

# Starting Points

## *Worldview-Based Writing Lessons*



Janet Spitler



INSTITUTE FOR  
**Excellence in Writing**  
An effective method for teaching writing skills

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*For best layout results and ease of use, print double-sided.*

These writing lessons require the use of *Starting Points, Worldview Primer* by David Quine and *Teaching Writing: Structure and Style* by Andrew Pudewa.

We highly recommend that this e-book be printed double-sided.

Purchase *Starting Points, Worldview Primer* at:  
Cornerstone Curriculum  
2006 Flat Creek  
Richardson, Texas 75080  
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[www.CornerstoneCurriculum.com](http://www.CornerstoneCurriculum.com)

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# Contents

An Introduction Part 1	Taking Notes 1
An Introduction Part 2	Valuing a Rough Draft 3
Assignment 1	Is there a God? If so, what is He like? 5
Assignment 2	What is the Origin of the Universe? 13
Assignment 3	What is the Nature of Man? 17
Assignment 4	Responding to Man's Dilemma 21
Assignment 5	What is the Basis of Ethics and Morality? 25
Assignment 6	What is the Cause of Evil and Suffering? 29
Assignment 7	What Happens to Man at Death? 31
Assignment 8	What is the Meaning of History? 33
Assignment 9	Finishing the Essay ~ an Introduction and Conclusion 37
Assignment 10	The World of Narnia 41
Assignment 11	The Land of Oz 45
Assignment 12	<i>It's a Wonderful Life</i> 49
Assignment 13	<i>Frankenstein &amp; Dr. Jekyll and Mr. Hyde</i> 53
Assignment 14	Are Miracles Possible? 57
Assignment 15	Is Christian Experience Valid? 61
Assignment 16	The Shocking Alternative (Liar, Lunatic, or Lord) 65
Assignment 17	Word Pictures from C.S. Lewis 69
Assignment 18	Separation of Church & State 73
Assignment 19	Stating Your Opinion on Separation of Church & State 81
Assignment 20	Final Test 83
Appendix	Grammar Rules 85

# SCOPE AND

<b>SP</b>	<b>Assignment</b>	<b>TWSS Structure</b>	<b>TWSS Style</b>
SP pp. N/A	An Introduction Part 1 Taking Notes	Unit I: Key Word Outline	N/A
SP pp. N/A	An Introduction Part 2 Valuing a Rough Draft	Unit II: Writing from Notes	N/A
Assignment 1 SP pp. 23–28	Is there a God—What is He Like?	Unit IV: Summarizing from One Source	Banned Words
Assignment 2 SP pp. 29–30	Origin of the Universe	Unit IV: Summarizing from One Source	“ly” dress-up & (3) “ly” opener
Assignment 3 SP pp. 31–36	Nature of Man	Unit IV: Summarizing from One Source	Strong verb
Assignment 4 SP pp. 37–56	Responding to Man’s Dilemma	Unit VII: Creative Writing w/Structure	Quality adjective
Assignment 5 SP pp. 57–58	Basis of Ethics & Morality	Unit IV: Summarizing from One Source	(2) Prepositional Opener
Assignment 6 SP pp. 59–60	Cause of Evil & Suffering	Unit IV: Summarizing from One Source	(6) Very Short Sentence
Assignment 7 SP pp. 61–62	What Happens at Death?	Unit IV: Summarizing from One Source	www.asia.b clause & (5) clausal, opener
Assignment 8 SP pp. 63–70	Meaning of History	Unit IV: Summarizing from One Source	who/which clause
Assignment 9 SP pp. 71–89	Finishing the Essay with an Intro & a Conclusion	Unit VIII: Formal Essay	Question
Assignment 10 SP pp. 106–166	The World of Narnia	Unit VIII: Formal Essay	Title
Assignment 11 SP pp. 167–180	The Land of Oz	Unit IX: Critique	(4) ing, opener
Assignment 12 SP pp. 181–192	<i>It’s a Wonderful Life</i>	Unit VIII: Formal Essay OR Unit IX: Critique	Alliteration
Assignment 13 SP pp. 193–248	<i>Frankenstein &amp; Dr. Jekyll and Mr. Hyde</i>	Unit VIII: Formal Essay	Dual adjectives, adverbs, or verbs
Assignment 14 SP pp. 267–268	Are Miracles Possible?	Unit VII: Creative Writing	Teeter-totters
Assignment 15 SP pp. 275–276	Is Christian Experience Valid?	Unit VII: Creative Writing	Triple Extensions
Assignment 16 SP pp. 291–292	The Shocking Alternative (Liar, Lunatic, or Lord)	Unit III: Summarizing Narrative Stories	3 Short Staccato Sentences
Assignment 17 SP pp. 339–340	Word Pictures from C.S. Lewis	Unit V: Writing from Pictures	Simile/Metaphor
Assignment 18 SP pp. 461–463	Separation of Church & State	Unit VI: Summarizing from Multiple Sources	N/A
Assignment 19 SP pp. 461–463	Stating Your Opinion On Church & State	Unit VIII: Formal Essay (conclusion paragraph only)	N/A
Assignment 20 SP pp. 421–465	Final Test	Unit VIII: Formal Essay (outline and speech only)	Dramatic opening & closing



# SEQUENCE

Writing Task	Content Objectives	Source Text
2 paragraphs key word outline/speech	To understand the concept of a key word outline	Paragraphs from Student page of this book
2 written paragraphs	To understand how to write from a key word outline	Paragraphs from Parent page of this book
1 <sup>st</sup> body paragraph of Biblical worldview essay	To explain the nature of God	<i>Bible</i> <i>Answers for Difficult Days</i>
2 <sup>nd</sup> body paragraph of Biblical worldview essay	To explain the nature of the universe	<i>Bible</i> <i>Answers for Difficult Days</i>
3 <sup>rd</sup> body paragraph of Biblical worldview essay	To explain the nature of man	<i>Bible</i> <i>Answers for Difficult Days</i>
2 written paragraphs	To respond to man's dilemma of unrighteousness	<i>Bible</i> <i>Answers for Difficult Days</i>
4 <sup>th</sup> body paragraph of Biblical worldview essay	To explain the basis of right and wrong	<i>Bible</i> <i>Answers for Difficult Days</i>
5 <sup>th</sup> body paragraph of Biblical worldview essay	To explain the cause of evil and suffering	<i>Bible</i> <i>Answers for Difficult Days</i>
6 <sup>th</sup> body paragraph of Biblical worldview essay	To explain what happens to man at death	<i>Bible</i> <i>Answers for Difficult Days</i>
7 <sup>th</sup> body paragraph of Biblical worldview essay	To explain the meaning/purpose of history	<i>Bible</i> <i>Answers for Difficult Days</i>
1 introduction paragraph 1 conclusion paragraph	To complete the Biblical worldview essay	N/A
6-paragraph argumentative essay	To express Lewis' answers to worldview questions, then compare them to Scripture	<i>The Magician's Nephew</i> <i>The Lion, the Witch, &amp; the Wardrobe</i> <i>The Horse and His Boy</i>
5-paragraph critique	To express Baum's answers to worldview questions, then compare them to Scripture	<i>The Wizard of Oz (movie)</i>
5-paragraph essay OR 5-paragraph critique	To express Capra's answers to worldview questions, then compare them to Scripture	<i>It's a Wonderful Life (movie)</i>
5-paragraph comparison/contrast essay	To compare Shelley's answer to the nature of man with Stevenson's and compare both to Scripture	<i>Frankenstein</i> <i>Dr. Jekyll and Mr. Hyde</i> <i>The Deadliest Monster</i>
Conversation to create a Structure of Dialogue	To think through defending a position in everyday conversation	<i>Know Why You Believe</i>
5-paragraph essay	To express your own testimony	<i>Know Why You Believe</i>
2 narrative key word outlines & 1 speech	To track the same idea in Lewis' works & create a story expressing that idea	<i>Mere Christianity</i>
3-paragraph description	To describe an event and evaluate if you write from a Biblical worldview	<i>Mere Christianity</i>
1 <sup>st</sup> paragraph of 2-paragraph essay	To explain three views of Separation of Church & State	<i>Never Before in History</i> "Practically, No Resemblance" "On the Road to Eternal Beatitude"
Conclusion paragraph of essay	To state your opinion on Separation of Church & State	<i>Never Before in History</i> "Practically, No Resemblance" "On the Road to Eternal Beatitude"
5 expository key word outlines & 1 persuasive speech	To choose 1 outline from the 5, take a position on it, and express it persuasively	<i>Never Before in History</i> "Practically, No Resemblance" "On the Road to Eternal Beatitude"

# To the Parent and/or Teacher...

These writing lessons require the use of *Starting Points, Worldview Primer (SP)* by David Quine and *Teaching Writing: Structure and Style (TWSS)* by Andrew Pudewa. They incorporate TWSS strategies to complete the assignments in SP.

TWSS and SP contain a critically important concept in common—asking questions in the process of learning. Through asking a series of questions, TWSS trains students to understand the process of writing. SP trains students to discern their own beliefs and the beliefs of others through asking questions. By asking questions of Scripture, both courses train students to express a Biblical worldview in verbal and written forms.

Your students will be able to:

- connect TWSS strategies with a given assignment
- use the writing assignment as a way to understand the material at a deeper level
- interact with a book by examining how an author expresses an idea
- communicate an idea by playing with how it is presented
- trace an idea through Scripture, other literary works, and history

As your student begins these lessons, please remember the difficulty of formally expressing a worldview for the first time. This struggle exists regardless of the age of the person. And if that isn't enough, your student will describe God in a paragraph as well as answer other worldview questions that scholars have tackled by writing whole books! Because of this, it would be fair to decide that it is too much. Nevertheless, the reward is compelling—joining the conversation of the ages. To begin, consider the fact that an *essay* originally meant *a try*. Therefore, just try; then refine. The first essay is a working start to be refined with a lifetime of study.

While grammar and vocabulary are embedded in these lessons, direct instruction in them is not included. For grammar, a list of basic rules is printed in the Appendix. This list is an excerpt of *FIX-IT!*, a grammar program by Pamela White, published and sold by Institute for Excellence in Writing. Use this if your student needs more practice learning grammar concepts and/or editing his/her own work. To stretch the student's vocabulary, a place to keep track of unfamiliar words is located on page 478 of the SP syllabus.

The style techniques can be introduced more quickly or more slowly than the lessons recommend. As with any set of lessons, the teacher should teach the student not the curriculum. You are in control. Do not go too fast to overwhelm or frustrate the student, nor too slow to bore them or miss an opportunity.

The simplest way to grade your students' work is to divide the number of requirements on the checklist into 100. The answer is how many points to take off for each missed concept. Only grade for what is on the checklist. If a particular rule or concept develops into a repeated problem, use the mistakes as the content for a lesson and add it to the checklist.

# To the Student...

The idea that thinking and acting are not connected or that people do not think is unbiblical. Because man was made in the image of God, we are reasoning entities. Due to the fall, we will analyze events defectively and insufficiently. However, we still think. Regrettably many people no longer recognize the connection and importance between ideas and behavior. To study worldviews is to ponder that connection.

Through informative and imaginative assignments, these lessons will guide you in putting down on paper your understanding of what the Bible has to say about seven particular questions. They will also help you to begin analyzing books, movies, and historical documents in order to understand and document the worldviews of others. In a few of the lessons you will have the opportunity to share your own experiences and stories. You will even have the option to design a world according to you if you so desire! Exploring informative and imaginative writing, you will learn what kind you enjoy reading and what kind you enjoy producing.

Before you begin, you should understand a few continually used terms:

- Key words—the 3–4 words in a sentence that help you remember the idea expressed in the whole sentence
- Dress-up—a word, phrase, or clause added somewhere in the middle or end of a sentence to clarify and characterize your writing
- Decoration—a stylistic technique that adds color and depth to your writing
- Sentence opener—a word, phrase, or clause added to the beginning of a sentence to add variety and complexity to your sentence structures
- Topic sentence—the first sentence in the paragraph that tells your reader what all the other sentences in the paragraph have in common
- Clincher sentence—the last sentence in the paragraph that repeats or reflects two or more key words of the topic sentence
- The difference between a word, phrase, clause: One word functions as a part of speech. A phrase, which contains a group of words, functions as one part of speech. A (dependent) clause, which contains a group of words including a subject and a verb, functions as one part of speech.

With every assignment, follow a particular routine:

1. Before reading a book, watching a movie, or researching a document, read the whole writing assignment and the questions in the *SP* syllabus so that you can highlight and annotate the text.
2. Before beginning a writing lesson, complete the pages given on the *SP* book icon and watch the section of the *TWSS* stated on the disc icon. Both are located at the beginning of each lesson in the right-hand column.
3. After completing paper, underline your dress-ups, identify your sentence openers with numerals, draw a dotted line under the decoration, and highlight the key words in the topic and clincher sentences. When turning in your assignment, stack it in this order: 1) outline on the bottom, 2) next rough draft, 3) then checklist, and 4) final copy on top. Follow this procedure until it becomes second nature.

## ASSIGNMENT 10

# The World of Narnia

### WRITING TASK

You will write a 6-paragraph argumentative paper.

### SOURCE TEXT

*The Magician's Nephew*

*The Lion, the Witch, and the Wardrobe*

*The Horse and His Boy*

### PROCEDURE

STEP 1. This assignment is a 6-paragraph argumentative essay. The topics for the body paragraphs are chosen for you, and your thesis statement is limited to proving that Lewis wrote from a Biblical worldview, or that he did not write from a Biblical worldview. Because these elements of the essay are already decided for you, constructing it will be less overwhelming. The order of action will be:

1. Create an outline.
2. Write the 4 body paragraphs.
3. Write the conclusion.
4. Write the introduction.

#### I. Introduction

1. Attention getter
2. Background information
3. Thesis statement

#### II. Topic 1

#### III. Topic 2

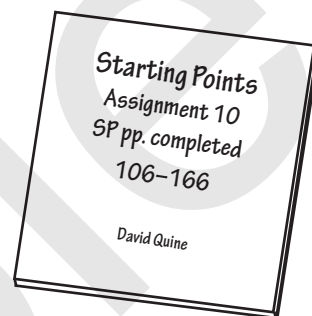
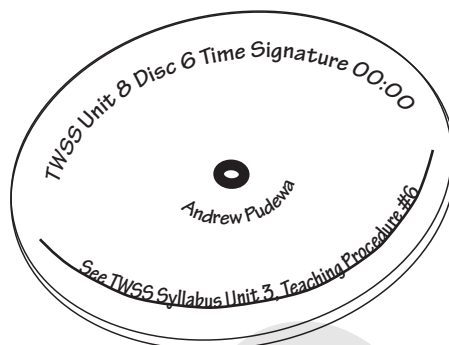
#### IV. Topic 3

#### V. Topic 4

#### VI. Conclusion

1. Repeat or reflect thesis statement
2. Most significant and why
3. Do not use first person

STEP 2. Write the body paragraphs.



### OBJECTIVES

To express Lewis' answers to worldview questions, then compare them to Scripture

To learn the particular elements of the introduction and conclusion paragraphs

To practice forming an opinion

To add a title



#### Topic 1

- Is there a god in Narnia? If so, what is he like?
- Is he personal?
- Is he powerful?

#### Topic 2

- Is the world chaotic or orderly?
- Is everyone subject to the same rules?
- Is anyone able to change the rules?
- Can anyone override the rules?

#### Topic 3

- Is evil in the world?
- If so, how did it get there—is it due to design or to an event?
- Does it have a beginning and an end?
- Is it more powerful than anything or anyone?
- Is there anything or anyone more powerful than it?

#### Topic 4

- Does the god of Narnia involve himself in the affairs of men?
- Do the actions or non-actions of men make a difference in the outcome of the story?
- Are the events leading anywhere?

Write the conclusion.

Restate thesis statement

Most significant and why—Remember to “prove” why each topic is the most significant before making your final decision of which topic supports your position the best.

The character of the god of Narnia proves most convincingly that Lewis is writing from a Biblical worldview because...

The nature of the Narnian universe proves most convincingly that Lewis is writing from a Biblical worldview because...

The cause of evil and suffering proves most convincingly that Lewis is writing from a Biblical worldview because...

The meaning of history proves most convincingly that Lewis is writing from a Biblical worldview because...

All four questions together prove most convincingly that Lewis is writing from a Biblical worldview because...

Write the introduction.

1. Attention getter—Use a quote from Lewis or from a famous person who was shaped by *The Chronicles of Narnia* or ask a question.
2. Background information—Place C.S. Lewis or the dates when the books were published in time and place.
3. Thesis statement—For an argumentative essay, the thesis statement contains the position you will take.

While many teachers will require only your position in your thesis statement, the best statement will include the topics of your paragraphs. The topics reveal how you will prove your point, and the *how* of proving a position can and should entice a reader to continue reading.

By examining the god of Narnia, the Narnian universe, the cause of evil or suffering, and the events which take place there, one can prove that Lewis reflects a Biblical worldview in the world of Narnia.

STEP 3. The directions for creating an attractive title are usually abstract and obscure: "Create a title that is interesting." "Create a title that encapsulates the whole." As you can see in the TWSS syllabus, however, Andrew Pudewa instructs you specifically on how to create a title. Based on the concept of pulling your title from the last sentence of your paper, you will be forced to write your title last. According to the contents of your conclusion, your last sentence will probably contain in part or whole the *why* of your thinking. This unfolds the chance for you to offer the reader that feeling of completion. Again, by playing with different possibilities, you have the opportunity to write an intriguing title.

If one of the five examples from above were my last sentence, my title might be (remember that some of the title might come from the unfinished part of the sentence):

Character: The Revealing Mirror  
Similar Universe; Same God  
Victory over Sin in Two Worlds  
Actions Matter Here and There  
Narnia—Overwhelming Evidence

STEP 4. Using the checklist, write the final copy. Remember the order your papers should be stacked: final copy on top, checklist, rough drafts, and key word outline on bottom.

#### CHECKLIST

- ☐ Name and date
- ☐ Paragraph double spaced
- ☐ Dress-ups underlined /sentence openers marked
- ☐ No banned words used/no more than two of the same sentence openers in a row
- ☐ 6 Grammar checks
- ☐ Attention getter, background info, and thesis statement included in introduction
- ☐ Topic/clinchers sentences (key words of both are highlighted)
- ☐ Strong verb in each body paragraph
- ☐ "Iy" word in each body paragraph
- ☐ (3) "Iy" sentence opener in each body paragraph as possible
- ☐ (2) prepositional opener in each body paragraph as possible
- ☐ (6) VSS in each body paragraph as possible
- ☐ www.asia.b in each body paragraph
- ☐ (5) clausal, in each body paragraph as possible
- ☐ who/which clause in each body paragraph
- ☐ Restate/reflect thesis statement, most significant, why, and no personal pronouns
- ☐ One decoration (question)
- ☐ Title is taken from last sentence and italicized