed and chanted mournful songs as they worked. They sounded like woeful ghosts. In complete darkness, many exhausted families huddled together in tiny, one-room huts with grimy dirt floors. Imaginatively, one slave ventured to compare his dwelling to an unfathomably appalling pest. Depending upon their mood, many slave masters would beat their slaves over trivial things, disrespectful behavior, or disobedience. Although a percentage of slave owners were harsh, it should be understood that many were not as cruel and treated their slaves with decency. Yet, the life of a slave was heavily laden with difficulties. Impotent black Americans were cornered into a restrictive cage that prohibited them from claiming the rights of freedom and democracy they deserved.

VOC
ly VOC
VOC
adv VO
Inv with
Sim
VOC
VOC

VOC
VOC
VOC

VOC
ly VOC
Sim
V

VOC
3SSS/2X
adj

VOC X 2

VOC X 2

Run Away Train

- Slaves **disappearing** from sight. **How could this be?** It was the **Underground Railroad**. The **Underground Railroad** was used to **help** slaves **escape** from the South prior to the Civil War. Don't be deceived by the name. The Underground Railroad
- 5, wasn't underground, in fact it wasn't even a railroad. Because runaways seemed to **disappear**, slave-owners often jested that there must be an escape route **v** underground. They were completely unaware of the **true** travel arrangements. *all:†*
- 2 During the day the slaves would often hide in the homes of those participating in the Underground Railroad. To avoid being discovered, they traveled during the night.
- 6 This is how they "disappeared." The people **who generously, fervently**, and *w/w 3x 1g voc* **altruistically** opened their houses to slaves were called "station masters" or *voc* "conductors." After escaping herself, one emboldened slave, named Harriet *voc* Tubman, returned to the South nineteen times, helping three hundred slaves. Sometimes slaves were forced to hide in forests, trees, or anything they could find.
- 3 Amazingly, one slave hid under a friend's floor for thirteen months to prevent being discovered. Disguise or playing **cunning** and **innovative** tricks were other methods *voc voc 2x* often implemented. Perhaps the most **peculiar** manner in which slaves escaped was *voc adj* by mailing themselves to the North. The **Underground Railroad** offered several different means to **help** runaway slaves **reach** the North safely.
- 2 In order for the **Underground Railroad** to continue, it was imperative that it *voc*
- 4, **remained** a **secret**. Assuming slave owners would be **extremely** curious about the *1g*
- 5, escape methods, slaves created **innovative** codes and signals. When those who had *adj voc* gained their freedom **returned** from the North to help other slaves escape, they **v**
- 6 would teach these codes and signals. Sometimes songs were used. They sounded

like simple, innocent songs to the untrained ear, but the words had secret meanings. 2x

A perfect example of this method was the song "Follow the Drinkin' Gourd," which w/w

informed slaves it was time to run away. The verse is as follows:

When the sun comes back and the first quail calls,

Follow the Drinkin' Gourd.

For the Old Man's waiting for to carry you to freedom,

If you follow the Drinkin' Gourd.

This indicated that in the spring someone would call like a quail. Then, they were to follow the Big Dipper, which would lead them to a conductor who would help them reach the North. These were some of the techniques used to protect the vital **secrecy** of the **Underground Railroad**. The secrecy of the **Underground Railroad** permitted millions of run away slaves to successfully **escape**, leaving abandoned owners with one question: **how could this be?**



Harriet Tubman & Passengers

Mercy on the Battlefield



Cradling a bundle of bandages and supplies, Clara Barton walked as fast as possible, stepping over and around soldiers lying on the bloodstained ground. She saw the heat of the battle taking place right in front of her. The air was filled with a horrific stench of medicine, blood, and sweat. Kneeling down amid her skirts, Barton speedily began cleaning an unconscious soldier's face. Her heart ached when the man awoke in agony. Suddenly, he knew no misery. Barton watched as a bullet shot through her sleeve, barely missing her moving arm, and launched itself in the heart of the soldier she tended.

d/o
#4 A
#5 B
#3
C
"She was perhaps the most perfect incarnation of mercy the modern world has known" ("Profiles" par 1). Thus was the richly-deserved compliment bestowed on Clara Barton. Her father, Captain Stephen Barton, was a respected horse breeder, farmer, and politician. He had committed his services to the military years before Clara was born. Perhaps this was one of the many reasons Clara Barton had such a great passion for the soldiers in the field. Also, her mother came from a very prominent family. Recognizing the importance of both her parents, Barton, as a child, knew she would someday do something of valor, but what? After searching for her opportunity, she found it when the Civil War broke out. Amid the terrors of war, Barton altruistically tended wounded soldiers at the front. But then the war ended. Barton was depressed. What was she to do? Decidedly, the doctor sent Clara Barton to Europe where she was inspired to start the first Red Cross in America.

#4,
#5,
#2
#2
#2
#6
#2
Growing up in a big family, Clara Barton's childhood proved to be very eventful. She was born on Christmas day in Oxford, Massachusetts, 1821. Clarissa Harlowe Barton was the youngest of five intelligent children. Barton was just as, if not more, clever as the rest of her siblings. However, she was continually haunted with a terrible, evident case of shyness. Although this put a hindrance on her social life, she was an excellent student. Most of Clara Barton's education was provided by her older brothers and sisters. By the time she was four years old, Barton could spell difficult words with ease. Her beloved brother, David, taught her to ride horses bareback. She became so skilled at it that when she was eighty years old she chuckled, commenting "To this day my seat on a saddle or on the back of a horse is as secure and tireless as in a rocking chair and far more pleasurable" (Whitelaw 15). In 1829, Barton, who was nine years old at the time, attended a Boarding School. Her bashfulness overwhelmed her there. "My timid sensitiveness must have given great annoyance to my friends," Barton stated. "I was in constant dread of doing something wrong" (Whitelaw 14). Clara Barton was eleven years old when her older brother, David, became ill. She nursed him for two years. When Barton was seventeen, she became a teacher. After that, she did not know what she should do. Should she marry? Should she be a nurse? Would she live at home forever? Knowing that her childhood days were now gone, Clara Barton was clueless as to where she should go. She felt like a young eagle ready to spread its wings with no wind on which to soar.

i w/w

vo c
allit

-ly voe adj.
3sss, cl

cl, adj
-ly

w/w

allit
3sss
sim
✓