

Week 3: Caesar and the Pirates



Teacher Preparation

Watch TWSS Clip/Disc 9 & 2 - Total Time 0:19:11

- Structural Unit 3: Retelling Narrative Stories

Literature Suggestion

A Man for All Seasons: A Play in Two Acts by Robert Bolt

Week 3: Caesar and the Pirates

OVERVIEW

UNIT 3: RETELLING NARRATIVE STORIES

Week 3: Caesar and the Pirates

Structure and Style for Students Video 3 **Part 1: 00:00–43:06** **Part 2: 43:07–end**

Goals

- to learn the Unit 3 Retelling Narrative Stories structural model
- to write a 3-paragraph KWO using the Unit 3 Story Sequence Chart
- to write a 3-paragraph story
- to correctly add a dress-up: strong verb
- to ban weak verbs: *say/said, go/went, see/saw*
- to correctly use new vocabulary: *archipelago, Asia Minor, legend, talent*

Suggested Daily Breakdown

DAY 1	<ul style="list-style-type: none"> • Watch Part 1 of Video 3. • Learn about the Story Sequence Chart and copy the chart with the class. • Read and discuss “Caesar and the Pirates.” • Write a KWO with the class. • Test your KWO by retelling it to a partner. Remember to speak in complete sentences. <p><i>Optional: Complete Day 1 in Fix It! Grammar Week 3.</i></p>
DAY 2	<ul style="list-style-type: none"> • Watch Part 2 of Video 3 starting at 43:07. • Write a list of -ly adverbs to use for your story. • Practice ideas for <i>who/which</i> clauses that you can use in your story. • Learn a new dress-up: the strong verb. • Practice replacing the banned verbs <i>say/said, go/went, and see/saw</i> with stronger verbs. • Review how to correctly write a title. • Using your KWO, write the first paragraph of your story about “Caesar and the Pirates.” • Follow the directions on the checklist and check off each item as you complete it. <p><i>Optional: Complete Day 2 in Fix It! Grammar Week 3.</i></p>
DAY 3	<ul style="list-style-type: none"> • Using your KWO, write the second paragraph of your story about “Caesar and the Pirates.” • Follow the directions on the checklist and check off each item as you complete it. <p><i>Optional: Complete Day 3 in Fix It! Grammar Week 3.</i></p>
DAYS 4 AND 5	<ul style="list-style-type: none"> • Write the third paragraph of your story about “Caesar and the Pirates.” • Add dress-ups, including one strong verb in each paragraph. • Create a title following the title rule. • Follow the directions on the checklist and check off each item as you complete it. • Give the Letter to the Editor to your editor and have him or her check your rough draft. • Write your final draft making any changes that your editor suggested. • Staple the checklist, final draft, rough draft, and KWO together. Hand them in. <p><i>Optional: Complete Day 4 in Fix It! Grammar Week 3.</i></p>

Board Notes

Story Sequence Chart

Characters/Setting who - like, personality where when } image/mood	I. Pirates, islands, Greece 1. kidnap, raids, plunder, wealthy 2. Julius C., student, 24 yrs. 3. Rhodes, oratory, best, teacher 4. captured, pirates, ransom
Conflict/Problem What → want/need? → think? → say? → do?	II. Ⓟ20 talents, Ⓒimportant, 50! 1. games, sports 2. forced, poetry, speeches 3. sleep, "Quiet!"; Ⓟamused 4. Ⓒ"crucify, you, all"
Climax/Resolution How solved? (Message) (Epilog)	III. ransom, arrived, Ⓒreleased 1. fleet, Milesian, Ⓜ, return 2. captured, Ⓟcounting, treasure 3. took, Pergamus, → crucified 4. Rhodes, study, 2 yrs.

say/said

inquired
stated
shouted
exclaimed
threatened
boasted
laughed
swore
announced
complained
demanded
insulted
screeched

go/went

sail
travel
race
depart
journey
return
flee
left
arrived
sneak
search

see/saw

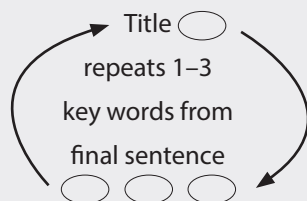
gazed
viewed
glanced
surveyed
noticed
observed
spotted
inspected
examined
beheld
witnessed

Dress-Ups

- ly adverb
 - who/which clause
 - strong verb I _____.
It _____.
- image
feeling

-ly adverbs

brazenly
brutally
violently
passionately
naturally
shockingly
unexpectedly
surprisingly
audaciously
willingly
cruelly
rudely
sternly
seriously
gravely



Letter to the Editor

Writer's Name: _____

Dear Editor,

Congratulations on being selected to edit the rough draft of the writing assignment for the writer listed above. Every good writer has an encouraging editor. This student is enrolled in my writing course using the IEW® Structure and Style® writing program.

Because this is a “school paper,” it is easy to be confused on the role of an editor. In order not to inadvertently discourage students who are just learning how to write well, this program’s editor job has two main distinctions.

First, the editor’s job is to simply correct grammar and spelling mistakes. This course requires students to write quickly—hence the possibility of poor handwriting. Additionally, the course requires students to insert specific stylistic techniques which may, at times, render a sentence more awkward than is desirable. Upon practice, students will become more eloquent in their writing. For our purposes, it is better to undercorrect than overcorrect.

Secondly, an editor should be compensated. You and the student should agree on compensation for your time. Compensation should ideally take approximately the same amount of time as your time editing (usually less than 15 minutes). Some ideas are cleaning, pulling weeds, or my personal favorite—a shoulder massage!

If you choose to accept this task, I encourage you to relax, enjoy reading what this student has written, and simply mark any obvious errors. Then, enjoy your shoulder massage, weeded garden, or cleaned area of the house.

Thank you for your willingness to help young people become better writers.

Warmly,

Writing Teacher

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The Editing Process

Students should be expected to read their rough drafts out loud and fix errors before giving to an editor.

Through the editing process students should receive useful feedback about correct spelling, punctuation, and proper grammar usage.

Structure

Unit 3: Retelling Narrative Stories

- Unit 3 teaches students to extract key ideas from a story and then organize that information into a 3-paragraph summary.
- No longer are key words taken from each sentence; rather, key words are formed by answering questions related to the Story Sequence Chart.
- Each paragraph has a distinct purpose. The first focuses on characters and setting, the second on conflict or problem, and the third on climax and resolution.

UNIT

3

Retelling Narrative Stories

Story Sequence Chart

I. CHARACTERS/SETTING

Who is in the story?
What are they like?
When does it happen?
Where do they live or go?



II. CONFLICT/PROBLEM

What do they need or want?
What do they think?
What do they say and do?



III. CLIMAX/RESOLUTION

How is the need resolved?
What happens after?
What is the message/lesson?
 Title repeats one to three key words from final sentence.



This model chart is not handed out on the video. Instruct students to place it behind the Model Charts and Outlines tab.

yellow

Source Text

Caesar and the Pirates

Adapted from *Caesar and the Pirates* by Charles Morris

along with *The Life of Julius Caesar* by Plutarch

The Mediterranean had long been ravaged by pirate fleets, which made the inlets of Asia Minor and the isles of the archipelago their places of shelter, from whence they dashed out on rapid raids and within which they vanished when attacked. So great became their audacity that they carried off important personages from the coast of Italy, ravaged all unguarded shores, and are said to have captured hundreds of important towns. The merchant fleets of Rome made their journeys under constant danger.

In the year 76 B.C., Julius Caesar, then a young man of twenty-four, was on his way to the island of Rhodes, where he wished to perfect himself in oratory in the famous school of Apollonius Molo, in which Cicero, a few years before, had gained instruction in the art. Cicero had taught Rome the full power of oratory, and Caesar, recognizing the usefulness of the art, naturally sought instruction from Cicero's teacher.

Caesar was traveling as a gentleman of rank, but on his way he was captured and taken prisoner by pirates, who, deeming him a person of great distinction, held him for a ransom of twenty talents of silver. Caesar, however, scoffed at them for not knowing who he was and demanded that they ask for fifty talents. He then dispatched his servants to fetch the sum.

Definitions from Source Text

Asia Minor (n): a peninsula in Western Asia between the Black Sea and the Mediterranean Sea, including most of Turkey

archipelago (n): a group of islands

talent (n): an ancient unit of weight of high value used for currency

Other Defined Word

legend (n): a story from the past that may contain some truth but is mostly embellished

UNIT 3: RETELLING NARRATIVE STORIES

For six weeks Caesar remained in their hands, waiting until his ransom should be paid. He was in no respect downcast by his misfortune but took part freely in the games and pastimes of the pirates. He treated them with such disdain that whenever their noise disturbed his sleep he sent orders for them to keep silence.

He also wrote poems and sundry speeches, which he read aloud to them, and those who did not admire these he would call to their faces illiterate barbarians. The pirates were delighted at this and attributed his boldness of speech to a certain simplicity and boyish mirth. In his familiar conversations with the chiefs, he plainly told them that he would one day crucify them all. They laughed heartily at this pleasantry, assuming it a jest.

Caesar was released at last, the ransom being paid. He lost not a moment in carrying out his threat. Obtaining a fleet of Milesian vessels, he sailed immediately to the island where he had been held captive and descended upon the pirates so suddenly that he took them prisoners while they were engaged in dividing their plunder.

Transporting them to Pergamus, he handed them over to the civil authorities, by whom his promise of crucifying them all was duly carried out. Then he went to Rhodes and spent two years in the study of elocution. He had proved himself an awkward kind of prey for pirates.

Teachers and parents should remember IEW's EZ+1 Rule. The checklist should include only those elements of style that have become easy plus one new element. If students are not yet ready for a basic element on the checklist, simply have them cross it out.

Week 3: Caesar and the Pirates

Unit 3 Composition Checklist

Week 3: Caesar and the Pirates

Retelling
Narrative
Stories

Name: _____



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STRUCTURE

- ☐ name and date in upper left-hand corner _____
- ☐ composition double-spaced _____
- ☐ title centered and repeats 1–3 key words from final sentence _____
- ☐ story follows Story Sequence Chart _____
- ☐ checklist on top, final draft, rough draft, key word outline _____

STYLE

¶1 ¶2 ¶3 Dress-Ups (underline one of each)

- ☐ ☐ ☐ -ly adverb _____
- ☐ ☐ ☐ *who/which* clause _____
- ☐ ☐ ☐ strong verb _____

CHECK FOR BANNED WORDS (-1 pt for each use): say/said, go/went, see/saw _____

MECHANICS

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

Teachers who prefer checklists with point values, see the blue page in the front of this book for the Reproducible Checklist with Points link.

Students should underline nine words in the finished paper: three dress-ups per paragraph.

Organize Your Binder

- Put “Caesar and the Pirates” behind the Source Texts tab.
- Put Unit 3: Retelling Narrative Stories behind the Model Charts and Outlines tab.
- Put your KWO and the Unit 3 Composition Checklist behind the Work in Process tab.
- Put the Banned Words List – Verbs behind the Banned Words tab.
- When you finish your homework, put it in the front pocket of your binder so you can turn it in.

Homework

1. Memorize the Story Sequence Chart.
2. Write three paragraphs using your KWO and the Unit 3 Composition Checklist.
3. Include and mark one strong verb in each paragraph.
4. Do not use the banned verbs *say/said, go/went, see/saw* in your paper.
5. Give the Letter to the Editor to your editor and have him or her check your rough draft.
6. Make necessary corrections.
7. Follow the directions on the checklist.