

# Medieval History-Based Writing Lessons

in  
Structure, Style, Grammar, and Vocabulary

Lori Verstegen

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This book teaches many elements of style, including most of those in the IEW syllabus. For your convenience, the chart below gives the page that introduces each of these elements.

## **ELEMENTS OF STYLE**

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# INTRODUCTION

## *A Note to Teachers / Parents*

The lessons in this book are designed to teach structure and style in writing. Instructions are provided for both elementary (4<sup>th</sup> - 6<sup>th</sup>) and junior high level students. 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 over them with their students and help as necessary, especially with outlining and brainstorming.** 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.

## BOOK COMPONENTS

This book has four components:

**1. THE STUDENT PAGES:** This is the majority of the text. It contains the instructions, source texts, worksheets, and checklists needed for each lesson.

**2. TIPS & ANSWERS FOR TEACHERS:** This section provides extra help for teaching each of the lessons. There are some sample whiteboards to help with outlining and brainstorming, answers to worksheets and vocabulary quizzes, and ideas for games to help reinforce important concepts from the lessons and to review vocabulary words. *Since you will want to refer to this section often, it would be wise to tab it. It begins on page 127.*

**3. STYLE HELPS:** This section begins on page 133. It begins with a chart of stylistic techniques taught throughout the course. It also contains lists of great words such as those that can replace banned words and quality -ly words. *Students will want to refer to this section often, so it would be wise to tab it.*

**4. VOCABULARY QUIZZES & CARDS:** This section begins on page 138 with the Quizzes. The lessons instruct students when to take each of these. Answers for the quizzes are in the TIPS AND ANSWERS FOR TEACHERS section under the lesson in which they are assigned.

The vocabulary cards follow the quizzes. There is a sheet of four cards for each of the lessons. Students should cut out one set each lesson, hole-punch the top right corner of each card, and place them on a metal book ring for easy reference. (Lessons instruct students when to do so.) A few vocabulary words are required to be used in each composition, so these words will become part of the students' natural writing vocabulary.

## GRADE LEVELS

Lessons are written so that students may easily move through them at their own pace. **Level 1 student** instructions are generally aimed at elementary students while **Level 2** instructions are appropriate for junior high students. In general, **Level 1 students** are required to do only one paragraph per week. For this reason, lessons are broken into their individual paragraphs or sections. **Level 2 students** should be able to complete up to three paragraphs per week. If you are teaching a variety of grade levels at the same time, students may work on the same lesson at the same time, but **Level 1** students would do only the simplest paragraph while **Level 2** would do them all. In addition, you may decide to omit some of the required elements of style for younger students by simply crossing through things on the checklist they may not be ready for yet. Don't be afraid to adapt the lessons and checklists to the needs of your students.

## GRADING & CHECKLISTS

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, so no point values are indicated.

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. 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 percent, simply divide the points earned by the points possible.

## A PERSONAL BOOK OF MEDIEVAL HISTORY

It is highly recommended that you encourage your students to polish each of their final drafts and even add illustrations. At the end of the year, they will have a collection of a variety of types of compositions that move through major themes in Medieval History. These can be bound into a book that they can be proud of.

## **INTRODUCTIONS & CONCLUSIONS: *Knights in Shining Armor***

### **LESSON 12**

## **INTRODUCTIONS AND CONCLUSIONS**

***Level 1 students may skip this lesson and proceed to Lesson 13.***

Thus far you have not written reports longer than three paragraphs. Today you will learn how to turn a three-paragraph report into a basic five-paragraph report. A five-paragraph report will still have three topics and, therefore, three main paragraphs. We call these topic paragraphs the **BODY** of the report. But in addition to these, a five-paragraph report will have a whole paragraph of introduction and a whole paragraph of conclusion.

You have already written three paragraphs about knights. All you must do now is write a paragraph to introduce them and a paragraph to end the report. Below are the specific elements required in each. Note each requirement in the sample on page 64.

### **INTRODUCTION**

**GRAB YOUR READER’S ATTENTION:** Begin your report with something interesting that will make your reader want to read on. Try one of the types of dramatic openers on page 63.

**INTRODUCE THE SUBJECT / GIVE BACKGROUND INFO:** Begin the introduction by telling your reader the subject of the report, but **DO NOT SAY** anything like “*This report is about...*” Simply make a general statement about the subject just as we did for the three-paragraph reports. Then, tell the reader any background information necessary to understand your report. This is where you can put interesting facts that would not fit under any of your topics.

**MENTION THE THREE TOPICS:** The simplest way to meet this requirement is to list the three topics, but a list is not very interesting reading. Try to write one complete sentence for each of your topics—tell the main idea of each body paragraph. You may need to add phrases or sentences to connect these ideas smoothly.

**MAIN IDEA:** End your introduction with one sentence that tells the main idea of the report. (This will prepare you for writing thesis statements later.)

### **CONCLUSION**

**REPEAT THE MAIN IDEA:** Begin the conclusion with the main idea of the report, but state it in different words that in the introduction.

**REMIND THE READER OF THE THREE TOPICS:** As in the introduction, the best way to do this is to write a sentence about each topic.

**THE MOST SIGNIFICANT AND WHY:** What is the most important thing to remember about the subject and why? Try to think of why the subject of your report is important.

**FINAL CLINCHER:** End the report with a sentence that repeats or reflects some of the key words in the first sentence of your **introduction**.

## SAMPLE INTRODUCTION AND CONCLUSION

Study the sample introduction and conclusion below. Notice each of the required elements. The subject of the report is ***The Black Death***. The bold words are the words in the opening that are reflected in the final clincher.

### INTRODUCTION

Grab interest: The most feared enemy of the Middle Ages was not a mighty, fierce  
Subject **army**—it was a **sickness**. It was called the “Black Death” because those  
Backgrnd who caught it became covered with black lumps and were sure to die.  
TOPIC A Today, we know it was the bubonic plague, a highly contagious disease.  
TOPIC B From 1347-1350 it spread through Europe, carried by rats brought from  
TOPIC C Asia by Italian merchants. This horrible plague killed at least 1/3 of the  
Main Idea entire population of Europe. The “Black Death” was one of the most  
devastating plagues in history.

### THE BODY

- A. What the Black Death Was
- B. When & How the Black Death Spread
- C. The Effect of the Black Death

### CONCLUSION

Main Idea/  
Topic A “The Black Death,” (the bubonic plague) was the most catastrophic  
Topic B event of the Middle Ages. Because it was so contagious and people didn’t  
know what caused it, it spread like wildfire through Europe. With  
Topic C more than a third of the people of Europe dead by 1348, the plague had  
Most Signif long-lasting effects. With so few people left, peasants could charge more  
for working nobles’ land, and they had opportunities to become craftsmen.  
Why? The feudal system that kept the rich rich and the poor poor began to erode.  
Clincher But although some of the long-term effects may have been positive, while  
the **plague** was present, it struck fear into every heart because it killed  
more people than all the **armies** of the Middle Ages put together.

*Note: These paragraphs do not have topic sentences and clinchers because they do not have topics. They are introducing and concluding all the topics in the report.*



## THE ASSIGNMENT

1. Cut out and learn vocabulary words for Lesson 12. Add similar words to the backs.
2. The elements required in an introduction and in a conclusion are listed below. Use the blank outlines to note the information you will need to include in an introduction and conclusion for your report about knights.
3. Use the outline to write an introduction and conclusion for your report. When you mention your three topics, be sure to mention them in the same order that you will put them in your report. Indicate each by writing **A**, **B**, and **C** in the LEFT MARGIN. Remember to add all four dress-ups and the three sentence openers.

### OUTLINE FOR INTRODUCTION

Dramatic Opener: I. \_\_\_\_\_  
Subject / Backgrd: \_\_\_\_\_  
\_\_\_\_\_  
Topic A: \_\_\_\_\_  
Topic B: \_\_\_\_\_  
Topic C: \_\_\_\_\_  
\*Main Idea: \_\_\_\_\_

### OUTLINE FOR CONCLUSION

\*Main Idea: V. \_\_\_\_\_  
Topic A: \_\_\_\_\_  
Topic B: \_\_\_\_\_  
Topic C: \_\_\_\_\_  
Most Signif: \_\_\_\_\_  
Why? \_\_\_\_\_  
Final Clincher: \_\_\_\_\_

*\*The main idea for this report should communicate something about the importance or the legacy of the knights of the Middle Ages.*

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

### **LESSON 13**

## **PUTTING IT ALL TOGETHER/ #5 OPENERS/ THE BIBLIOGRAPHY**

Before you write the final draft of your report about knights, we will learn a new sentence opener—the adverb clause. You do not have to remember that it is called an adverb clause because we are going to name it differently, so it will be easier to identify.

**Level 1** students will call it a *because clause*.

**Level 2** students will call it a *www.asia.because clause*

\*\*\*\*\*

### ***For Level 1*                      THE #5 SENTENCE OPENER (The Because Clause)**

A clause is a group of words that has a subject and a verb. A *because* clause, therefore, is just a clause that begins with the word *because*. The *because clause* is our #5 sentence opener. But be careful! **You cannot just add the word *because* to the beginning of a sentence!** Adding the word *because* makes a sentence incomplete.

*The knight fell from his horse* is a complete sentence. But what happens when you add the word *because* to the beginning?

*Because the knight fell from his horse*

When *because* is added, it becomes an incomplete thought. More information is needed.

5,        *Because the knight fell from his horse, he was at a huge disadvantage.*

**A #5 sentence will look like two complete sentences pushed together with the word *because* at the beginning.** What are the two sentences in the sample below?

5,        *Because nobles feared invasions, they hired knights to protect their land.*

Notice that the opener is labeled in the left margin with a 5,. The entire *because clause* should be followed by a comma when it is used at the beginning of a sentence.

Add a *because clause* to the beginning of this sentence. Remember the comma. Label it with a 5, in the left margin.

\_\_\_\_\_ horses need armor, too.

## Level 2 students

### THE WWW. ASIA. BECAUSE CLAUSE

The www.asia.because clause can be used as either a dress-up or as an opener, but for now we will practice it as an opener. Look at your STYLISTIC TECHNIQUES page under sentence openers. Which sentence number is the www.asia.because? The #5. It has a funny name, but the name will help you remember how to make one of these clauses because each letter is the first letter of a word that can begin them.

A clause is a group of words that has a subject and a verb. A www.asia.because clause, therefore, is just a clause that begins with one of these words: ***when, while, where, as, since, if, although, or because.*** You should memorize these words. They are listed for you on the back of the STYLISTIC TECHNIQUES page. Even though they have a subject and a verb, **these clauses cannot be complete sentences by themselves.** Adding the www.asia.because word makes a sentence incomplete. Here is a sample www.asia clause:

*When a knight fell from his horse*

Without the word *when*, the above clause could be a complete sentence. But when *when* was added, it became an incomplete thought.

**A www.asia clause must be added to a sentence that is already complete.**

If you remove the www.asia word from a #5 sentence, you will have two complete sentences. Try it with the following #5 sentences. What are the four sentences?

5, *When a knight fell from his horse, he was at a huge disadvantage.*

5, *Because nobles feared invasions, they hired knights to protect their land.*

Notice that the opener is labeled in the left margin with a 5,. This is because the entire www.asia clause should always be followed by a comma when it is used at the beginning of a sentence.

Add #5 openers ( www.asia.because clauses) to the following. Be sure to remember the comma after each opening clause. Label each with a 5, in the left margin.

\_\_\_\_\_ knights had to be wealthy.

\_\_\_\_\_ a squire could be knighted.

\_\_\_\_\_ horses need armor, too.

## THE ASSIGNMENT

**Level 1 students:** If your parent or teacher has proofread your rough draft, you are ready to complete your three-paragraph report by adding a sentence of introduction to the beginning of your first paragraph, and a concluding sentence to the end of the third paragraph. If you forgot how to do this, review Lesson 8 and follow the checklist on page 70.

**Level 2 students:** After your parent or teacher has proofread your rough draft paragraphs from Lessons 10 and 11 and your introduction and conclusion from Lesson 12, write a final draft of a report about knights. To do this, simply place the introduction paragraph before the three body paragraphs and the conclusion paragraph after them. Be sure the paragraphs are in the same order as you list their topics in your introduction and conclusion. Follow the checklist on page 71.

### As you write your final draft, look for ways to improve your rough draft:

1. Find at least TWO VERBS in your rough draft that you could replace with a stronger verb. Use a thesaurus (or *The Synonym Finder*) to find the stronger verbs.

Original verb

\_\_\_\_\_  
\_\_\_\_\_

Stronger Verb

\_\_\_\_\_  
\_\_\_\_\_

2. Add an -ly word to two of the stronger verbs above.

Verb

\_\_\_\_\_  
\_\_\_\_\_

-ly Word

\_\_\_\_\_  
\_\_\_\_\_

3. Find at least TWO nouns you can add an adjective to. Be sure they are quality adjectives. Use a thesaurus if you need to.

Noun

\_\_\_\_\_  
\_\_\_\_\_

Adjective

\_\_\_\_\_  
\_\_\_\_\_

4. There are no new vocabulary words for this lesson, but can you add more to your report?

5. Add a #5 opener to each body paragraph.

6. Add a bibliography page to the end of the report. The following page explains how to do this.

# THE BIBLIOGRAPHY

When you have finished your final draft, you must add a bibliography. This is simply a list of the sources you used in your research. It is titled, "Bibliography."

To create a bibliography, alphabetize your sources by the last names of the authors. If authors are unknown, use the first word of the title other than *A*, *An*, and *The*.

For most books, arrange the information into three units, each followed by a period and one space:

**Author's last name, first name. *Title*. Place of publication: publisher, date.**

The entire bibliography should be DOUBLE-SPACED. The first line of each entry is not indented. Subsequent lines are indented 5 spaces. Do not skip lines between entries.

## SAMPLE BIBLIOGRAPHY

**Books (one author):** Alder, John. Birds of North America. New York: Ladybird Books, 1995.

**Books (two authors):** Baylor, Bill and Peter Parnell. Desert Voices. New York: Charles Scribner's Sons, 1981.

**More than 3 authors:** Brant, Keith, et. al. The Story of Rain. Mahwah, New Jersey: Troll Associates, 1982.

**Encyclopedia (signed):** Brown, William. "Ant." World Book Encyclopedia, 1985.

**Encyclopedia (unsigned):** "Coyote." The Encyclopedia Americana. 1985.

**Magazine article (signed):** Fuller, R. Steven. "Winterkeeping in Yellowstone." National Geographic, Dec 1978: 29-57.

**Magazine (unsigned):** "Rainforest Disaster." Ranger Rick, May 1999: 6-9.

**Internet (unsigned):** "John Paul Jones, A Founder of the U.S. Navy." May 2003.  
<<http://www.chinfo.navy.mil/navpalib/traditions/html/jpjones>> Mar 2004. (Note: May 2003 represents the date the article was posted; Mar 2004 represents the date it was accessed.)

Articles in an online periodical or encyclopedia should be listed as any other article, followed by the information needed to access it. When an address must be divided at the end of a line, ALWAYS BREAK IT AT THE END OF A SLASH.

**Note to parent / teacher:** Help students with the first entry to be sure they understand.

## DRAMATIC OPENINGS (“HOOKS”)

Dramatic openings are designed to grab the readers’ attention. Below are five ways you can create a dramatic opener. Samples are from student essays of various subjects.

Keep in mind that you will have to repeat or reflect the key words or ideas of your dramatic opener in the final clincher of your report. This will help bring your report “full circle” and give it a feeling of completion.

### 1. ASK A QUESTION:

*What is of more **value** than gold?*

*(Essay of friendship)*

*Final clincher: A man with many friends is **richly blessed**.*

### 2. STATE A FACT OR STATISTIC:

*I was 13 years old when I first **visited** our **nation’s capital**.*

*(Essay about a trip to Washington D.C.)*

*Final clincher: Now 10 years later, I hope to **return**, not as a tourist, but as a lobbyist.*

### 3. SUSPENDED INTEREST (Leave out important information, such as the subject, to entice your reader to read on to discover the meaning.):

***No one** has been able to **explain** the strange disappearances.*

*(A report about the Bermuda Triangle)*

*Final Clincher: We may **never know**.*

### 4. GIVE A COMMAND:

*Look into the **heavens and count the stars if you can**.*

*(Report on outer space)*

*Final Clincher: Man could **never fathom the expanse of the universe**.*

### 5. USE FRAGMENTS (This is the only time fragments are acceptable):

*Kids. Kids everywhere. As far as I could see!*

*(Essay about the writer’s first job in a day care center)*

*Final clincher: I learned to pray each day to have an impact on just one of those kids.*

**Write three different dramatic openers that would work for your report about knights. Choose the best one and use it.** If you get stuck, page 129 gives some ideas.

# FINAL CHECKLIST *(LEVEL 1)*

## (Three-Paragraph Report: “Knights”)

### STRUCTURE

- Composition is neat and double-spaced with name (3 pts) \_\_\_\_\_
- Introductory statement (*Before first topic sentence*) (2 pts) \_\_\_\_\_
- Each paragraph has a topic sentence (*Key words highlighted*) (6 pts) \_\_\_\_\_
- Each paragraph ends with a clincher  
(*Words reflected from the topic sentence are highlighted*) (6 pts) \_\_\_\_\_
- Final Clincher (Concluding statement) reflects introductory statement (2 pts) \_\_\_\_\_
- TITLE reflects words from final clincher (3 pts) \_\_\_\_\_

### STYLE

Each paragraph must contain at least one of each element of style. **(Worth 2 pts each)**

#### **DRESS-UPS** (Underline one of each and label in **right** margin)

	I	II	III
Strong verb ( <i>v</i> )			
“ly” word ( <i>ly</i> )			
Quality adjective ( <i>adj</i> )			
Who / Which clause ( <i>w/w</i> )			
Vocabulary word ( <i>voc</i> )			

#### **SENTENCE OPENERS** (Number each in **left** margin)

#2 prepositional phrase (Optional for Level 1)			
#3 “ly”			
#5 “because” clause			
#6 vss (2-5 words)			

### OTHER

- No banned words (-1 ea) \_\_\_\_\_
- BIBLIOGRAPHY (5 pts) \_\_\_\_\_

TOTAL POINTS \_\_\_\_\_ /80

# FINAL CHECKLIST (*LEVEL 2*)

## (Five-Paragraph Report: “Knights”)

TITLE reflects final clincher

(3 pts) \_\_\_\_\_

### **I. INTRODUCTION**

Attention Grabber

(3 pts) \_\_\_\_\_

Subject / Background Info

(3 pts) \_\_\_\_\_

Three Topics (*Label A,B,C in left margin*)

(6 pts) \_\_\_\_\_

Any four dress-ups

(4 pts) \_\_\_\_\_

Any two openers

(2 pts) \_\_\_\_\_

Main Idea

(5 pts) \_\_\_\_\_

### **BODY PARAGRAPHS**

Each paragraph has a topic sentence (*Key words highlighted*)

(9 pts) \_\_\_\_\_

Each paragraph ends with a clincher

(*Words reflected from the topic sentence are highlighted*)

(9 pts) \_\_\_\_\_

**Each paragraph must contain at least one of each element of style. (1 pt each)**

**DRESS-UPS** (Underline one of each and label in **right** margin)

**II**

**III**

**IV**

Strong verb ( <i>v</i> )			
“ly” word ( <i>ly</i> )			
Quality adjective ( <i>adj</i> )			
Who / Which clause ( <i>w/w</i> )			
Vocabulary word ( <i>voc</i> )			

**SENTENCE OPENERS** (Number each in **left** margin)

#2 prepositional phrase (Optional for Level 1)			
#3 “ly”			
#5 <u>www.asia.because</u> clause			
#6 vss (2-5 words)			

### **V. CONCLUSION**

Restated Main Idea

(5 pts) \_\_\_\_\_

Restate three topics (*Label A,B,C in left margin*)

(6 pts) \_\_\_\_\_

Any four dress-ups

(4 pts) \_\_\_\_\_

Any two openers

(2 pts) \_\_\_\_\_

Most significant & why

(3 pts) \_\_\_\_\_

Final clincher (*highlight words that reflect the opening*)

(3 pts) \_\_\_\_\_

No Banned words

(-1 ea) \_\_\_\_\_

BIBLIOGRAPHY page

(10 pts) \_\_\_\_\_

**TOTAL** \_\_\_\_\_ / 100



## Sample Critique (Level 1)

### A TRAGEDY TO REMEMBER

“Genghis Khan and His Hawk,” which is retold by Lori Verstegen, was published by the Institute for Excellence in Writing in 2007. It is a moral story based on a legend. It takes place in Mongolia in the 1200’s. Genghis Khan is the ruler. In the story, he is enjoying a hunting trip with his hawk when he makes a tragic mistake and learns a valuable lesson. It is an intensely emotional story with an important message.

Obviously there are two main **characters** in the story. Genghis Khan, who is a powerful ruler, is short-tempered and rash. On the other hand, his hawk is loving, loyal, and persistent. He always does what is best for his master. The **conflict** is that the khan desperately needs water. When he finally finds some trickling down some rocks, his hawk knocks his cup from his hands every time he tries to drink. The khan becomes perturbed and kills him with his sword. When he does, his cup flies up, so the khan climbs the rocks to retrieve it. The **climax** happens when he reaches the source of the stream and discovers that a dead viper has poisoned the water. He then realizes that his hawk had only been trying to save his life. Because he had acted out of anger, he had killed his best friend. He learns the hard way that acting rashly in anger often leads to tragedy. This is the **theme**.

“Genghis Khan and His Hawk” is interesting to read. It is bewildering to try to figure out why the hawk keeps knocking the cup out of the khan’s hands. It is sad when the king, who can’t control his temper, kills his friend. It is surprising to learn about the viper in the water. Readers go through a variety of emotions. Most importantly, though, is that the story has a valuable lesson. No one should act hastily when they are mad. It could be disastrous. Anyone who is angry should remember this tragic story before they do anything.

## Sample Critique (Level 2)

### A COMPELLING WARNING

“Genghis Khan and His Hawk” is a classic moral tale retold by Lori Verstegen and published by the Institute for Excellence in Writing in 2007. The story centers around one incident in the life of Genghis Khan, who ruled the vast Mongolian empire in the 1200’s. At the start of the story, the khan is on a hunting expedition with his beloved hawk. When he accidentally strays into a hot barren field, what begins as a recreational time of pleasure turns tragic. “Genghis Khan and His Hawk” is a powerful story with a timeless message about the importance of self-control.

adj  
v  
w/w  
ly

As the title implies, there are two main characters: **Genghis Khan and his hawk**. The khan, who is a mighty warrior and a powerful ruler, cannot control his temper. This is his tragic flaw. The hawk is his loyal companion. On every hunting trip, he eagerly accompanies his master and scouts for game. Undoubtedly he loves the khan and is devoted to him. The **khan and his hawk** have a special relationship.

v  
w/w  
voc adj ly

The **conflict** is that the khan, after hunting in the hot sun all day, **needs some water** to drink. When he finally finds a trickle flowing from some rocks, he is relieved. Immediately he fills his cup and puts it to his mouth. But as soon as he does, his hawk dives down and knocks it from his hands. After yelling at his hawk, the king refills his cup. Again the hawk spills it. The khan becomes irate. Finally, the third time this happens, the khan pulls out his sword and angrily strikes his friend dead. In the process the cup flies up to the rocks above, so the khan must climb to get it. The **conflict** now is only heightened as the khan, who is even **thirstier**, becomes more frustrated.

adj  
v  
voc  
ly  
w/w

The **climax** happens when the khan climbs the rocks and finds the source of the water. When he reaches it, he is stunned to discover a dead, poisonous viper in the pool. Venom has contaminated the water. At this tragic moment, the khan realizes that he has killed his best friend, who had only been trying to save his life. Contritely he laments his rash actions. The theme is obvious: Those who cannot control their tempers often see disaster. The **climax** made this dramatically clear.

v adj  
w/w voc  
ly

“Genghis Khan and His Hawk” is an enjoyable and compelling story for many reasons. When the hawk repeatedly knocks the cup from the khan’s hands, there is a bit of intrigue. Why would he do this? In addition, many people, like the khan, would become irritated at such behavior, so it is easy to relate to how the khan is feeling. Some may even feel that the khan is justified in striking his friend. And because the author does not reveal the reason for the hawk’s unusual behavior until the khan himself discovers the viper, the reader is shocked and convicted just as is the khan. It is a very emotional moment that communicates the theme in a powerful way. The theme, which is the importance of self control, is something anyone anywhere should be able to relate to. Clearly anyone can be tempted to act too rashly when angry. This story is a *compelling warning* of the dangers of such actions.

adj  
ly  
v  
w/w

LESSON 22  
WWW.ASIA.B/C CLAUSE AS A DRESS-UP  
POLISHING THE CRITIQUE

**THE WWW.ASIA.B/C CLAUSE AS A DRESS-UP**

You have been using the *because clause* (if you are Level 1) or the *www.asia.because clause* (Level 2) as a sentence opener already. These are adverb clauses. What sentence number did we assign adverb clause openers? (#5)

Now you are going to begin using the same type of clause as a dress-up. All this means is that in addition to using the adverb clause at the beginning of a sentence, you will now also have to use one in the middle of a sentence. When trying to add an adverb clause to the middle of a sentence, remember the rules below.

\*Your finished sentence should look like two complete sentences joined by one of the www.asia.because words.  
(These are listed on the back of the *STYLISTIC TECHNIQUES* page.)

\*Do **not** use a comma before the www.asia.because word.

\*Label your dress-up by underlining the www.asia.because word and writing *cl* (for clause) in the right margin.

***Sample sentences:***

1. The khan's hunting was always successful because his hawk had keen eyes. *cl*
2. The khan was aghast when he spotted the viper. *cl*
3. He knew he would not be alive if his hawk had not knocked the cup from his hand those three times. *cl*

**Use *because* to connect the following two sentences. Underline and label the dress-up properly.**

He had lost a loyal friend. He had acted rashly.

---

## POLISHING THE CRITIQUE

When you write a critique, it will sound more sophisticated if you use the kind of vocabulary associated with literature. Below is a chart of sample words that may improve your critique. Try to use some as you write your final draft.

### SAMPLE CRITIQUE VOCABULARY

#### CHARACTERS:

*dominant or major*—main characters throughout the story

*minor or secondary*—characters of lesser importance

*protagonist*—the main “good guy” or character facing the conflict

*antagonist*—the main “bad guy” (character or obstacle against the protagonist)

You might say that characters are any of the following:

*well- or poorly developed; believable / unbelievable; too perfect; overly evil;*

*lifeless; dynamic (they change during the story) or static (don’t change)*

You could identify any of the following traits:

*tragic flaw*—the character trait that causes a character’s downfall or tragedy

*redeeming quality*—a positive trait in a character with other negative traits

*strengths or weaknesses*—traits that help or hinder the character

#### CONFLICT/ PLOT

Synonyms: *sequence of events; action; scenes*

Stages: *initiated when...; heightened or lessened when...; was exacerbated; was resolved*

#### CLIMAX

Synonyms: *turning point; most exciting moment; tragic moment; the crisis*

#### THEME

Synonyms: *message; moral; lesson; teaching*

Commentary: *universal* (applicable to all); *trite; powerful; inspiring; clear/ unclear; convicting, compelling; thought-provoking*

#### CONCLUSION

*inspiring; enjoyable; too predictable; intriguing; captivating / enthralling; thrilling; emotional; tragic; compelling; convincing; message clear or obscure; didactic* (instructive); *trite or unique / original; suspenseful; surprise ending; memorable/ classic; humorous; dull*

## THE ASSIGNMENT

1. Cut out and learn vocabulary words for Lesson 22. Add similar words. Try to add some vocabulary words to your final draft of the critique.
2. Write or type a final draft of your critique. Use the checklist from page 101 or 103. Try to add some of the critique vocabulary.
3. Try to add a clausal dress-up to each paragraph of your critique. This is not on the checklist for the critique, but it will be on future checklists, so it would be wise to practice it. If you are **Level 1**, this will be a clause that begins with the word *because*. If you are **Level 2**, begin your clause with any of the www.asia,because words listed on the back of the STYLISTIC TECHNIQUES page.

**Note to teachers:** *The next lesson is an optional critique. If you decide to have your students write it, be sure that they have read a story set in the Middle Ages or that you have a short story from the library ready to read in class. Ask your librarian to show you the section with children's stories of the Middle Ages and choose one that looks interesting.*

\*\*\*\*\*

## LESSON 23 (OPTIONAL) CRITQUIING A NOVEL OR STORY

This lesson is optional, but highly recommended for **Level 2 students**.

Any well-written story, regardless of its length, contains all of the elements of the story sequence chart. Because this is the case, students may use the blank outlines on pages 100 or 102 and the checklists on pages 101 or 103 to help them critique any short story or novel they have read about the Middle Ages. If they have not yet read anything, you could read a short story from the library in class.

## **CREATIVE WRITING: Marco Polo**

### **LESSON 24 DESCRIPTIVE WRITING**

Study for the FINAL VOCABULARY TEST.

In the remaining lessons, you are going to write essays without the help of source texts, but you will still need to write a key word outline to organize your ideas. So, where are you going to get your notes? You are going to get them from your brain! The remaining essays will contain your own original thoughts and ideas. All that will be supplied is a prompt and/or a question that you must respond to. This is much like the essays you will have to write for standardized tests. Here is the prompt for this lesson:

*Marco Polo traveled far from his home in Italy to Asia. When he reached the empire of Kublai Khan (grandson of Genghis Khan), he could not believe what he saw and experienced. He was awed by the strange new land. Later, he wrote a book describing his experiences, but most of the people in Europe at that time did not believe his splendid descriptions.*

*Pretend you are a peasant of the Middle Ages who has traveled by a time machine into a 21<sup>st</sup> century home. Describe some of the things you see for your friends back in the 12<sup>th</sup> century. Do not use terms that 12<sup>th</sup> century people would not be familiar with; for example, don't call a telephone by name, simply describe it. Write three paragraphs.*

#### **THE ASSIGNMENT**

1. Since you must write three paragraphs, your first step will be to choose your three topics. It might be easiest to organize your paragraphs according to rooms in the house. Then in each paragraph, you could describe some of the things in each particular room (the TV, remote, and furniture in a family room; a variety of gadgets and appliances in the kitchen; the bed, closet of clothes, and digital clock in a bedroom; a car, garage door opener, and tools in the garage...) Write your three choices on the topic sentence lines of the blank outlines on page 111 – 113.

2. To get ideas for what to say about each topic, ask yourself plenty of questions like the ones on page 110. This is a descriptive essay, so be sure to ask questions that will help you describe what you see. Write the answers to the questions in key word notes on the blank outlines. Since these are your own ideas, plagiarism is not a concern, so you may write more than three words per line. End each topic with an idea for a clincher that will repeat or reflect words from your topic sentence. **DO ONE PARAGRAPH EACH DAY. (Level 1 may opt to write only one paragraph.)**

## QUESTIONS TO CONSIDER

How do things **look**—*color, shape, size, amount*?

**sound**—*volume, tone, constant or intermittent*?

**feel**—*texture, temperature, comfort*?

**smell or taste**?

What in the room attracts your attention the most? Why?

What strikes you as particularly odd or interesting? Why?

What do you like or dislike? Why?

What is the purpose of each thing you are describing?

How do things compare or contrast to things of the Middle Ages?

### **Sample paragraph** (*Notice the five-senses descriptions.*)

My favorite **room** is where the **family** gathers most often. Against one wall there is a very **wide** chair that five people can sit on at once. The seat and arms are stuffed with something to make it **warm** and **soft**, and it is covered with a beautiful **floral** tapestry of **reds, blues, purples, and greens**. It faces the most amazing machine in the house—a **large metal** box, about **3 ½ ft by 3 ft**, with a **thick** piece of very **smooth** glass covering almost the entire front side. Next to the glass there is a **small round** knob and a **larger, flatter circular** knob with numbers around it. When I turn the **small** knob, it **clicks**, and suddenly the glass **fills with light**. Behind the glass I can see **miniature** actors performing a show. They are behind the glass, so I can't touch them. I can't talk to them either because they don't see or hear me. But if I turn the knob farther, the actors start shouting **loudly** until I turn it back. And what is even more *enigmatic* is that if I turn the larger knob, they disappear and brand new actors appear performing a completely different show! Obviously no one here has to wait for months for a show to travel to town. They can watch a show whenever they want, and if they don't like it, they can simply turn to a different one. This is fantastic! This **room** must be the **family**'s private playhouse.

## KEY WORD OUTLINE

(Topic A Rough Draft)

I. Topic Sent: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

Clincher idea: \_\_\_\_\_

**WHO?**

**WHAT?**

**WHEN?**

**WHERE?**

**HOW?**

**HOW FEEL?**

**WHY?**

**DESCRIBE**

**BEST /  
WORST  
THINGS**

*(The question starter words are here to help you think of questions you could ask yourself if you get stuck for ideas about what to say.)*

### ROUGH DRAFT CHECKLIST TOPIC A

CLEAR TOPIC SENTENCE \_\_\_\_\_

DRESS-UPS: \_\_\_\_ st verb \_\_\_\_ qual adj \_\_\_\_ -ly word \_\_\_\_ w/w clause \_\_\_\_ cl

OPENERS: \_\_\_\_ #2 (prep) \_\_\_\_ #3 (-ly) \_\_\_\_ #5 (cl) \_\_\_\_ #6 (vss)

OTHER: \_\_\_\_ 5-senses words \_\_\_\_ Voc word \_\_\_\_ No banned words

CLINCHER REPEATS OR REFLECTS WORDS FROM TOPIC SENTENCE \_\_\_\_\_



## KEY WORD OUTLINE

(Topic B Rough Draft)

II. Topic Sent: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

Clincher idea: \_\_\_\_\_

**WHO?**

**WHAT?**

**WHEN?**

**WHERE?**

**HOW?**

**HOW FEEL?**

**WHY?**

**DESCRIBE**

**BEST /  
WORST  
THINGS**

### ROUGH DRAFT CHECKLIST TOPIC B

CLEAR TOPIC SENTENCE \_\_\_\_\_

DRESS-UPS: \_\_\_\_\_ st verb \_\_\_\_\_ qual adj \_\_\_\_\_ -ly word \_\_\_\_\_ w/w clause \_\_\_\_\_ cl

OPENERS: \_\_\_\_\_ #2 (prep) \_\_\_\_\_ #3 (-ly) \_\_\_\_\_ #5 (cl) \_\_\_\_\_ #6 (vss)

OTHER: \_\_\_\_\_ 5-senses words \_\_\_\_\_ Voc word \_\_\_\_\_ No banned words

CLINCHER REPEATS OR REFLECTS WORDS FROM TOPIC SENTENCE \_\_\_\_\_

## KEY WORD OUTLINE

(Topic C Rough Draft)

III. Topic Sent: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

Clincher idea: \_\_\_\_\_

**WHO?**

**WHAT?**

**WHEN?**

**WHERE?**

**HOW?**

**HOW FEEL?**

**WHY?**

**DESCRIBE**

**BEST /  
WORST  
THINGS**

## ROUGH DRAFT CHECKLIST TOPIC C

CLEAR TOPIC SENTENCE \_\_\_\_\_

DRESS-UPS: \_\_\_\_ st verb \_\_\_\_ qual adj \_\_\_\_ -ly word \_\_\_\_ w/w clause \_\_\_\_ cl

OPENERS: \_\_\_\_ #2 (prep) \_\_\_\_ #3 (-ly) \_\_\_\_ #5 (cl) \_\_\_\_ #6 (vss)

OTHER: \_\_\_\_ 5-senses words \_\_\_\_ Voc word \_\_\_\_ No banned words

CLINCHER REPEATS OR REFLECTS WORDS FROM TOPIC SENTENCE \_\_\_\_\_

3. After you have outlined and written a rough draft of the three paragraphs, add an introductory sentence or two to the beginning of the first paragraph that will grab your readers' attention and let them know you are in the 21<sup>st</sup> century. **You do not have to explain who you are or how you got there.** Assume you are writing to 12<sup>th</sup> century people who know you. See page 63 for help with dramatic opening ideas. Write your idea below.

**Example:** *The 21<sup>st</sup> century is amazing! Even the homes here are drastically different from our simple, one-room huts. This home has eight rooms.*

---

---

---

4. Finally, add a concluding statement at the end of the last paragraph that repeats or reflects the dramatic opener. Write your idea here below.

**Example** (for above opener): *Everywhere I look, I am amazed!*

---

---

5. Let your parent or teacher proofread your rough draft. Use your outline and the checklist on page 115 to help you write your final draft. (This may be done the following week.)

**Level 2 option:** *You may expand this essay to five paragraphs by following the checklist on page 124.*

# FINAL CHECKLIST

## (Three-Paragraph Descriptive Essay)

### STRUCTURE

Composition is neat and double-spaced with name	(2 pts) _____
Introductory statement(s) ( <i>Before first topic sentence</i> )	(3 pts) _____
Each paragraph has a topic sentence ( <i>Key words highlighted</i> )	(6 pts) _____
Each paragraph ends with a clincher ( <i>Words reflected from the topic sentence are highlighted</i> )	(6 pts) _____
Final clincher reflects introductory statement	(2 pts) _____
TITLE reflects words from final clincher	(3 pts) _____

### STYLE

Each paragraph must contain at least one of each element of style. **(Worth 2 pts each)**

#### DRESS-UPS (Underline one of each and label in **right** margin)

	I	II	III
Strong verb ( <i>v</i> )			
"Iy" word ( <i>ly</i> )			
Quality adjective ( <i>adj</i> )			
Who / Which clause ( <i>w/w</i> )			
Because clause (or <u>www.asia</u> ) ( <i>cl</i> )			
Vocabulary word ( <i>voc</i> )			

#### SENTENCE OPENERS (Number each in **left** margin)

#2 prepositional phrase (Optional for Level 1)			
#3 "Iy"			
#5 "because" or <u>www.asia</u> clause			
#6 vss (2-5 words)			

#### FIVE-SENSES DESCRIPTIONS (2 pts each sense)

Words appeal to three of five senses (Highlight or bold three words per paragraph, each for a different sense)			
---	--	--	--

No banned words (-1 ea) \_\_\_\_\_

TOTAL POINTS \_\_\_\_\_ /100

## **CREATIVE WRITING: The Magna Carta**

### **LESSON 25 REFLECTIVE ESSAY**

Take the VOCABULARY FINAL TEST.

The essay for this lesson is similar to the previous lesson in that you will be writing from your own ideas, but rather than having to describe things, you will be asked to reflect upon the idea of the prompt and write your thoughts. That is why the essay is called a reflective essay. Here is the prompt:

***In 1215 King John of England was forced to sign the Magna Carta. This document listed all of the rights of the English citizens that he was bound to uphold. This document was a stepping stone to other great documents such as the Constitution of the United States of America.***

***King John ruled a country. You are a citizen of a country and, as such, you have certain rights that the government cannot take away. But you are also part of a family. As a member of a family, you have certain rights recognized by your parents, such as the right to be fed, clothed, and housed. These are some of the basic rights of every child. For fun, write a paragraph asking for a ridiculous right that you would like to have for one week. Explain why you would like this right and how you would use it. End your paragraph by explaining why you don't (and shouldn't) have this right all the time. (Some examples might be things like the right to stay up as late as you want, to eat as much junk food as you want, to drive your family's car, to buy anything you want, or to be the boss of your little brother.)***

This is only a one-paragraph essay, but it will still need to be structured well. Follow the steps below.

1. Decide which right you would like to have. Fill it in on the topic sentence line of the blank outline (next page).
- 2 To help you get ideas for what to write, ask yourself questions like the sample questions above the outline. Write the answers in key word notes on the outline.
3. After you have explained why you want the right and how you would use it, remember to note ideas to explain why you don't and shouldn't always have this right.
4. Using your notes as a guide, write a rough draft. Try to add a dramatic opener to the beginning. (See page 63 for help.) Add a clincher that reflects your opening.
5. Have a parent or teacher proofread your rough draft, then write or type a final draft.

## QUESTIONS TO CONSIDER

Why do you want the right?  
How and when would you use it?  
How would you feel using it?  
How would you show your feelings?  
Who would be affected? How?  
What would be the best thing about having this right?  
The worst thing?  
Why do/should you not usually have this right?  
What is the best/worst thing about not having it?  
Who benefits from you not having the right?

## KEY WORD OUTLINE

*Dramatic Opener:* \_\_\_\_\_

**Topic Sent:** \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

**Clincher idea:** \_\_\_\_\_

**WHO?**

**WHAT?**

**WHEN?**

**WHERE?**

**HOW?**

**HOW FEEL?**

**WHY?**

**DESCRIBE**

**BEST /  
WORST THINGS**

# FINAL CHECKLIST

## (One-Paragraph Essay)

### STRUCTURE

- Composition is neat and double-spaced with name (3 pts) \_\_\_\_\_
- Dramatic Opener (5 pts) \_\_\_\_\_
- Clear topic sentence (*Key words highlighted*) (5 pts) \_\_\_\_\_
- Clear clincher  
(*Words reflected from the topic sentence or opener are highlighted*) (5 pts) \_\_\_\_\_
- TITLE reflects words from final clincher (3 pts) \_\_\_\_\_

### STYLE

Each paragraph must contain at least one of each element of style. **(Worth 2 pts each)**

#### DRESS-UPS (Underline one of each and label in right margin)

Strong verb ( <i>v</i> )	
“ly” word ( <i>ly</i> )	
Quality adjective ( <i>adj</i> )	
Who / Which clause ( <i>w/w</i> )	
Because clause (or <u>www.asia</u> ) ( <i>cl</i> )	
Vocabulary word ( <i>voc</i> )	

#### SENTENCE OPENERS (Number each in **left** margin)

#2 prepositional phrase (Optional for Level 1)	
#3 “ly”	
#5 “because” or <u>www.asia</u> clause	
#6 vss (2-5 words)	

#### DECORATIONS (Label in right margin)

	allit	dialogue	3sss	sim
Choose two				

No banned words (-1 ea) \_\_\_\_\_

Extra Credit: Five-senses descriptions / Emotion shown \_\_\_\_\_

TOTAL POINTS \_\_\_\_\_ / 45

## ***CREATIVE WRITING: Islam versus Christianity***

### LESSON 26 A CONTRAST ESSAY (Recommended for Level 2 Students)

In this lesson, you will again write from your own thoughts, but you may need to refer to reference materials for supporting facts. A basic resource that explains the teachings of the Islam religion would be particularly helpful. Here is the prompt:

***The two major religions of the Middle Ages were Christianity and Islam. Both of these religions are still strong today. How do they differ from each other? Which do you believe is more credible and why? Write a four-paragraph essay discussing the above.***

To respond to this prompt, first follow the outline for the two body paragraphs on the following two pages. Note that the first paragraph should discuss Christianity and the second Islam. These two paragraphs should be parallel, meaning that they should discuss similar aspects of each religion in the same order. You can accomplish this by answering the same questions for each paragraph about each religion in the same order. Sample questions are provided above the blank outlines. You do not have to use all of them and you may add some of your own. **Be sure that as you discuss each aspect, you analyze whether or not it is very credible and why or why not.** There is a rough checklist on page 121.

**IMPORTANT NOTE:** It is not the purpose of the body paragraphs to state which religion you believe is more credible, but to provide information upon which you can base that determination. The thesis statement in the introduction and conclusion will concisely answer the question of which religion you believe is more credible. The thesis statement will be the natural conclusion that can be drawn from what is written in the body paragraphs. It will state which religion you believe is more credible and summarize the reasons you believe so. The introduction and conclusion, including the thesis statement, are discussed in Lesson 27. For this lesson, simply work on a rough draft of the two body paragraphs.



## **QUESTIONS TO CONSIDER**

What is the source of the religion's teachings?

When, how, and by whom was the source written?

Does anything validate either the Bible or the Koran?

Does anything discredit either the Bible or the Koran?

Who is the god or the central figure of the religion?

What is he like?

Does anything validate the claims of Jesus Christ or Mohammed?

Does anything discredit the claims of Jesus Christ or Mohammed?

What does the religion teach about how to get to heaven?

Is there a savior (or help from God)?

Who or what does salvation depend upon?

Is it possible for any man to meet the requirements for getting to  
heaven in either religion?

## **OUTLINE**

### **I. CHRISTIANITY**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

Clincher: \_\_\_\_\_

## II. ISLAM

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

Clincher: \_\_\_\_\_

### ROUGH DRAFT CHECKLIST

(For Each of the Body Paragraphs)

CLEAR TOPIC SENTENCE \_\_\_\_\_

DRESS-UPS:    \_\_\_ st verb    \_\_\_ qual adj    \_\_\_ -ly word    \_\_\_ w/w    \_\_\_ cl

OPENERS:    \_\_\_ #2 (prep)    \_\_\_ #3 (-ly)    \_\_\_ #5    \_\_\_ #6 (vss)

OTHER:    \_\_\_ Voc word    \_\_\_ Decoration    \_\_\_ No banned words

CLINCHER REPEATS OR REFLECTS WORDS FROM TOPIC SENTENCE \_\_\_\_\_

## ***CREATIVE WRITING: Islam versus Christianity***

### **LESSON 27**

### **ADDING THE INTRODUCTION & CONCLUSION**

*(Recommended for Level 2 Students)*

Now that you have written the two body paragraphs contrasting Christianity and Islam, you are ready to add an introduction and conclusion. Use the blank outline below and page 123 for help. Be sure to thoroughly read the discussion of the thesis statement.

#### **OUTLINE FOR INTRODUCTION**

Dramatic Opener: I. \_\_\_\_\_  
Subject/ Background: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Topic A: \_\_\_\_\_  
Topic B: \_\_\_\_\_  
THESIS STATEMENT: \_\_\_\_\_

#### **OUTLINE FOR CONCLUSION**

THESIS STATEMENT: \_\_\_\_\_  
Topic A: \_\_\_\_\_  
Topic B: \_\_\_\_\_  
Most Significant: \_\_\_\_\_  
Why? \_\_\_\_\_  
\_\_\_\_\_  
Final Clincher: \_\_\_\_\_

## INTRODUCTION

**DRAMATIC OPENER:** Refer to page 63.

**SUBJECT & BACKGROUND:** An effective technique for introducing the subject and giving background information is to reflect the ideas in the prompt. You will need to make general statements that express the idea that Christianity and Islam are each major world religions, but they differ significantly.

**TOPICS:** Make a concise, but complete, statement about each topic—Christianity and Islam.

**THESIS STATEMENT:** In an essay in which you are expressing and supporting an opinion, your introduction (and conclusion) should include a statement that expresses your opinion concisely. This is your thesis statement. Everything in your essay should support this statement. In this essay, your thesis statement should reveal which religion you believe is more credible and why in **ONE SENTENCE**. It is like a summary of your entire essay. However, you **SHOULD NOT SAY THAT IT IS YOUR OPINION**. You should not use “I” or “my.” Your reader knows that what you write is your opinion because you wrote it. Writing things like “I think” or “in my opinion” will make your argument seem less credible. Study the sample thesis statement below.

*Islam, because it is based solely on the words of one man who claims to have seen an angel, is not as credible as Christianity, which is based on revelations given to many men over thousands of years repeatedly validated by fulfilled prophecy, testimonies of many witnesses, and the resurrection of Jesus Christ.*

The thesis statement is placed at the end of an introduction and is repeated, **in different words**, at the beginning of the conclusion.

## CONCLUSION

**THESIS:** Restate the thesis statement. Use different words.

**TOPICS:** Give a very brief reminder of the topics.

**MOST SIGNIFICANT/ WHY:** Explain how and why the thesis is important or relevant.

**FINAL CLINCHER:** Repeat or reflect your opener.

# FINAL CHECKLIST (*LEVEL 2*)

## (Four-Paragraph Essay)

TITLE reflects final clincher

(2 pts) \_\_\_\_\_

### **I. INTRODUCTION**

Attention Grabber

(2 pts) \_\_\_\_\_

Subject / Background Info

(2 pts) \_\_\_\_\_

Two Topics (*Label A, B in left margin*)

(2 pts) \_\_\_\_\_

Four dress-ups / Two openers

(6 pts) \_\_\_\_\_

THESIS STATEMENT

(5 pts) \_\_\_\_\_

### **BODY PARAGRAPHS**

Each paragraph has a topic sentence (*Key words highlighted*)

(10 pts) \_\_\_\_\_

Each paragraph ends with a clincher

(*Words reflected from the topic sentence are highlighted*)

(10 pts) \_\_\_\_\_

**Each paragraph must contain at least one of each element of style. (2 pts each)**

**DRESS-UPS** (Underline one of each and label in **right** margin)

**II**

**III**

Strong verb ( <i>v</i> )		
“ly” word ( <i>ly</i> )		
Quality adjective ( <i>adj</i> )		
Who / Which clause ( <i>w/w</i> )		
<u>www.asia.b/c</u> clause ( <i>cl</i> )		
Vocabulary word ( <i>voc</i> )		

**SENTENCE OPENERS** (Number each in **left** margin)

#2 prepositional phrase (Optional for Level 1)		
#3 “ly”		
#5 “because” clause		
#6 vss (2-5 words)		

### **IV. CONCLUSION**

Restate THESIS STATEMENT (Use different words)

(5 pts) \_\_\_\_\_

Restate two topics (*Label A, B in left margin*)

(2 pts) \_\_\_\_\_

Four dress-ups / Two openers

(6 pts) \_\_\_\_\_

Most significant & why

(5 pts) \_\_\_\_\_

Final clincher (*highlight words that reflect the opening*)

(4 pts) \_\_\_\_\_

No Banned words

(-1 ea) \_\_\_\_\_

**TOTAL** \_\_\_\_\_ / 100

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