

Modern World History-Based Writing Lessons

Implementing the Structure and Style® Writing Method

Student Book

by Lori Verstegen

Illustrated by Laura Holmes

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Institute for Excellence in Writing, L.L.C.

Also by Lori Verstegen

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These lessons are not intended as a history curriculum replacement, but rather their purpose is to broaden subject knowledge while students learn to write.

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Introduction

The lessons in this book teach Structure and Style® in writing. As they move through various modern world history themes and topics, they incrementally introduce and review the models of structure and elements of style found in the Institute for Excellence in Writing’s *Teaching Writing: Structure and Style*®.

It is important to note that these lessons are not intended as history curriculum replacement, but rather their purpose is to broaden subject knowledge while students learn to write. The primary purpose is for students to learn structure and style in writing.

Student Book Contents

- **Scope and Sequence Chart** (pages 8–9)
- **The Lesson Pages**
This is the majority of the text. It contains the instructions, source texts, worksheets, and checklists you will need for each lesson.
- **Appendix I: Modified MLA Format**
- **Appendix II: Magnum Opus Notebook and Keepsake**
This appendix explains the Magnum Opus Notebook and includes a checklist.
- **Appendix III: Mechanics**
This appendix contains a compilation of the correct mechanics of writing numbers, punctuating dates, referencing individuals, etc. that is found in many of the lessons. Well-written compositions are not only written with structure and style, but they also contain correctly spelled words and proper punctuation.
- **Appendix IV: Critique Thesaurus**
This appendix provides a list of literary terms and their synonyms that are often used when critiquing various forms of literature. This page will be used in Unit 9.
- **Appendix V: The Adventure of the Three Students (abridged) by Arthur Conan Doyle**
This appendix contains a Sherlock Holmes’ mystery that students will use in Lessons 28–29.
- **Appendix VI: Adding Literature**
This appendix suggests various novels to be read or listened to. Books labeled “all levels” on the assignment pages are usually at a fifth or sixth grade reading level but are stories that should be enjoyed by all. Books at a higher reading level are marked “junior/senior high” and are great read alouds for younger students.

This appendix also includes templates of literature-response pages for you to use if your teacher assigns such pages. Teachers should read the books before assigning them to their students.

- **Appendix VII: Vocabulary Chart and Quizzes** (Cards in Student Book only)
This appendix provides a list of the vocabulary words and their definitions organized by lesson as well as quizzes to take periodically. Nineteen lessons include new vocabulary words to cut out, study, and learn. Every lesson includes vocabulary practice. The goal is that these great words will become part of your natural writing vocabulary.

Checklists

Each lesson includes a checklist that details all the requirements of the assignment. Tear the checklist out of the book so that you can use it while writing. Check off each element when you are sure it is included in your paper. With each assignment, turn in the checklist to be used by the teacher for grading. Reproducible checklists are available. See the blue page for download information.

Teacher's Manual

The Teacher's Manual includes all of the Student Book contents (except the vocabulary cards) with added instructions for teachers, including sample key word outlines and style practice ideas. Teachers may teach directly from this manual without the need of their own copy of the Student Book.

Teaching Writing: Structure and Style

Along with the accompanying Teacher's Manual for this Student Book, it is required that the teacher of this course has access to *Teaching Writing: Structure and Style*. This product is available in DVD format or online streaming. For more information, please visit IEW.com/TWSS

Adapting the Schedule

Groups who follow a schedule with fewer than thirty-one weeks will have to omit some lessons. Because there are several lessons for each of the nine IEW units, this is not a problem. Teach lessons that introduce new concepts and omit some of those that do not.

Suggested Weekly Schedule

All of the instructions for what to do each week are included in the Assignment Schedule located on the first page of each lesson. While there may be slight variations, most lessons are organized as follows:

Day 1

1. Review vocabulary words or past lesson concepts.
2. Learn a new structural model and/or writing concepts.
3. Read the source text, write a key word outline (KWO), and tell back the meaning of each line of notes.

Day 2

1. Review the key word outline from Day 1.
2. Learn a new stylistic technique and complete practice exercises.
3. Study the vocabulary words for the current lesson and complete vocabulary exercises.
4. Begin the rough draft using the KWO. Follow the checklist.

Day 3

1. Review vocabulary words.
2. Finish writing your composition and check each item on the checklist.
3. Submit your composition to an editor with completed checklist attached.

Day 4

1. Write or type a final draft making any corrections your editor asked you to make.
2. Paperclip the checklist, final draft, rough draft, and KWO together. Hand them in.

The lessons are organized in such a way that all new concepts regarding structure are introduced on day 1, and new style concepts and vocabulary words are introduced on day 2.

Students will benefit from learning new structure and style concepts with a teacher. In addition, students should plan to read the source text and begin KWOs with a teacher. These instructions are also found on day 1.

The instructions on day 3 and day 4 may be completed by students more independently. However, teachers and/or parents should be available to help and to edit.

Scope and Sequence

Lesson	Subject and Structure	Style (First Introduced)	Vocabulary Words	Literature Suggestions
The Early Modern Era				
Unit 1 1	Printing Press introduction to structure	introduction to style	disperse, efficiently meticulously promote	
Unit 2 2	Age of Exploration	-ly adverb	aggressively boldly, commodity inadvertently	<i>Calico Captive</i> by Elizabeth George Speare
3	Ivan the Terrible		agitated, erratically shrewdly, subdue	
4	The Seven Years' War title rule	<i>who/which</i> clause	inflame relentlessly succumb, ultimately	
Short Stories from Around the World				
Unit 3 5	Bian He's Jade (Chinese)		haplessly, lament prudently, scoff	<i>The Lacemaker and the Princess</i> by Kimberly Bradley Junior and Senior High: <i>In the Reign of Terror</i> by G.A. Henty
6	The Ant and the Dove (Greek)	strong verb banned words: <i>go/went, say/said</i>	discern ingeniously strive, witness	
7	The Sun and the Moon (African)	<i>because</i> clause	bound, disheartened immense, steep	
8	The Fisherman and the Fish (Russian)		astound, coerce content, overbearing	
Enlightenment and Revolution				
Unit 4 9	American Revolution topic-clincher sentences		detest, embolden enrage, tyrant	<i>The True Confessions of Charlotte Doyle</i> by Avi <i>Carry on, Mr. Bowditch</i> by Jean Lee Latham
10	French Revolution	quality adjective banned words: <i>good, bad</i>	deplorable extravagant luxurious, oust	
11	Revolution in Latin America	<i>www.asia</i> clause	prevail, prominent resolute, valiant	
12	Boer Wars	#2 prepositional opener banned words: <i>big, small</i>	covet, meager ravage, rustic	
The Industrial Revolution				
Unit 5 13	Telegraph Invention		commend, erect jubilantly, thwart	<i>Mill Girl</i> by Sue Reid
14	Discovering Dynamite	#3 -ly adverb opener	frenzied, laborious recklessly, scramble	Junior and Senior High: <i>Lyddie</i> by Katherine Paterson
15	Power Loom Invention		bleak, devastate endure, fervently	

Lesson	Subject and Structure	Style (First Introduced)	Vocabulary Words	Literature Suggestions
A World at War				
Unit 6 16	Australia source and fused outlines			<i>The Endless Steppe</i> by Esther Hautzig Junior and Senior High: <i>Animal Farm</i> by George Orwell
17	Communism around the World, Part 1	#6 vss opener		
18	Communism around the World, Part 2 works consulted		assume, destitute dissolve, seize	
19	Korea		ban, brutal impact, pursuit	<i>War Horse</i> by Michael Morpurgo
Unit 7 20	Wilson Quote, Part 1 body paragraphs			
21	Wilson Quote, Part 2 introduction and conclusion	#5 clausal opener <i>www.asia.b</i> clause	dire, endeavor hinder, mettle	
22	Churchill Quote, Part 1			
23	Churchill Quote, Part 2			<i>The House of Sixty Fathers</i> by Meindert DeJong <i>Number the Stars</i> by Lois Lowry
24	Gandhi Quote	#1 subject opener #4 -ing opener		
The Twentieth Century				
Unit 8 25	Communism around the World, Part 3			Junior and Senior High: <i>The Hobbit, or There and Back Again</i> by J.R.R. Tolkien
26	A Prominent Person, Part 1			
27	A Prominent Person, Part 2			
More Short Stories				
Unit 9 28	Sherlock Holmes (England), Part 1		cunning, deduce intrigue, remorse	
29	Sherlock Holmes (England), Part 2			
30	Pied Piper (Germany) character analysis			
Bonus	Vocabulary Story			

UNIT 1: NOTE MAKING AND OUTLINES

Lesson 1: Printing Press**Goals**

- to learn the Unit 1 Note Making and Outlines structural model
- to create a key word outline (KWO)
- to retell the content of a source text using just your outline
- to correctly use new vocabulary words: *disperse*, *efficiently*, *meticulously*, *promote*

Assignment Schedule**Day 1**

1. Read Introduction to Structure and Style and New Structure—Note Making and Outlines.
2. Read “Printing Press.” Read it again and write a key word outline (KWO).

Day 2

1. Review your KWO from Day 1.
2. Look at the vocabulary cards for Lesson 1. Complete Vocabulary Practice.
3. Try to add at least one vocabulary word to your KWO.

Day 3

1. Prepare to give an oral report using your KWO. Read. Think. Look up. Speak. Practice telling back the information one line at a time. Read a line; then, look up and talk about it. Then read the next line, look up, and talk about it. Continue through the outline this way.
2. Practice until the presentation of the paragraph is smooth. It is important to realize that you are not trying to memorize the exact words of the source text. You are trying to remember the ideas and communicate those ideas in your own words.

Day 4

1. Review the vocabulary words.
2. After practicing, use your KWO and give an oral report to a friend or family member as explained on Day 3. If applicable, be prepared to give the oral report in class.

Literature Suggestion

Acquire *Calico Captive* by Elizabeth George Speare (all levels) to read for Lessons 2–4.

Introduction to Structure and Style

In this book you will learn many ways to make your writing more exciting and more enjoyable to read. You will learn to write with *structure* and with *style*.

Structure

What is structure? The dictionary defines structure as “the arrangement of and relations between the parts or elements of something complex.”

What has structure? Think of a ship. What had to happen before the ship was built? Someone had to draw out the plans for the builders to follow. The builders had to follow the plans so that each part was in its proper place. The captain certainly would not want the helm (steering wheel) placed in the hold nor the anchor in his cabin. Each part had to be placed in its own special spot, and each step had to be completed in its proper order, giving the ship its proper structure.

Writing a paper, in some ways, is similar to building a ship. A paper contains many facts and ideas. If you were just to begin writing without planning, your facts and ideas would probably not be arranged in the most logical way. Your composition would not be structured well and would not communicate your thoughts effectively. So, in this course you will “draw plans” for everything before you write. Your “plans” will be outlines, and they will follow a particular model of structure for each type of composition.

Style

What comes to your mind when you hear the word style? Many people think of clothes. Clothes come in a variety of styles. One would dress differently to attend a wedding than to go to a baseball game. That is because formal events require a formal style of clothing, whereas casual settings do not.

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

He stopped the ball!

The determined goalie lunged forward and snatched the speeding ball.

You probably like the second sentence better because it is more descriptive. If it were part of a written story, the second would most likely be better. However, what if you were at the soccer game with your friend and the goalie was your brother? Which of the above sentences would you be more likely to exclaim? He stopped the ball! would be more appropriate in this case. The second would sound silly. Why the difference?

When you are speaking to people, they are with you, experiencing the same scene and event as you are. You do not need to fill in details. When you write, however, you must realize that the readers are not with you and cannot see, hear, or feel what is in your mind. This means that you must fill in the details and paint vivid pictures with your words. Descriptive words will help readers see, hear, feel, and experience the scene you are writing about as the second sentence does. The IEW elements of style will give you the tools you need to do just this.

New Structure

Note Making and Outlines

In Unit 1 you will practice choosing key words to form an outline—a key word outline (KWO). A KWO is one way to take notes. Key words indicate the main idea of a sentence. By writing down these important words, you can remember the main idea of a text.

Read the source text. Then locate two or three important words in each sentence that indicate the main idea. Transfer those words to the KWO. Write the key words for the first fact of the KWO on the Roman numeral line. Write no more than three words on each line.

Symbols, numbers, and abbreviations are “free.” Symbols take less time to draw than it would take to write the word. Abbreviations are commonly accepted shortened forms of words. Can you guess what each of the following might stand for?

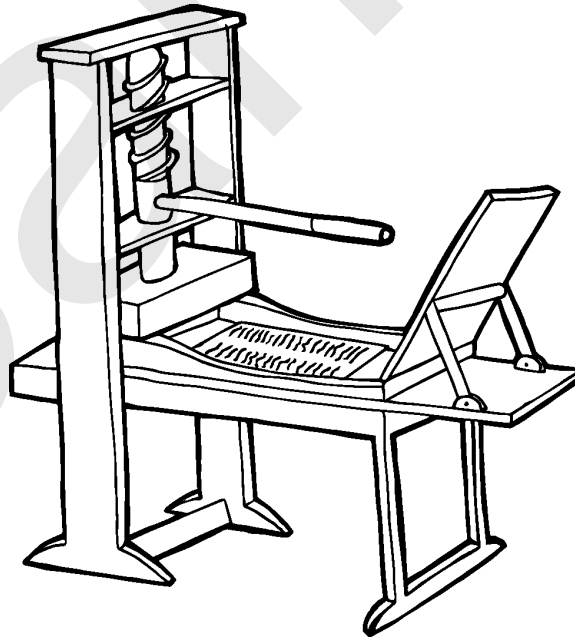
\$\$ >  123 yrs b/c w/

As you form the KWO, separate key words, symbols, numbers, and abbreviations with commas. After you have completed the KWO, you must test it to ensure the words you chose will help you remember the main idea of the sentence. For this reason whenever you finish writing a KWO, put the source text aside and use your outline to retell the paragraph line by line, sentence by sentence.

Source Text

Printing Press

During the Middle Ages books were rare and expensive because they had to be written by hand. In fact, books like the Bible could cost as much as a house, so few people owned them. However, in the mid-1400s Johannes Gutenberg invented a printing press. It used movable metal letters to lay out a page of text. The letters were then smeared with ink to print many copies of the page. When that page was finished, the letters were removed to make a new page. Using his press, he made around two hundred copies of the Bible in three years. Soon many more books and newsletters were printed. This resulted in a tremendous growth of knowledge that began a new era of invention, discovery, and exploration.



Mechanics

When you add an -s to a date to make it plural, do not add an apostrophe.

Key Word Outline

On the lines below, write no more than three key words from each sentence of the source text. Choose words that will best help you remember the meaning of the sentence. Use symbols, numbers, and abbreviations freely. They do not count as words. However, be sure you can remember what they mean.

- I. _____
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Cover the source text and tell the meaning of each line of notes in your own words. If a note is unclear, check the source text and add what you need to in order to make it clear.

Vocabulary Practice

Listen to someone read the vocabulary words for Lesson 1 aloud.

Speak them aloud yourself.

Read the definitions and sample sentences on the vocabulary cards.

Write four sentences using one of this lesson's vocabulary words in each sentence.

disperse

efficiently

meticulously

promote

Think about the words and their meanings so you can use them in your assignments.

UNIT 2: WRITING FROM NOTES

Lesson 4: The Seven Years' War**Goals**

- to practice the Units 1 and 2 structural models
- to create a 2-paragraph KWO
- to write a 2-paragraph summary
- to correctly add a dress-up: *who/which* clause
- to correctly create a title
- to correctly use new vocabulary words: *inflame, relentlessly, succumb, ultimately*

Assignment Schedule**Day 1**

1. Read “The Seven Years’ War.” Read it again and write a KWO.
2. Read New Structure—Titles.

Day 2

1. Review your KWO from Day 1.
2. Learn a new dress-up, the *who/which* clause. Read New Style and complete Style Practice.
3. Look at the vocabulary cards for Lesson 4. Complete Vocabulary Practice.
4. Using your KWO and Style Practice to guide you, begin writing a rough draft in your own words.
5. Go over the checklist. Put a check in the box for each requirement you have completed.

Day 3

1. Review all vocabulary words learned thus far.
2. Finish writing your 2-paragraph summary. Include an -ly adverb dress-up and a *who/which* clause dress-up in each paragraph.
3. Turn in your rough draft to your editor with the completed checklist attached.

Day 4

1. Write or type a final draft making any corrections your editor asked you to make.
2. Paperclip the checklist, final draft, rough draft, and KWO together. Hand them in.
3. If you are making a Magnum Opus Notebook, revise your summary about exploration from Lesson 2. (See Appendix II.)

Literature Suggestion

Finish reading *Calico Captive* by Elizabeth George Speare.

Acquire *The Lacemaker and the Princess* by Kimberly Bradley (all levels) or *In the Reign of Terror* by G.A. Henty (junior/senior high) to read for Lessons 5–8.

Source Text

The Seven Years' War

In the mid 1700s European monarchs sent merchants around the world in order to increase their wealth. They also colonized lands in an effort to expand their empires. Struggles for power and land at home and abroad erupted into war. The war is known as the Seven Years' War because most of the fighting occurred between 1756 and 1763. During this time, conflicts raged on five continents, and almost every European nation took up arms. Great Britain with her allies was pitted against France with her allies. Some may even consider this the first world war even though it was not named that.

One of the most significant conflicts of the Seven Years' War was the French and Indian War in North America. British soldiers and colonists fought against the French and many Indians. It was a long, brutal, bloody war. The British eventually won, and France was forced to surrender its land in North America. Britain then owned almost half of the continent—the land east of the Mississippi River. The British king began asserting more control by sending soldiers and taxing goods. His actions angered the colonists and sparked in many of them a desire for freedom. This was just one of the many results of the Seven Years' War that changed the world forever.

Mechanics

Contractions are not used in academic writing.

Key Word Outline

Each Roman numeral represents one paragraph.

I. _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

II. _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Cover the source text and tell the meaning of each line of notes in your own words. If a note is unclear, check the source text and add what you need to in order to make it clear.

New Structure

Titles

An interesting title grabs a reader’s attention. To make an intriguing title, repeat one to three key words from the final sentence.

The last sentence of “The Age of Exploration” (Lesson 2 source text) says, “This era of adventure became known as the Age of Exploration.” An intriguing title might be “An Era of Adventure.”

The last sentence from “Ivan the Terrible” (Lesson 3 source text) states, “The frequent violent outbursts of this tsar struck fear in the people and earned him the nickname *Ivan the Terrible*.”

An intriguing title might be “The Violent Tsar.”

“ Title repeats one to three key words from final sentence.”

Titles have simple rules for capitalization:

Capitalize the first word and the last word.

Capitalize all other words except articles (a, an, the), coordinating conjunctions (for, and, nor, but, or, yet, so), and prepositions (such as in, over, on, without).

Practice

You do not know what your final sentence for this writing assignment will be. However, you can practice forming titles using the source text. The final sentence of the source text with key words in bold is below. Create an intriguing title that includes one to three of these words. Write two or three ideas.

This was just one of the **many results** of the **Seven Years’ War** that **changed the world forever**.

From now on, make a title for your compositions by repeating one to three key words from the final sentence. If you develop your title first, ensure you follow the title rule by incorporating key words from the title into your final sentence.

New Style

Who/Which Clause Dress-Up

In this lesson you will learn another dress-up: *who/which* clause.

A *who/which* clause is a clause that provides description or additional information.

The British, who gained half of North America, took control.

The war, which soldiers fought around the world, lasted seven years.

Notice:

1. A *who/which* clause begins with the word *who* or *which*.

Use *who* when referring to people and *which* when referring to things.

To indicate a *who/which* clause, underline only the first word of the clause: *who* or *which*.

2. The *who/which* clause gives information about a noun—a person, place, thing, or idea.

The *British*, who gained half of North America, took control.

The *war*, which soldiers fought around the world, lasted seven years.

3. The *who/which* clause is added to a sentence that is already complete.

If you remove the *who/which* clause, a sentence must remain.

The British, who gained half of North America, *took control*. (sentence)

If you only insert the word *who* or *which*, you will have a fragment.

The British, who gained half of North America (fragment)

- A nonessential *who/which* clause is set off with commas; an essential clause has no commas.

The British, who realized the value of America, fought relentlessly. (nonessential, commas)

The Indians who fought with the French feared losing their land. (essential, no commas)

Practice

Add a *who/which* clause to each sentence. Place a comma at the end of each *who/which* clause.

1. The British and the French, who _____
 _____ both wanted to control North America.

2. The war, which _____
 _____ involved many nations.



From now on, include a *who/which* clause in each paragraph you write.

Mark the *who/which* clause by underlining the word *who* or *which*.

-ly Adverb Dress-Up

You must also continue to include an -ly adverb in each paragraph you write. Write a few ideas on the lines below each sentence. Choose your favorite to write on the blank in the sentence.

1. The British _____ fought the French and the Indians.

-ly adverbs _____

2. The British king _____ taxed the colonists.

-ly adverbs _____

Vocabulary Practice

Listen to someone read the vocabulary words for Lesson 4 aloud.

Speak them aloud yourself.

Read the definitions and sample sentences on the vocabulary cards.

Write the correct words in the blanks. You may use derivatives of the words. For example, you may add an -ed, -s, or -ing to a basic vocabulary word.

1. Both the British and the French fought _____

2. The French finally _____ (ed) to the British.

3. The king's actions _____ (ed) the colonists.

4. The British _____ won the war.

Think about vocabulary words that would work well in your assignment. Write two sentences.



Unit 2 Composition Checklist

Lesson 4: The Seven Years' War

Writing
from
Notes

Name: _____



Institute for
Excellence in
Writing
Listen. Speak. Read. Write. Think!

STRUCTURE

- MLA format (see Appendix I) _____ 6 pts
- title centered and repeats 1–3 key words from final sentence _____ 5 pts
- checklist on top, final draft, rough draft, key word outline _____ 5 pts

STYLE

- ¶1 ¶2 Dress-Ups** (underline one of each) (5 pts each)
- ly adverb _____ 10 pts
 - who/which* clause _____ 10 pts

MECHANICS

- capitalization _____ 1 pt
- end marks and punctuation _____ 1 pt
- complete sentences (Does it make sense?) _____ 1 pt
- correct spelling _____ 1 pt

VOCABULARY

- vocabulary words - label (*voc*) in left margin or after sentence _____

Total: _____ 40 pts
 Custom Total: _____ pts