

Economics-Based Writing Lessons in Structure & Style

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To the Student...

Growing up, I always hated having people tell me what to do. I wanted to dream my own dreams and make those dreams come true. I always felt like I could stay one step ahead of everybody else. I was not afraid to take risks or to put in the hard work necessary to make things happen. I was always looking for opportunities, ready to seize the moment. I loved any big challenge and enjoyed overcoming an obstacle as much as the rewards that would inevitably follow. Like my grandfather always said, “Problems are opportunities in work clothes.” It is always okay to fall down, but you’ve got to get back up, dust yourself off, and journey onward. Failure is only temporary, and it always provides an opportunity to learn. I hope you will learn a great deal from the lessons in this book.

These lessons are designed to help you think about entrepreneurial effort, business opportunity, innovation, creativity, and economic freedom. These lessons should also strengthen your composition skills. I have tried to select stories, excerpts, and historical references that are both interesting and important.

Almost every lesson has a source text for you to read before you start your assignments. After you have read the source text for a given lesson, please 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.

Spaces for your outlines are provided throughout, however, it may be more convenient to use a separate sheet of paper. This will eliminate the hassle of flipping back and forth from the source text to your outline as you work along.

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 keep your final composition in the back of this book, or in 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.

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 that you, the teacher, can use to teach writing. You are the critical element for success with this book.

You will notice that I have included a variety of source text material. These source texts are designed to introduce your students to the concept of “Freedomship.” The term “Freedomship Education” was coined by Andrew Pudewa a few years ago. Here’s the definition: “The act or process of imparting, acquiring, or developing the character, knowledge, and skills necessary for being or remaining free.” Free societies endorse free business practices, innovation, and entrepreneurialism in order to assure a flourishing economy. At this time in history, perhaps more than ever before, we need to pay close attention to the Political-Economy surrounding us. We also need to equip our youth with the tools and skills required to understand and communicate about economics and its importance in maintaining freedom. Reading about economics and then writing about economics has the power to assist young minds in the formation and personalization of these tools and skills.

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 should quickly learn) the basics of the skills taught, have a firm grasp of grammar, and be able to employ the advanced techniques that 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. The 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.

Unit III: Summarizing Narrative Stories

Lesson 6: We'll Stash Your Trash in a Flash

Objective

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

Source Text

Brian Scudamore started his company 1-800-GOT-JUNK? in 1989 straight out of high school with \$700 and a beat-up old pick-up truck. Today they have over 300 franchise partners across North America with a true national presence—they are in 47 of North America's top 50 cities. Scudamore was a risk-taker, but firm in his vision. "With a vision of creating the 'FedEx' of junk removal," says Scudamore, "I dropped out of University with just one year left to become a fulltime JUNKMAN! Yes, my father, a liver transplant surgeon, was not impressed to say the least."

Many entrepreneurs minimize their risks by outsourcing to contractors. Scudamore chose a different route. "I hired my first employee a week after I started. I knew I needed the help. His name was David Sniderman—a good friend of mine. I really didn't know yet how to hire so I just asked a buddy." It may have started as a matter of simply not knowing what else to do, but it became a philosophical issue for him. "I always believed in hiring people. I felt that if I wasn't willing to make the investment then I was questioning my own faith in the business." On the other hand, he's a big believer in letting other people share some of the risk. His choice of franchising as a business model allowed him rapid growth without having to turn to outside investors or other funding sources. "It's the ultimate leverage model. People pay you a fee up-front to help them grow. Rather than lose control of my vision by going public—I chose franchising." Brian has managed to retain 100% ownership and bootstrapped the business solely out of cash flow—something that is very rare these days.

Although this is a simple business, they couldn't possibly have grown this quickly without technology. Taking a low tech business and putting a high tech spin on it allowed them to rapidly distinguish themselves from their competition. All calls come into a central 1-800-GOT-JUNK? call center where they do all the booking and dispatch for their franchise partners. Franchise partners then assess all of their real time reports, schedules, customer info, etc., off of JUNKNET, their corporate intranet. This allows franchise partners to get into business quickly, and to focus solely on growth.

1-800-GOT-JUNK? did over \$35 Million in sales during their fiscal year 2005—not a bad return on a \$700.00 investment! The company continues to grow year-after-year, building themselves into the world's largest junk removal service—now going international.

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Assignment

1. Read the source text.
2. The first paragraph of a 3-paragraph composition appears on page 30. Using the Narrative Story Model Note Outline as a guide, write the other two paragraphs, following the checklist on page 32.
3. Save your work, as we will revisit this narrative model and critique process in Unit IX.

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. Your title should repeat the key words of the last sentence.

Narrative Story Model Note Outline

We'll Stash Your Trash in a Flash

<p>I. Brian Scudamore, entrepreneur</p> <ol style="list-style-type: none"> 1. started 1989, \$700, old truck 2. university dropout, fulltime junkman 3. hired friend, David Sniderman 4. believe hiring, believe in business 	<p><u>I. Characters and Setting</u></p> <p>Who is in the story? What are they like? Where did they live? What was their situation? When did they live?</p>
<p>II. How to Grow the Business?</p> <ol style="list-style-type: none"> 1. franchising, up-front fees 2. share risks, others grow 3. rapid growth, no outside investors 4. fund from cash flow 	<p><u>II. Conflict</u></p> <p>What was the problem? What happened? What did they think? What did they say? What did they do?</p>
<p>III. Competitive Differentiation</p> <ol style="list-style-type: none"> 1. utilize technology, JUNKNET 2. call center, booking, dispatch 3. maintain control, support partners 4. start quick, focus growth 5. \$35 Million, 300 partners, 47/50 cities 	<p><u>III. Climax</u></p> <p>How was the problem solved? How could the problem be solved? What is the moral message?</p>

Title repeats key words of last sentence

Model First Paragraph: We'll Stash Your Trash in a Flash

<p>1-800-GOT-JUNK? started with <u>absolutely</u> nothing but one <u>hopelessly</u> <u>ancient</u> pick-up truck and \$700 in cash. The founder, Brian Scudamore, <u>enthusiastically</u> completed high school in 1989 <u>because</u> he wanted to launch his business even before attending university. The business grew <u>tremendously</u> <u>which</u> inspired Brian to become a fulltime junkman without a university diploma. David Sniderman, <u>who</u> was Brian's best friend, became the first person Brian hired. <u>Because</u> he wished to <u>bravely</u> demonstrate his <u>immense</u>, <u>unwavering</u> faith in the business, Brian continued to hire employees <u>as</u> the business grew.</p>	<p>who? characters? where? - place when? - time</p>
---	---

Style Tools and Examples (Levels 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)

Brian questioned his franchise partners...

when they gathered together.
while coffee was being served.
where they would feel most comfortable.
as soon as he arrived at the office.
since they had the information he needed.
as if he expected customer service reports.
although he was exhausted from hard work.
because the customer must always be satisfied.

Practice creating adverbial clauses with the following examples. Ask your parent or teacher 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 sheet of paper instead. (This applies to any of the fill-in-the-blank exercises in this book.)

Brian Scudamore succeeded in business...

when _____.

while _____.

where _____.

as _____.

since _____.

if _____.

although _____.

Brian believes that everyone can excel...

when _____.

while _____.

where _____.

as _____.

since _____.

if _____.

although _____.

Checksheet for Lesson 6

	II.	III.
Levels A, B, & C Presentation ___ title centered and underlined ___ name, date ___ clearly presented Mechanics ___ indent paragraphs ___ complete sentences ___ capitals (uppercase) ___ punctuation Structure ___ follows model ___ paragraphs roughly equal size ___ title reflects key words of last sentence Style Tools ___ underline dress-ups (one of each) ___ no "banned" adjectives	Paragraphs Level A Dress-Ups "-ly" word _____ "who/which" clause _____ "because" clause _____ quality adjective _____	
	Level B Dress-Ups "-ly" word _____ "who/which" clause _____ (no "to be" verbs with "who/which") _____ "because" clause _____ quality adjective _____ adverbial clause (www.asia) _____	
	Level C Dress-Ups dual "-ly" word _____ "who/which" clause _____ invisible "who/which" clause _____ (no "to be" verbs with "who/which") _____ "because" clause _____ dual adjectives _____ adverbial clause (www.asia) _____	

Lesson 9: What's in a Tulip?

Objective

To learn to rewrite narrative stories, using a given plot or presentation structure but changing the characters and setting.

Source Text

An economic bubble happens when a financial market booms, expands beyond reasonable measures without checks and balances, and then erupts and collapses like a bursting balloon. The first economic bubble and subsequent collapse happened during the 1620s and 1630s. Expanding trade enabled Dutch merchants to build substantial wealth and surplus income. The Dutch fell in love with rare varieties of tulips and came to cherish them as symbols of wealth. According to financial historian Edward Chancellor, "In 1624, a Semper Augustus fetched the handsome sum of 1,200 florins, an amount sufficient to purchase a small Amsterdam town house at the time." The Semper Augustus is a variety of tulip. Because tulips could only be grown at certain times of the year, the market developed contracts for future delivery, secured by borrowed money. This practice of leveraging (buying stuff with lots of borrowed money) drove up prices to incredible levels. Some reports claim that the best bulbs reached a price as high as 4,000 florins by 1637.

One Viceroy tulip bulb was supposedly worth the equivalent of "twenty-seven tons of wheat, fifty tons of rye, four fat oxen, eight fat pigs, twelve fat sheep, two hogsheads of wine, four turns of beer, two tons of butter, three tons of cheese, a bed with linen, a wardrobe of clothes and a silver beaker," according to Edward Chancellor. As prices climbed, word spread, attracting more and more local investors as well as foreign investors into the market—further inflating prices. For a short time it seemed that fortunes came to those who bought and sold tulip contracts. Modest tradesmen got into the game by taking out loans against their own homes and other assets.

The collapse came on February 3, 1637. Nobody knows why that particular day was the dark day of collapse—it just was. Prices fell so catastrophically that a government commission had to untangle the mess created by the tulip contracts. That government commission made a declaration stating that each futures contract could be annulled by paying just 3.5 percent of the originally agreed upon price. Although the Dutch economy did not collapse, a great many people suffered loss.

Today, the Dutch still love tulips. However, their love affair is tempered with realistic expectations, practical and prudent application, and the removal of ego, image and false perception from the equation.

Assignment

1. Read the source text.
2. Create a 3-paragraph outline following the Narrative Story Model. Keep to a maximum of five details per paragraph. Limiting is vital.
3. Using your outline, write a double-spaced, 3-paragraph composition, describing the Dutch tulip bubble of the 17th century. Use your checksheet to make sure you include all the required elements, have it edited, then rewrite or type a final version.
4. Change things around. For example, instead of happening in Holland, your story could take place in current day America. We have had plenty of our own bubbles in the last ninety years. Or, perhaps you would like to imagine a future bubble—one still in the making. This technique of changing characters and setting but keeping the basic report can be used for creative writing practice with almost any story.

Narrative Story Outline: What's in a Tulip?

I. _____

1. _____

2. _____

3. _____

4. _____

5. _____

II. _____

1. _____

2. _____

3. _____

4. _____

5. _____

III. _____

1. _____

2. _____

3. _____

4. _____

5. _____

Style Tools and Examples (Levels B & C)

Sentence Openers, Part 1

Using the six sentence openers taught in this book, you can improve the flow of your writing and add variety to your paragraphs. As you learn each opener, include it in every paragraph you write and indicate it by placing its number (found below) in the margin. Here are the first three:

❶ **Subject openers** begin with nouns, pronouns or the articles *a*, *an*, and *the*. (Subject openers are the most common openers, so they should be very easy to use.)

noun: **Sagas** are stories about real people's challenges.

pronoun: **He** never forgot his boss, who had successfully invested.

The: **The** son begged his father for help.

A/an: **A** sumptuous feast awaited him at the Imperial Hotel.

❷ **Prepositional openers:** Any preposition can be used in a prepositional opener:

Near the ocean	With her mother	After the storm	Among friends
Inside the palace	In the beginning	On the third day	At once

❸ **"-ly" or adverb openers:** When using an "-ly" word as a dress-up, it comes in the middle of sentences. Here "-ly" words are openers:

Angrily the manager dismissed her employee.

Lovingly the native people welcomed them.

Note: This "-ly" opener does not count as the "-ly" dress-up; from now on you'll have at least two "-ly" words in each paragraph: one in the middle (or at the end) of a sentence and one as the first word in a sentence.

Practice: Rewrite the #1 sentence below as a #2 (prepositional) opener, and as a #3 (ly) opener:

❶ The businessman was angry about his lost investment.

❷ *Inside their office,* _____.

❸ *Angrily,* _____.

Prepositions

about	aside from	beyond	inside	opposite	toward
above	at	by	instead	out	under
according to	away from	concerning	into	outside	underneath
across	because of	despite	like	over	unlike
after	before	down	minus	past	until
against	behind	during	near	regarding	up
along	below	except	of	since	upon
amid	beneath	for	off	through	with
among	beside	from	on	throughout	within
around	between	in	onto	to	without

More Practice: Rewrite the #1 sentence below as a #2 (prepositional) opener, and as a #3 (ly) opener:

❶ The young man finally found a job with a multinational corporation.

❷ _____.

❸ _____.

❶ The manager was happy to assist many young people.

❷ _____.

❸ _____.

❶ Asia consistently leads the way in attracting foreign investment.

❷ _____.

❸ _____.

❶ The young lady was completely exhausted from working so hard.

❷ _____.

❸ _____.

Sample

Checksheet for Lesson 9

	Paragraphs	I.	II.	III.
Levels A, B, & C Presentation ___ title centered and underlined ___ name, date ___ clearly presented Mechanics ___ indent paragraphs ___ complete sentences ___ capitals (uppercase) ___ punctuation Structure ___ follows model ___ paragraphs roughly equal size ___ title reflects key words of last sentence Style Tools ___ underline dress-ups (one of each) ___ no "banned" adjectives ___ no "banned" verbs ___ put sentence opener numbers in the margins (B & C only) Sentence Openers (B & C only) (Use all three in each paragraph.) ___ ❶ subject ___ ❷ preposition ___ ❸ "-ly" word	Level A Dress-Ups "-ly" word "who/which" clause "because" clause quality adjective adverbial clause (www.asia)	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
	Level B Dress-Ups "-ly" word "who/which" clause (no "to be" verbs with "who/which") "because" clause quality adjective adverbial clause (www.asia) strong verb sentence openers	_____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____
	Level C Dress-Ups dual "-ly" word "who/which" clause invisible "who/which" clause (no "to be" verbs with "who/which") "because" clause dual adjectives adverbial clause (www.asia) dual (or triple) verbs sentence openers	_____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____

About the Author

Daniel Weber holds an M.B.A. from Pepperdine University as well as an M.P.S. (Pastoral Studies) from Loyola University. He has had published a wide range of academic articles, including ones covering innovation and entrepreneurialism. Daniel is an innovator and inventor himself, holding four U.S. patents. He worked in high-tech international business management from 1981–2001.

Today, his friends say he moved from high-tech to “higher-tech” because Daniel is also an ordained minister. Daniel preaches at a church in Cambria, California.