

# **Medieval History-Based Writing Lessons**

Implementing the Structure and Style® Writing Method

Teacher's Manual

**Lori Verstegen**

**Illustrated by Travis Wells**

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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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This schedule is provided to emphasize to parents and students, particularly in a class setting, that teachers and students should not expect to complete an entire lesson in one day. Spreading work throughout the week will produce much better writing with much less stress. Parents teaching their own children at home should follow a similar schedule.

Introduction

### Suggested Weekly Schedule

In general, lessons are designed to be taught weekly and to be completed as follows.

*Days 1 and 2 require teacher instruction. If your class meets only once per week, Days 1 and 2 should be combined and taught on the day of class.*

#### Day 1

1. Review concepts from previous lessons using review activities in the Teacher's Manual.
2. Together, teacher and students learn or review the structure for the new composition.
3. Follow the lesson instructions to read the source text, make a key word outline, and tell back the meaning of each line of notes.
4. Learn the vocabulary words for the current lesson.

#### Day 2

1. Review the key word outline from Day 1. If a note is unclear, check the source text and add what you need in order to understand it.
2. If a new element of style is introduced, read about it with your teacher and complete the practice exercise for it. Use the Structure and Style Practice pages to discuss ideas for including these elements.
3. After you are sure you understand your notes, begin to write a paragraph using only the outline and the structure and style practice ideas to guide you. Try not to look back at the source text while you are writing. Write in your own words. Follow the checklist and indicate the required elements as instructed.

*Days 3 and 4 may be completed by students more independently, but parents or teachers should be available to help as necessary and to edit.*

#### Day 3

1. Finish writing your composition. Check each item on the checklist when you are sure you have completed it. Let an editor proofread.
2. Review all vocabulary words learned thus far.

#### Day 4

1. Write or type a final draft by making any corrections your editor asked you to make. Check off each item on the checklist when you have included and labeled it.
2. Let an editor proofread again. He or she should check that all elements of structure and style are included and labeled as instructed on the checklist. Paperclip the checklist to your final draft to be turned in.
3. If work from a previous lesson has been returned with corrections to be made, revise this work with the help of a parent. Remove the stylistic technique markings, and if you would like to, add a picture. The final draft will be placed in the Magnum Opus Notebook (see page 6) with the original IEW stylistic labeled draft behind it in the same sheet protector. *There is a Magnum Opus checklist on page 264.*

Hold up the picture side of a page of vocabulary cards from a Student Book. Read one definition at a time. Can the students guess from the pictures which word matches the definition?

## Scope and Sequence

Lesson	Subject and Structure	Style (First Introduced)	Vocabulary	Literature Suggestions
<b>Unit 1</b> 1	The Middle Ages	introduction to Structure and Style	fetid, massive, dilapidated, intrepid	
<b>Unit 2</b> 2	Anglo-Saxons	-ly adverb	capably, tenaciously, brazenly, benevolently	<i>The Story of King Arthur and His Knights</i> retold by Tania Zamorsky or <i>King Arthur: Tales from the Round Table</i> by Andrew Lang
3	Monasteries		reverently, astutely, earnestly, pursue	
4	Justinian the Great title rule	who/which clause	resolutely, uniformly, nobly, opulently	
<b>Unit 3</b> 5	Beowulf		fatally, hastily, spew, brandish	
6	The Archbishop of Canterbury	strong verb banned words: <i>go/went, say/said</i>	extol, flee, rebuke, intrigue	<i>One Thousand and One Arabian Nights</i> by Geraldine McCaughrean
7	Mohammed	because clause	proclaim, retreat, embellish, deduce	
8	The Sword in the Stone		disclose, contritely, scowl, dislodge	
<b>Unit 4</b> 9	Charlemagne topic and clincher sentences		reform, restrain, apprehend, renowned	<i>The King's Shadow</i> by Elizabeth Alder or <i>Wulf the Saxon</i> by G.A. Henty
10	Vikings	quality adjective banned words: <i>good/bad, big/little</i>	wanton, merciless, imminent, unrivaled	
11	Alfred the Great	www.asia clause	prominent, myriad, virtuous, bestow	
12	The Battle of Hastings	#2 prepositional opener	endure, smug, proficient, treacherous	
<b>Unit 5</b> 13	The Samurai and the Dragon		relish, scramble, bewildered, anguish	<i>Robin Hood</i> by J. Walker McSpadden or other children's version
14	Llama Saves the Day		din, cower, brim, frantically	
15	The Magic Lamp		gravely, fatigued, insolent, scorn	

## Scope and Sequence

Lesson	Subject and Structure	Style (First Introduced)	Vocabulary	Literature Suggestions
<b>Unit 6</b> 16	Medieval Cathedrals fused outlines	#3 -ly adverb opener	grandiose, serene, toil, contrive	Elementary: <i>The Door in the Wall</i> by Marguerite de Angeli  Junior and Senior High: <i>Winning His Spurs: A Tale of the Crusades</i> by G.A. Henty
17	Knights, Part 1	#6 vss	primarily, elite, allegiance, impeccable	
18	Knights, Part 2 bibliography		agile, devoted, feeble, clad	
19	King Richard			
<b>Unit 7</b> 20	Favorite Amusements, Part 1 body paragraphs	#5 clausal opener <i>www.asia.b</i> clause		Elementary: <i>Adam of the Road</i> by Elizabeth Janet Gray  Junior and Senior High: <i>The Kite Rider</i> by Geraldine McCaughrean
21	Favorite Amusements, Part 2 introduction and conclusion			
22	Chivalry, Part 1 body paragraphs		credible, foremost, stymie, indolent	
23	Chivalry, Part 2 introduction and conclusion			
24	Descriptive Time Travel Diary	#1 subject opener #4 -ing opener		<i>Marco Polo</i> by Demi
<b>Unit 8</b> 25	Knights, Part 3 introduction and conclusion			<i>Crispin: The Cross of Lead</i> by Avi
26	The Renaissance, Part 1			
27	The Renaissance, Part 2			
<b>Unit 9</b> 28	“Genghis Khcn and His Hawk,” Part 1		analyze, aghast, tragic, rash	
29	“Genghis Khcn and His Hawk,” Part 2			
30	Character Analysis “Seven in One Blow”			
Bonus	Vocabulary Story		review all	

## Lesson 1: The Middle Ages

**Structure:** IEW Unit 1: Note Making and Outlines

**Style:** Introduction to Style

**Writing Topic:** The Middle Ages

In a class that meets weekly, follow Day 1 and 2 instructions together with students. Then read Days 3 and 4 so students understand how to complete the lesson during the remainder of the week.

### Teaching Writing: Structure and Style

Watch the sections for Unit 1 (Note Making and Outlines). At [IEW.com/twss-help](http://IEW.com/twss-help) reference the TWSS Viewing Guides.

Lesson 1: The Middle Ages

### UNIT 1: NOTE MAKING AND OUTLINES

## Lesson 1: The Middle Ages

### Goals

- to be introduced to 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: *fetid*, *massive*, *dilapidated*, *intrepid*

### Assignment Schedule

**Note:** Classes that meet only one day per week should complete Days 1 and 2 on class day.

#### Day 1

1. With your teacher read the Introduction to Structure and Style on pages 12–13.
2. With your teacher read “The Middle Ages” on page 14. Then read it again. As you do, choose no more than three key words from each sentence that will best help you remember the meaning of the sentence. Write the words on the blank outline on page 15.

**Note:** You may use symbols, numbers, and abbreviations freely. They do not count as words. However, be sure you can remember what they mean.

3. Cover the source text and tell the meaning of each line of notes *in your own words*.
4. Learn the vocabulary words for Lesson 1: *fetid*, *massive*, *dilapidated*, *intrepid*. Store cards in a pencil pouch where you can easily retrieve them when writing or studying for a quiz.

#### Day 2

1. Reread the paragraph on page 14; then, turn the page so you cannot see it. Using only your key word notes on page 15, try to tell back the information in complete sentences *in your own words*. You should not memorize the source text word for word. Rather, you should let the key words remind you of the key ideas; then, state the ideas in your own words. If a note is unclear, check the source text and fix your note.

#### Day 3

1. Try to add a vocabulary word to the outline of the Middle Ages paragraph.

#### Day 4

1. Prepare to give an oral report from your key word outline. Practice telling back the information one line at a time. Look at a line; then, look up and talk about it. Then look down at the next line, look up, and talk about it. Continue through the outline this way. Practice until 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.

Write class ideas on the whiteboard. Students may copy these or use their own ideas. See the sample key word outline (KWO) on page 15.

Use a student's book. Hold up the page of cards for Lesson 1. Read each definition and ask the students to guess which word it matches by looking at the pictures.



## Unit 1: Note Making and Outlines

2. Review the vocabulary words.
3. If you will be reading the suggested literature, obtain a children's version of the tales of King Arthur for Lessons 2–5. Two are suggested in Appendix IV.

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*.

## Introduction to Structure and 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 castle. What had to happen before the castle 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 royal family certainly would not have wanted the moat placed around their thrones or a torture chamber in their bedroom. Each part had to be placed in its own special spot, and each step had to be completed in its proper order, giving the castle its proper structure.

Writing a paper, in some ways, is similar to building a castle. A paper contains many facts and ideas. If we were just to begin writing without planning, our facts and ideas would probably not be arranged in the most logical way. Our composition would not be structured well and would not communicate our 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. A maiden would dress differently to go to a royal ball than she would to tend her garden. That is because formal events require a formal style of clothing, whereas casual settings do not.

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

*He fell!*

*The young knight plummeted headlong from his horse, dashing his hopes of winning the fair princess.*

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

When you are speaking to people, they are there with you, experiencing the same scene and event as you are. You do not need to fill in the 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. You must fill in the details and paint vivid pictures with your words. You must help them see, hear, feel, and experience the scene you are writing about as the second sentence does. IEW elements of style will help you do this.

### Key Word Outlines

Before you begin to write, you will practice the first step of learning *structure* in writing: key word outlining.

*Structure* is how you organize the things you write. Key word outlining will help you gather information and help you organize that information in your compositions.

When you outline, you will want to use or create some symbols or abbreviations to help you outline quickly. There are some commonly accepted symbols and abbreviations listed for you in the *Student Resource Packet*. You may use these or make up some of your own. Below are a few symbols that we could use today. What do you think each means?



>



w/

Practice key word outlining by following the assignment instructions under Day 1 of the Assignment Schedule.



= down, downfall

>

= greater, huge, a lot



= go, went; led to



= king

w/ = with

**Source Text****The Middle Ages**



The Middle Ages began with the crumbling of the great Western Roman Empire in the fifth century. At that time several tribes of barbarians\* from the North invaded Europe. Much of Roman culture and knowledge was lost. Over time, though, the Roman Catholic Church increased in power. Huge majestic cathedrals were built, and monasteries were established. Kings and nobles also rose to power in different territories. They constructed massive castles and hired knights to protect their land. However, most people were poor peasants who worked from sunup to sundown farming for the few wealthy noblemen. The Middle Ages lasted for one thousand years and ended with a time called the Renaissance.

**\*Note:** Romans called anyone who was not Roman a barbarian. The people north of the Roman Empire were also known as Germanic tribes. Many lived in what is now Germany and Scandinavia. They were very different from the Romans. They had light hair and eyes, and they worshiped different gods. They were warriors who valued bravery above all else.

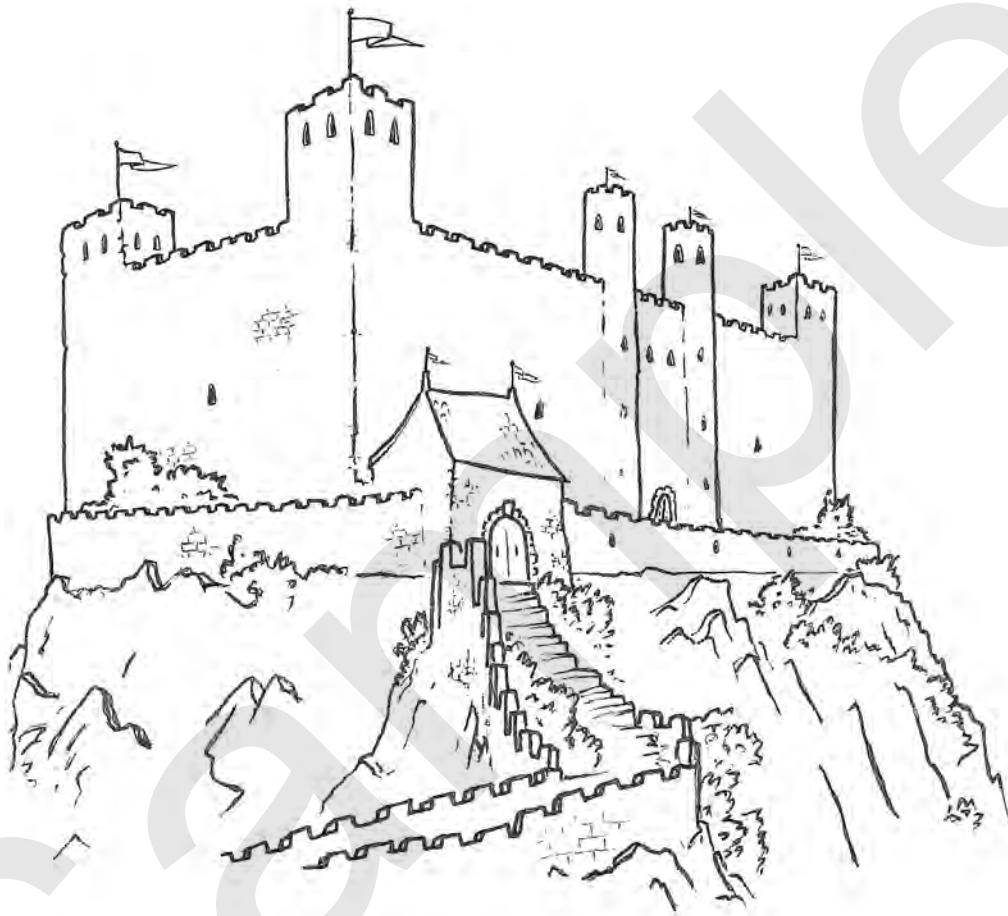
## Sample

Lesson 1: The Middle Ages

## Key Word Outline

- I. M-A, began, w/. ↓, W. Rom, Emp. 5th cent.
1. barbarians, N., → Europe
2. Rom., culture, lost
3. power, Rom. Catholic,  ↑
4. cathedrals, monasteries, built
5. s, nobles, ↑ power, territories
6. castles, hired, knights
7. most, ppl, poor, peasants
8. M-A, 1000 yrs, ended, w/Renaissance

Unit 1: Note Making and Outlines



## Lesson 27: The Renaissance, Part 2

**Structure:** IEW Unit 8: Formal Essay Models (Introduction and Conclusion)

**Style:** no new stylistic techniques

**Writing Topic:** Prominent Person of the Renaissance

**Optional Student Reading Assignment:** With Lessons 25–28 students may read *Crispin: The Cross of Lead* by Avi.

Lesson 27: The Renaissance, Part 2

### UNIT 8: FORMAL ESSAY MODELS

## Lesson 27: The Renaissance, Part 2

### Goals

- to practice the Unit 8 structural model
- to create key word outlines from multiple sources
- to create a fused outline
- to complete a 5-paragraph research essay with a bibliography

### Assignment Schedule

**Note:** Classes that meet weekly should complete Days 1 and 2 in class.

#### Day 1

1. With a teacher read and complete the Review section.
2. From two or three of your sources, create source outlines for Topic C for your Renaissance essay, as you did in Lesson 26 for Topics A and B. Read the Topic C Instructions on page 228 and use the paper you prepared in Lesson 26.
3. Fuse those notes into a fused outline on page 228.

**Note:** Your teacher will decide how much of the above you must do in class and how much to complete at home. You should do enough to understand the main ideas of Topic C so that you can state Topic C in your introduction and conclusion.

#### Day 2

1. With the help of your teacher, create key word outlines and write a conclusion and an introduction for your research essay (page 229).
2. See Lesson 18, pages 157–158, to review how to create a bibliography page.

#### Day 3

1. Complete your 5-paragraph essay about a prominent person of the Renaissance, including a bibliography. Let an editor proofread.

#### Day 4

1. Write or type a final draft of your essay, making the corrections your editor asked you to make. Check off each item on the checklists (pp. 230–231) that you have completed and indicated as instructed.
2. Let an editor proofread again. He or she should check that all elements of structure and style are included and labeled as instructed on the checklists. Paperclip both checklists (pp. 230–231) to your final draft to be turned in.
3. If you are making a Magnum Opus Notebook, revise your knights research essay from Lesson 25. (See Appendix II.)

Do not collect the two body paragraphs from Lesson 26, but check to be sure the topic-clincher rule was followed.

## Unit 8: Formal Essay Models

**Review**

Read the topic and clincher sentences of each of the two body paragraphs you wrote for Lesson 26. Did you remember to highlight or bold two or three key words that are repeated or reflected?

**Structure****Topic C Instructions**

First, on the paper you prepared in Lesson 26, make source outlines from two or three of your sources for Topic C of your essay. Then, choose some of the notes in your outlines to put in the fused outline below. Put them in an order that makes sense. Remember to begin with key words that will help you write a topic sentence.

**Fused Outline C**

Choose facts from the key word outlines you made from all sources for Topic C.

IV. Topic C: \_\_\_\_\_

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

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

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

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

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

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

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

Clincher

Here are sample outlines for an essay about Leonardo da Vinci:

## Sample

Lesson 27: The Renaissance, Part 2

### V. Key Word Outline for Conclusion

Topic A	<u>mostly, self-taught</u>
Topic B	<u>one, best, painters</u>
Topic C	<u>true, scientist</u>
Most significant	<u>Ø, ☺ w/old, strove, perfection</u>
Why?	<u>study, ➔ new, techniques</u>
	<u>changed, art, forever</u>

### I. Key Word Outline for Introduction

Attention getter	<u>he, did, all</u>
Background	<u>Leo, multi-talented, Ren. Man</u>
	<u>rebirth, arts, learning</u>
	<u>brilliant, led, way, 1400s</u>
Topic A	<u>&lt; formal, education, ? mind</u>
Topic B	<u>trained, artist. ➔ &gt; painter</u>
Topic C	<u>+ studied, sciences ➔ &gt; ideas</u>

**Background Help:** The paragraphs on page 218, which give background information about the Renaissance in general, might have facts that you could include in the background section of your introduction.



## Unit 8 Composition Checklist

Formal  
Essay  
Models

## Lessons 26–27 : The Renaissance, Part 1 body paragraphs

Name: \_\_\_\_\_

Institute for  
Excellence in  
Writing  
Learn. Speak. Read. Write. Thrive!**STRUCTURE**

- |   |       |         |
|---|-------|---------|
| <input type="checkbox"/> MLA format (see Appendix I)  | _____ | 1 (pt)  |
| <input type="checkbox"/> topic-clincher sentences repeat or reflect 2–3 key words (highlight or bold) | _____ | 3 (pts) |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline                 | _____ | 2 (pts) |

**STYLE** (one of each in each paragraph)

- |   |               |
|---|---------------|
| <b>12 13 14 Dress-Ups</b> (underline)   | (1 pt each)   |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> -ly adverb               | _____ 3 (pts) |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <i>who/which</i> clause  | _____ 3 (pts) |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> strong verb              | _____ 3 (pts) |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> quality adjective        | _____ 3 (pts) |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <i>www.asia.b</i> clause | _____ 3 (pts) |
| <input type="checkbox"/> banned words: go/went, say/said, good/bad, big/little (-1 for each use)    | _____ (pts)   |

- |  |               |
|--|---------------|
| <b>12 13 14 Sentence Openers</b> (number; one of each as possible)   | (1 pt each)   |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> [1] subject                     | _____ 3 (pts) |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> [2] prepositional               | _____ 3 (pts) |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> [3] -ly adverb                  | _____ 3 (pts) |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> [4] -ing                        | _____ 3 (pts) |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> [5] clausal - <i>www.asia.b</i> | _____ 3 (pts) |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> [6] vss                         | _____ 3 (pts) |

**MECHANICS**

- |   |       |         |
|---|-------|---------|
| <input type="checkbox"/> spelling, grammar, and punctuation | _____ | 6 (pts) |
|---|-------|---------|

**VOCABULARY**

- |  |       |  |
|--|-------|--|
| <input type="checkbox"/> vocabulary words - label (voc) in left margin or after sentence | _____ |  |
|--|-------|--|

Total: \_\_\_\_\_ 45 (pts)

Custom Total: \_\_\_\_\_ (pts)

Teachers are free to adjust a checklist by requiring only the stylistic techniques that have become easy, plus one new one. "EZ+1."

## Unit 8 Composition Checklist

Formal  
Essay  
Models

## Lesson 27 : The Renaissance, Part 2 introduction and conclusion

Name: \_\_\_\_\_

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

- ☐ MLA format (see Appendix I) \_\_\_\_\_ 1 (pt)
- ☐ title centered \_\_\_\_\_ 1 (pt)

**Introduction**

- ☐ attention getter ☐ background ☐ topics stated (highlight or bold) \_\_\_\_\_ 8 (pts)
- ☐ insert body paragraphs \_\_\_\_\_ 3 (pts)

**Conclusion**

- ☐ restate topics (highlight or bold) ☐ most significant/why \_\_\_\_\_ 8 (pts)
- ☐ final sentence repeats 1–3 key words for the title
- ☐ checklist on top, final draft, rough draft, key word outline \_\_\_\_\_ 3 (pts)

**STYLE** (one of each in each paragraph)**¶1 ¶5 Dress-Ups** (underline)

(1 pt each)

- ☐ ☐ -ly adverb \_\_\_\_\_ 2 (pts)
- ☐ ☐ *who/which* clause \_\_\_\_\_ 2 (pts)
- ☐ ☐ strong verb \_\_\_\_\_ 2 (pts)
- ☐ ☐ quality adjective \_\_\_\_\_ 2 (pts)
- ☐ ☐ *www.asia.b* clause \_\_\_\_\_ 2 (pts)
- ☐ banned words: go/went, say/said, good/bad, big/little (-1 for each use) \_\_\_\_\_ (pts)

**¶1 ¶5 Sentence Openers** (number; one of each as possible)

- ☐ ☐ [1] subject \_\_\_\_\_ 2 (pts)
- ☐ ☐ [2] prepositional \_\_\_\_\_ 2 (pts)
- ☐ ☐ [3] -ly adverb \_\_\_\_\_ 2 (pts)
- ☐ ☐ [4] -ing \_\_\_\_\_ 2 (pts)
- ☐ ☐ [5] clausal - *www.asia.b* \_\_\_\_\_ 2 (pts)
- ☐ ☐ [6] vss \_\_\_\_\_ 2 (pts)

**MECHANICS**

- ☐ spelling, grammar, and punctuation \_\_\_\_\_ 4 (pts)

**VOCABULARY**

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

Total: \_\_\_\_\_ 50 (pts)

Custom Total: \_\_\_\_\_ (pts)

Teachers are free to adjust a checklist by requiring only the stylistic techniques that have become easy, plus one new one. "EZ+1."