

U.S. 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.

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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 American 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: Adding Literature**
This appendix suggests various American novels to be read or listened to. It 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 VI: 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. Twenty 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
Unit 1 1	Native Americans Meet Christopher Columbus introduction to structure	introduction to style	reverently presume transfixed, hostile	<i>Squanto, Friend of the Pilgrims</i> by Clyde Robert Bulla
Unit 2 2	Spanish Explorers Arrive in America	-ly adverb	zealously futilely prosperity, quest	
3	Englishmen Arrive in America		audaciously inevitably endeavor, eerily	Elementary: <i>A Lion to Guard Us</i> by Clyde Robert Bulla Junior and Senior High: <i>Night Journeys</i> by Avi
4	The <i>Mayflower</i> Mishap title rule	<i>who/which</i> clause	perilously imprudently subside vehemently	
Unit 3 5	Ambush in the Wilderness		animosity, adroitly onrush, warily	
6	The Boston Massacre	strong verb banned words: <i>go/went, say/said</i>	confront, provoke obstinately indignantly	
7	The Boston Tea Party	<i>because</i> clause	squander, waver cunningly, venture	Elementary: <i>Ben and Me</i> by Robert Lawson Junior and Senior High: <i>Give Me Liberty</i> by L.M. Elliot
8	The Shot Heard Round the World		persevere, compel destined, appalled	
Unit 4 9	Benjamin Franklin topic-clincher sentences		draft, diligently acknowledge resolve	
10	George Washington Bonus: Quality Adjective Poem	quality adjective banned words: <i>good, bad</i>	exemplary esteemed prominent conceive	Girls: <i>Tolliver's Secret</i> by Esther Wood Brady Boys: <i>Guns for General Washington</i> by Seymour Reit
11	Thomas Jefferson	<i>www.asia</i> clause	stirring, affirm tyrant, adept	
12	The Louisiana Purchase	#2 prepositional opener banned words: <i>pretty, big, small</i>	grueling stupendous extensive formidable	<i>By the Great Horn Spoon!</i> by Sid Fleischman
Unit 5 13	The Westward Movement		laden, fathom incessant trepidation	
14	The Underground Railroad	#3 -ly adverb opener	deplorable, loom imperative, distraught	

Lesson	Subject and Structure	Style (First Introduced)	Vocabulary Words	Literature Suggestions
15	The Civil War		diminish awestruck, solemn encounter	Elementary: <i>Mr. Lincoln's Drummer</i> by G. Clifton Wisler
Unit 6 16	Oklahoma Land Rush of 1889 source and fused outlines			Junior and Senior High: <i>Behind Rebel Lines</i> by Seymour Reit
17	Transportation Milestones, Part 1	#6 vss opener		
18	Transportation Milestones, Part 2 bibliography		milestone, thrive innovative profound	
19	The Sinking of the <i>Lusitania</i>			<i>Hattie Big Sky</i> by Kirby Larson
Unit 7 20	Hopes and Dreams, Part 1 body paragraphs		espouse, adverse aspire, lofty	
21	Hopes and Dreams, Part 2 introduction and conclusion	#5 clausal opener <i>www.asia.b</i> clause	enthrall, persistent emblem, elated	
22	The Preamble to the Constitution, Part 1			
23	The Preamble to the Constitution, Part 2			<i>Journey to Topaz</i> by Yoshiko Uchida
24	The American Flag	#1 subject opener #4 -ing opener		
Unit 8 25	Transportation Milestones, Part 3		achievement flourish transformation efficient	
26	A Prominent American, Part 1			
27	A Prominent American, Part 2			<i>Cheaper by the Dozen</i> by Frank B. Gilbreth Jr. and Ernestine Gilbreth Carey
Unit 9 28	Davy Crockett, Part 1		narrative intrigue recount triumph	
29	Davy Crockett, Part 2			
30	John Henry character analysis			
Bonus	Vocabulary Story			

UNIT 1: NOTE MAKING AND OUTLINES

Lesson 1: Native Americans Meet Christopher Columbus**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: *reverently*, *presume*, *transfixed*, *hostile*

Assignment Schedule**Day 1**

1. Read Introduction to Structure and Style and New Structure—Note Making and Outlines.
2. Read “Native Americans Meet Christopher Columbus.” 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. Discuss the words and their definitions and 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 and begin reading *Squanto, Friend of the Pilgrims* by Clyde Robert Bulla for Lessons 1–2.

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 hit the ball!

The determined little leaguer firmly smacked the spinning baseball with all his might.

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 ball game with your friend and the little leaguer was your brother? Which of the above sentences would you be more likely to exclaim? He hit 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?



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

Native Americans Meet Christopher Columbus

In the fifteenth century the people living in the Americas were very different from the people living in Europe. Most of the Native Americans lived very simple lives in small villages. They greatly respected nature and worshiped elements of nature like the sun and the moon. They also did not believe men should own land, so everyone in a tribe shared all the land they lived on. They did not build large cities with shops and roads. Even their boats were just simple, small canoes. Then, in 1492, Native Americans of San Salvador watched in amazement as massive ships from across the ocean neared their shore. Soon light-skinned men in strange clothes stepped onto the land, led by a man named Christopher Columbus. Would they be friendly?



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

Look at the vocabulary words for Lesson 1. Fill in the blanks with a word that makes sense.

1. Native Americans treated the land and nature _____
2. The Native Americans stood _____ and watched as strange boats approached.
3. The Native Americans hoped the visitors would not be _____

Sample

UNIT 2: WRITING FROM NOTES

Lesson 4: The *Mayflower* Mishap**Goals**

- to practice the Units 1 and 2 structural models
- to create a 2-paragraph KWO
- to write a 2-paragraph summary about the *Mayflower*
- to correctly add a new dress-up: *who/which* clause
- to correctly create a title
- to correctly use new vocabulary words: *perilously, imprudently, subside, vehemently*

Assignment Schedule**Day 1**

1. Read “The *Mayflower* Mishap.” 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. Discuss the words and their definitions and 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. Italicize *Mayflower*. (Underline if you are handwriting.)
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 Spanish Explorers summary from Lesson 2. (See Appendix II.)

Literature Suggestion

Continue reading *A Lion to Guard Us* by Clyde Robert Bulla or *Night Journeys* by Avi.

Source Text

The *Mayflower* Mishap

In 1620 Goodman John Howland boarded an old, creaky merchant ship called the *Mayflower* with a group of Englishmen seeking religious freedom. They ventured across the vast Atlantic Ocean toward America. During the trip there was a terrible storm. Lightning flashed, thunder crashed, wind roared, and massive waves violently rocked the boat. The passengers stayed below in the gun deck, hoping the ship would not sink. It was crowded, and they were wet, cold, and scared.

Goodman Howland did not like being cooped up, so he climbed to the upper deck. Without warning the ship rolled, and he fell into the ocean. As he fell, he grabbed a hanging rope. As he dangled over the ocean, he screamed frantically for help. Luckily, the sailors had seen what had happened. They were able to grab him with a boat hook. He was relieved and grateful to be back on the boat. However, Goodman Howland knew that this journey to the New World would be a long and difficult one.

**Mechanics**

Mayflower is italicized. Names of ships, aircraft, and spacecraft are italicized. If a report is handwritten, the names of these vessels are underlined.

Key Word Outline

Each Roman numeral represents one paragraph.

I. _____

1. _____

2. _____

3. _____

4. _____

5. _____

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 “Spanish Explorers Arrive in America” (Lesson 2 source text) says, “This settlement began as a small fort but grew into a city that still exists today.” An intriguing title might be “The Fort That Became a City.”

The last sentence from “Englishmen Arrive in America” (Lesson 3 source text) states, “The settlers experienced many hardships, but over time Jamestown became a prosperous city.” An intriguing title might be “A Prosperous City.”

“ 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.

However, **Goodman Howland** knew that this **journey** to the **New World** would be a **long** and **difficult** one.

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 sailors, who heard John's screams, grabbed a boat hook.

The waves, which leapt from the sea, tossed the ship.

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 sailors, who heard John's screams, grabbed a boat hook.

The waves, which leapt from the sea, tossed the ship.

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 sailors, who heard John's screams, *grabbed a boat hook.* (sentence)

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

The sailors, who heard John's screams (fragment)

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

John, who climbed up the deck, fell into the ocean. (nonessential, commas)

Passengers who sought religious freedom trusted God. (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 Englishmen, who _____
_____ hoped the ship was safe.

2. The thunder, which _____
_____ shook the tiny ship.



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*.

Style Practice

Who/Which Clause Dress-Up

Add a *who/which* clause to each sentence. Place a comma at the end of each nonessential *who/which* clause unless it is at the end of a sentence. Underline the word *who* or *which*.

1. A massive wave, which _____
_____ swept Goodman Howland from the deck.

2. The sailors rescued Goodman Howland, who _____

-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 hostile waves beat _____ upon the helpless ship.
-ly adverbs _____

2. Goodman Howland _____ climbed to the upper deck.
-ly adverbs _____

Vocabulary Practice

Look at the vocabulary words for Lesson 4. Fill in the blanks with a word that makes sense.

1. The passengers hoped that the storm would _____
2. Goodman Howland dangled _____ over the sea.

Look at the vocabulary chart on page 322. Try to use words from Lessons 1–4 in sentences or phrases that could be in your summary about the *Mayflower*. Write at least two ideas below.



Unit 2 Composition Checklist

Lesson 4: The *Mayflower* Mishap

Writing
from
Notes

Name: _____



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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