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To the Student . . .

These lessons are designed to help you strengthen your composition skills using readings from the Bible. We have tried to choose stories and passages that are both interesting and important, and we hope that you will enjoy the lessons that follow.

Almost every lesson has source text from the Bible for you to read before you start your assignments. After you have read the Bible passages for the lesson, do the assignments in the order they appear. Each lesson builds upon the previous ones, as the checksheets clearly show. The checksheets are meant as guides -- use them to remind yourself of the skills you have already learned and to make sure you have incorporated new skills into your compositions.

Some of the later lessons will seem to skip a step in the Assignment section. For instance, the assignment may simply say to write a composition. However, by that time, you should already know the model and the process: you must still make a note outline, write at least two drafts, and finally keep your final composition in the back of this book, or a special folder.

If something isn't clear, don't hesitate to ask your parent or teacher for help. Discuss each lesson with them. This is not meant to be a workbook that you use all by yourself; it is a book of lessons which should be used under the guidance of your parent or teacher.

Above all, have fun. Say a prayer before you begin each lesson, asking the Lord to direct and inspire you as you read and write. Do your work for the glory of God, and you will be blessed. Peace in Christ.

To the Parent and Teacher . . .

This book is intended primarily for use with IEW's *Teaching Writing: Structure and Style* program. If you are not familiar with that course, you may find this book difficult to use. Along those lines, it is important to understand that this is not a workbook that will teach the student writing. It is a collection of lessons which you, the teacher, can use to teach writing. You are the critical element for success with this book.

You will notice that we have included a variety of Bible translations throughout the book. Certainly some Christians have a preferred translation, yet all translations have some value. While the King James gives a flavor of age, stability and authenticity, young readers may find the Modern Language version more readable. As a model for writing, it is valuable to notice how one idea can be presented in two or three similar but different ways for various purposes or audiences. If you have a strong preference for (or against) a particular translation, you may certainly substitute copies from a Bible of your choice.

Different students require different levels of challenge. This book provides checksheets at three levels: Level A--beginner, Level B--intermediate, and Level C--advanced. Level A students progress through the lessons focusing on the fundamentals of style. Level B students are expected to learn the fundamentals and build upon these skills with more detail. Level C students should already be familiar with (or quickly learn) the basics of the skills taught, have a firm grasp of grammar, and be able to employ the advanced techniques which are taught in this book. The checksheets for each lesson, however, are suggested. If your students work at a different pace, that's okay. The lessons aren't rigid. You should adjust the checksheet to include or exclude skills as you progress. That flexibility makes this an ideal book for teaching mixed grade groups.

Some of the punctuation or grammar taught in this book may differ slightly from what you have learned before or normally practice in your home or classroom. You are the teacher, and it is your prerogative to teach your students what you want them to learn. If, for example, you disagree with the absence of a comma before a particular "who/which" clause, put it in. If you believe firmly in using "because" instead of "since" (or vice versa), teach it. These lessons are not meant to be authoritative about grammar and usage, but to be a source of ideas, models, and techniques to broaden composition experience and aptitude.

As you may have noticed, the checksheets throughout the book do not have a section to assign grades. The model checksheet on the next page includes a grading system for those who wish to grade their students' compositions.

Above all, be joyful. Smile and laugh as you teach. This is the Word of God, which extends to us the peace that passes all understanding. Teach with prayer and patience, joy and love.

(Model) Graded Checksheet for Lesson 3

<p>Levels A, B, & C</p> <p>Presentation</p> <p>___ title centered and underlined (2)</p> <p>___ name, date (1)</p> <p>___ clearly presented (1)</p> <p>Mechanics</p> <p>___ indent paragraphs (1)</p> <p>___ complete sentences (2)</p> <p>___ capitals (uppercase) (2)</p> <p>___ punctuation (2)</p> <p>Style Tools</p> <p>___ underline dress-ups (one of each) (1)</p>	<p style="text-align: center;">Level A</p> <p>Dress-Ups</p> <p>“-ly” word _____ (2)</p> <p>“who/which” clause _____ (2)</p>																														
	<p style="text-align: center;">Level B</p> <p>Dress-Ups</p> <p>“-ly” word _____ (2)</p> <p>“who/which” clause _____ (2)</p> <p>no “to be” verbs with “who/which” clause _____ (2)</p>																														
	<p style="text-align: center;">Level C</p> <p>Dress-Ups</p> <p>dual “-ly” words _____ (2)</p> <p>“who/which” clause _____ (2)</p> <p>invisible “who/which” clause _____ (2)</p> <p>no “to be” verbs with “who/which” clause _____ (2)</p>																														
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If you wish to grade your students writing, you may assign points to each of the items on the checksheet. To obtain grade percentages: divide the total number of points the student earns by the number of points possible. Then multiply by 100 to get the percentage. For example, if a Level B student received 5 style points and 15 points total, the percentage would be 83.33%, a B.

Lesson 4: The Waters Abate

Objective

To practice the skills of taking notes, creating note outlines, and writing summaries from the outlines.

Source Texts

Revised Standard Bible, Genesis 8:6-19

The raven and dove sent

⁶At the end of forty days Noah opened the window of the ark which he had made, ⁷and sent forth a raven; and it went to and fro until the waters were dried up from the earth. ⁸Then he sent forth a dove from him, to see if the waters had subsided from the face of the ground; ⁹but the dove found no place to set her foot, and she returned to him to the ark, for the waters were still on the face of the whole earth. So he put forth his hand and took her and brought her into the ark with him. ¹⁰He waited another seven days, and again he sent forth the dove out of the ark; ¹¹and the dove came back to him in the evening, and lo, in her mouth a freshly plucked olive leaf; so Noah knew that the waters had subsided from the earth. ¹²Then he waited another seven days, and sent forth the dove; and she did not return to him any more.

The return to dry land

¹³In the six hundred and first year, in the first month, the first day of the month, the waters were dried from off the earth; and Noah removed the covering of the ark, and looked, and behold, the face of the ground was dry. ¹⁴In the second month, on the twenty-seventh day of the month, the earth was dry. ¹⁵Then God said to Noah, ¹⁶“Go forth from the ark, you and your wife, and your sons and your sons’ wives with you. ¹⁷Bring forth with you every living thing that is with you of all flesh—birds and animals and every creeping thing that creeps on the earth—that they may breed abundantly on the earth, and be fruitful and multiply upon the earth.” ¹⁸So Noah went forth, and his sons and his wife and his sons’ wives with him. ¹⁹And every beast, every creeping thing, and every bird, everything that moves upon the earth, went forth by families out of the ark.

King James Bible, Genesis 8:6-19

⁶And it came to pass at the end of forty days, that Noah opened the window of the ark which he had made: ⁷And he sent forth a raven, which went forth to and fro, until the waters were dried up from off the earth. ⁸Also he sent forth a dove from him, to see if the waters were abated from off the face of the ground; ⁹But the dove found no rest for the sole of her foot, and she returned unto him into the ark, for the waters were on the face of the whole earth: then he put forth his hand, and took her, and pulled her in unto him into the ark.

¹⁰And he stayed yet another seven days; and again he sent forth the dove out of the ark; ¹¹And the dove came in to him in the evening; and, lo, in her mouth was an olive leaf plucked off: so Noah knew that the waters were abated from off the earth. ¹²And he stayed yet another seven days; and sent forth the dove; which returned not again unto him any more.

¹³And it came to pass in the six hundredth and first year, in the first month, the first day of the month, the waters were dried up from off the earth: and Noah removed the covering of the ark, and looked, and, behold, the face of the ground was dry.

¹⁴And in the second month, on the seven and twentieth day of the month, was the earth dried.

¹⁵And God spake unto Noah, saying, ¹⁶Go forth of the ark, thou, and thy wife, and thy sons, and thy sons’ wives with thee. ¹⁷Bring forth with thee every living thing that is with thee, of all flesh, both of fowl, and of cattle, and of every creeping thing that creepeth upon the earth; that they may breed abundantly in the earth, and be fruitful, and multiply upon the earth.

¹⁸And Noah went forth, and his sons, and his wife, and his sons’ wives with him: ¹⁹Every beast, every creeping thing, and every fowl, and whatsoever creepeth upon the earth, after their kinds, went forth out of the ark.

Assignment

1. Read both passages about the waters abating from the earth.
2. In the space below, take notes for the two paragraphs from the Revised Standard Bible. The sub-headings in this version help you find the notes for the Roman numerals and topic sentences. You will have to severely limit your notes, looking for the key words and key ideas very carefully.
3. After you have made your key word outline, verbally tell back the ideas represented by the key words to someone else. If you don't understand why you wrote the words you chose, go back and read the original text again.
4. Using the key words from your note outline, write a 2-paragraph composition entitled, "The Waters Abate." Double-space your first draft. Have it edited and then handwrite or type a final draft to keep in your folder.

Structural Tools and Suggestions

- Whenever you make a note outline, follow the format below.
- In the outline, Roman numerals indicate paragraph beginnings (and will later show topic sentences).
- Make no more than 5 details per paragraph and 3 key words per detail.

Note Outline: The Waters Abate

I. Raven, dove (v. 6-12)

1. _____
2. _____
3. _____
4. _____
5. _____

II. Return to land (v. 13-19)

1. _____
2. _____
3. _____
4. _____
5. _____

Style Tools and Examples

“because” clauses

Like the “who/which” clause, a “because” clause can be used to give more detail or to connect ideas. There is no special technique involved in using the word “because” in your paragraph, but you do have to be careful not to create a fragment. If you start your sentence with the word “because”, then you will have to have a comma in that sentence. (Some teachers do not like sentences which start with “because”, and if that’s your situation, then you must not do it; try the word “since” or “as.”)

1. (Model) The dove returned to the ark **because the waters still covered the face of the earth.**
2. (Model) **Because the dove held a freshly plucked olive leaf**, Noah knew the waters were abating.
3. Noah sent forth a raven because _____ .
4. God showed Noah a rainbow because _____ .
5. Because of God’s promise, _____ .

Note the fragments, or incomplete sentences. Also note the necessary commas in the correct examples.

1. Because the raven never came back. (Incorrect)
Because the raven never returned, Noah sent a dove. (Correct)
2. Because of the rainbow. (Incorrect)
Because of the rainbow, we remember God’s promise not to destroy all living things. (Correct)

Checksheet for Lesson 4

Levels A, B, & C	Paragraphs	I.	II.
<p>Presentation</p> <p>___ title centered and underlined</p> <p>___ name, date</p> <p>___ clearly presented</p> <p>Mechanics</p> <p>___ indent paragraphs</p> <p>___ complete sentences</p> <p>___ capitals (uppercase)</p> <p>___ punctuation</p> <p>Style Tools</p> <p>___ underline dress-ups (one of each)</p>	<p>Level A</p> <p>Dress-Ups</p> <p>“-ly” word</p> <p>“who/which” clause</p>	<p>---</p> <p>---</p>	<p>---</p> <p>---</p>
	<p>Level B</p> <p>Dress-Ups</p> <p>“-ly” word</p> <p>“who/which” clause</p> <p>“because” clause</p>	<p>---</p> <p>---</p> <p>---</p>	<p>---</p> <p>---</p> <p>---</p>
	<p>Level C</p> <p>Dress-Ups</p> <p>dual “-ly” words</p> <p>“who/which” clause</p> <p>invisible “who/which” clause (no “to be” verbs with “who/which”)</p> <p>“because” clause</p>	<p>---</p> <p>---</p> <p>---</p> <p>---</p>	<p>---</p> <p>---</p> <p>---</p> <p>---</p>

Lesson 5: Abraham's Reward for Obedience

Objective

To further practice the skills of taking notes, creating note outlines, and writing summaries from them.

Source Texts

King James Version, Genesis 22:1-18

¹ And it came to pass after these things, that God did tempt Abraham, and said unto him, Abraham: and he said, Behold, [here] I [am].

² And he said, Take now thy son, thine only [son] Isaac, whom thou lovest, and get thee into the land of Moriah; and offer him there for a burnt offering upon one of the mountains which I will tell thee of.

³ And Abraham rose up early in the morning, and saddled his ass, and took two of his young men with him, and Isaac his son, and clave the wood for the burnt offering, and rose up, and went unto the place of which God had told him.

⁴ Then on the third day Abraham lifted up his eyes, and saw the place afar off.

⁵ And Abraham said unto his young men, Abide ye here with the ass; and I and the lad will go yonder and worship, and come again to you.

⁶ And Abraham took the wood of the burnt offering, and laid [it] upon Isaac his son; and he took the fire in his hand, and a knife; and they went both of them together.

⁷ And Isaac spake unto Abraham his father, and said, My father: and he said, Here [am] I, my son. And he said, Behold the fire and the wood: but where [is] the lamb for a burnt offering?

⁸ And Abraham said, My son, God will provide himself a lamb for a burnt offering: so they went both of them together.

⁹ And they came to the place which God had told him of; and Abraham built an altar there, and laid the wood in order, and bound Isaac his son, and laid him on the altar upon the wood.

¹⁰ And Abraham stretched forth his hand, and took the knife to slay his son.

¹¹ And the angel of the LORD called unto him out of heaven, and said, Abraham, Abraham: and he said, Here [am] I.

¹² And he said, Lay not thine hand upon the lad, neither do thou any thing unto him: for now I know that thou fearest God, seeing thou hast not withheld thy son, thine only [son] from me.

¹³ And Abraham lifted up his eyes, and looked,

and behold behind [him] a ram caught in a thicket by his horns: and Abraham went and took the ram, and offered him up for a burnt offering in the stead of his son.

¹⁴ And Abraham called the name of that place Jehovahjireh: as it is said [to] this day, In the mount of the LORD it shall be seen.

¹⁵ ¶ And the angel of the LORD called unto Abraham out of heaven the second time,

¹⁶ And said, By myself have I sworn, saith the LORD, for because thou hast done this thing, and hast not withheld thy son, thine only [son]:

¹⁷ That in blessing I will bless thee, and in multiplying I will multiply thy seed as the stars of the heaven, and as the sand which [is] upon the sea shore; and thy seed shall possess the gate of his enemies;

¹⁸ And in thy seed shall all the nations of the earth be blessed; because thou hast obeyed my voice.

Assignment

1. Read both versions of the story of Abraham and Isaac.
2. Take notes from either Bible translation. Use the outline provided.
3. Write a two paragraph composition about the story of Abraham and Isaac. Remember to double-space your first draft. Handwrite or type a final draft and keep in a folder of your Bible-based writing lesson work.

Revised Standard Bible, Genesis 22:1-18

God tests Abraham

After these things God tested Abraham, and said to him, "Abraham!" And he said, "Here am I."² He said, "Take your son, your only son Isaac, whom you love, and go to the land of Moriah, and offer him there as a burnt offering upon one of the mountains of which I shall tell you."³ So Abraham rose early in the morning, saddled his ass, and took two of his young men with him, and his son Isaac; and he cut the wood for the burnt offering, and arose and went to the place of which God had told him.⁴ On the third day Abraham lifted up his eyes and saw the place afar off.⁵ Then Abraham said to his young men, "Stay here with the ass; I and the lad will go yonder and worship, and come again to you."⁶ And Abraham took the wood of the burnt offering, and laid it on Isaac his son; and he took in his hand the fire and the knife. So they went both of them together.⁷ And Isaac said to his father Abraham, "My father!" And he said, "Here am I, my son." He said, "Behold, the fire and the wood; but where is the lamb for a burnt offering?"⁸ Abraham said, "God will provide himself the lamb for a burnt offering, my son." So they went both of them together.

Abraham's sacrifice of Isaac

⁹When they came to the place of which God had told him, Abraham built an altar there, and laid the wood in order, and bound Isaac his son, and laid him on the altar, upon the wood.¹⁰ Then Abraham put forth his hand, and took the knife to slay his son.¹¹ But the angel of the Lord called to him from heaven, and said, "Abraham, Abraham!" And he said, "Here am I."¹² He said, "Do not lay your hand on the lad or do anything to him; for now I know that you fear God, seeing you have not withheld your son, your only son, from me."¹³ And Abraham lifted up his eyes and looked, and behold, behind him was a ram, caught in a thicket by his horns; and Abraham went and took the ram, and offered it up as a burnt offering instead of his son.¹⁴ So Abraham called the name of that place The Lord will provide; as it is said to this day, "On the mount of the Lord it shall be provided."¹⁵ And the angel of the Lord called to Abraham a second time from heaven,¹⁶ and said, "By myself I have sworn, says the Lord, because you have done this, and have not withheld your son, your only son,¹⁷ I will indeed bless you, and I will multiply your descendants as the stars of heaven and as the sand which is on the seashore. And your descendants shall possess the gate of their enemies,¹⁸ and by your descendants shall all the nations of the earth bless themselves, because you have obeyed my voice."

Note Outline: Abraham's Reward for Obedience

I. God tests Abraham (1-8)

1. _____
2. _____
3. _____
4. _____
5. _____

II. Sacrifice of Isaac (9-18)

1. _____
2. _____
3. _____
4. _____
5. _____

Style Tools and Examples

Quality Adjectives (Level B now, Level A later).

An adjective describes (or tells more about) a noun (person, place, thing or idea). For example, any word you write in the sentence below is probably an adjective. Try it with any of these words: *mysterious, bright, blue, dangerous, thick*, etc.

The _____ pen rolled off the _____ table.

Abraham raised the _____ knife to sacrifice his son.

They found a _____ ram stuck in a thicket of thorns.

Dual Adjectives, Levels C

From now on, write at least one set of dual adjectives in every paragraph (and underline one set.) Dual adjectives modify the same noun, as in the example below.

Wearily Abraham climbed the **steep, rugged** mountain.

Steep and *rugged* are dual adjectives describing *mountain*. Make sure that the two adjectives you use are not synonyms, as in: "Isaac had faith in his **ancient, old** father."

Banned Adjectives

Some adjectives are "weak" or "cheap" in that they do not create a strong image or feeling for the reader. The words *big, small, bad, good, and cool* can easily be replaced by more descriptive choices. Refer to the Banned Adjectives list below to find alternatives to use in your compositions.

Add your own synonyms in the spaces provided. Use a thesaurus or keep a list of words found in your reading.

big	small	bad	good	cool
sizable	tiny	lousy	great	interesting
gigantic	minuscule	wicked	fantastic	captivating
huge	petite	unpleasant	admirable	superb
enormous	slight	horrible	pleasant	excellent
immense	puny	terrible	wholesome	awesome
massive	trivial	evil	noble	stupendous
grand	minor	awful	wonderful	stylish
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Checksheet for Lesson 5

<p>Levels A, B, & C</p> <p>Presentation</p> <p>___ title centered and underlined</p> <p>___ name, date</p> <p>___ clearly presented</p> <p>Mechanics</p> <p>___ indent paragraphs</p> <p>___ complete sentences</p> <p>___ capitals (uppercase)</p> <p>___ punctuation</p> <p>Style Tools</p> <p>___ underline dress-ups (one of each)</p> <p>___ no “banned” adjectives</p>	<p style="text-align: center;">Paragraphs</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 10%; text-align: center;">I.</th> <th style="width: 10%; text-align: center;">II.</th> </tr> </thead> <tbody> <tr> <td colspan="3" style="padding: 5px 0 5px 20px;">Level A</td> </tr> <tr> <td colspan="3" style="padding: 5px 0 5px 20px;">Dress-Ups</td> </tr> <tr> <td style="padding: 5px 0 5px 20px;">“-ly” word</td> <td style="text-align: center;">---</td> <td style="text-align: center;">---</td> </tr> <tr> <td style="padding: 5px 0 5px 20px;">“who/which” clause</td> <td style="text-align: center;">---</td> <td style="text-align: center;">---</td> </tr> <tr> <td style="padding: 5px 0 5px 20px;">“because” clause</td> <td style="text-align: center;">---</td> <td style="text-align: center;">---</td> </tr> </tbody> </table>		I.	II.	Level A			Dress-Ups			“-ly” word	---	---	“who/which” clause	---	---	“because” clause	---	---		
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Unit III: Summarizing Narrative Stories

Lesson 6: The Miracle at Cana

Objective

To learn how to summarize narrative stories, a step toward reviewing and critiquing books and movies. In Unit III, you will create outlines primarily by following your level of the Narrative Story Model. This system of creating outlines will be useful when you summarize long or short stories, books or movies, plays or videos. In each case you follow a 3-paragraph Narrative Story Model.

Source Texts

Living Bible, John 2:1-11

Two days later Jesus' mother was a guest at a wedding in the village of Cana in Galilee, ²and Jesus and his disciples were invited too. ³The wine supply ran out during the festivities, and Jesus' mother came to him with the problem.

⁴"I can't help you now," he said. "It isn't yet my time for miracles."

⁵But his mother told the servants, "Do whatever he tells you to."

⁶Six stone waterpots were standing there; they were used for Jewish ceremonial purposes and held perhaps twenty to thirty gallons each. ^{7,8}Then Jesus told the servants to fill them to the brim with water. When this was done he said, "Dip some out and take it to the master of ceremonies."

⁹When the master of ceremonies tasted the water that was now wine, not knowing where it had come from (though, of course, the servants did), he called the bridegroom over.

¹⁰"This is wonderful stuff!" he said. "You're different from most. Usually a host uses the best wine first, and afterwards, when everyone is full and doesn't care, then he brings out the less expensive brands. But you have kept the best for the last!"

¹¹This miracle at Cana in Galilee was Jesus' first public demonstration of his heaven-sent power. And his disciples believed that he really was the Messiah.

Modern Language Bible, John 2:1-11

On the third day there was a wedding at Cana in Galilee, at which Jesus' mother was present, ²and Jesus, with His disciples, was invited to the wedding. ³When the wine gave out, Jesus' mother said to Him, "They are out of wine." ⁴Jesus said to her, "Woman, what right do you have to tell Me? My hour is not yet here." ⁵His mother told the servants, "Do whatever He tells you."

⁶Now there were six stone water jars standing there for the Jewish rites of purifying; each would hold from twenty to thirty gallons. ⁷Jesus said to them, "Fill the jars with water." So they filled them to the brim. ⁸Again He told them, "Now take some out and carry it to the table steward." They carried it ⁹and when the steward tasted the water that had become wine, and did not know where it came from (though the servants who had drawn the water knew), ¹⁰he called the bridegroom and told him, "Everyone serves the good wine first and the poorer when men have drunk freely; but you have retained the good wine until now."

¹¹Jesus performed this earliest of His signs in Cana of Galilee, thereby displaying His greatness. And His disciples believed in Him.

Assignment

1. Read the two versions of the wedding at Cana. The Narrative Story Model (found on the following page) has been adjusted for Levels A-C. The forms are very similar, and all lead to the same result.
2. The first paragraph of a 3-paragraph composition appears on the next page. Using the Narrative Story Model Outline as a guide, write the other two paragraphs, following the checklist on page 27.

Structural Tools and Suggestions

This outline format is different from the one you learned in Units I and II. Rather than taking key words from the source text, use the story sequence chart to ask yourself questions about the story. Put the answers in a three paragraph outline format. The information you put in your outline may not be in the same order as it appears on the original story.

Paragraphs should be of approximately equal length. In the last sentence of your last paragraph, include 2-3 key words that also appear in your composition's title. You may wish to wait until writing the last paragraph to decide the title.

Story Sequence Chart Three Forms of the Same Model

Narrative Story Model Note Outline:

The Miracle at Cana

- I. Jesus, Mary, wedding**
1. Cana, Galilee
 2. reception, groom's home
 3. dancing, merriment
 4. bountiful feast, wine
 5. first, miracle

- II. midpoint**
1. cheap wine
 2. large pots, 30 gallons
 3. tastebuds, sharp
 4. wine, gone, embarrassed
 5. Mary heard

- III. Mary approached**
1. Jesus, protested
 2. commanded, servants
 3. fill, jars
 4. steward, tasted

	A	B	C
I. Who is in the story? What are they like? Where did they live? go? What was their situation? When did they live?	I. Who? like? Where live? go? When? Mood	I. Characters Setting (Time and Place) Mood	
II. What was the problem? -happened? -did they think? -did they say? -did they do?	II. Problem? What happened? think? say? do?	II. Conflict Plot	
III. Climax How was the problem solved? What is the moral or message?	III. Climax? Solution? Moral or message?	III. Climax Theme Message	
Title Repeats Key Words of Last Sentence			

Model First Paragraph: Jesus Performs a Miracle at Cana

Mary, the mother of Jesus, was attending a wedding in the small Galilean town of Cana. Additionally, Jesus and his disciples were invited to this typical Jewish celebration. Being major social events in Jewish culture, weddings were joyous occasions which could often last an entire week. Probably, more guests than were expected came to share in the wedding festivities. With great feasting, dancing, merriment, and revelry being an essential part of this ceremony, servants were undoubtedly busy, bustling around taking care of the refreshments while guests consumed and enjoyed the bountiful feast. Catering was critical. Abundant food was vital. Wine was essential. Although Jesus had not yet performed any public miracles, that was soon to change.

who?
characters?
where?
place
when?
time

Style Tools and Examples (Level B & C now, Level A later)

The next dress-up element is an adverbial clause, which begins with one of the clausal starters shown here. In each paragraph you write from now on, include and underline an adverb clause that begins with one of these clausal starters. “Because” can also be an adverbial starter, although you will use the “because” along with another clause for several more lessons. Note that the first letter of the words *when, while, where, as, since, if, although*, when said in that order, can create the web site looking acronym “www.asia”

Adverbial Clausal Starters

when

while

where

as

since

if

although

(because)

The master inquired of his servants . . . when they gathered before him.

while dinner was served.

where they would feel at ease.

as soon as he returned home.

since he had given them money to invest.

as if he expected good news from them.

although he was exhausted from his trip.

because his money was at stake.

Practice creating adverbial clauses with the following examples. Ask your teacher or a friend for suggestions if you can't think of anything. If you can't write small enough to fit your clause on one line, use a blank paper instead. (This applies to any of the fill-in-the-blank exercises in this book.)

The servant with five talents invested the money wisely . . .

when _____ .

while _____ .

where _____ .

as _____ .

since _____ .

if _____ .

although _____ .

The master took from the lazy servant the talent he had been given . . .

when _____ .

while _____ .

where _____ .

as _____ .

since _____ .

if _____ .

although _____ .