

# Lesson 1: America Before She Got Her Name

## Notemaking and Key Word Outlines

**Day 1:** Read through the information on pages 5-8, “Notemaking and Outlines” in IEW’s Teaching Writing Structure and Style. Write a key word outline on “America Before She Got Her Name” found on page 4.

**Teaching Point:** This lesson describes how to use a key word outline. When outlining a paragraph, you will choose three words out of each sentence to help you remember the ideas presented. When you have outlined the whole paragraph this way, you will put away the original paragraph, rewriting the ideas in your own words. Doing this will help you avoid the trap of mimicking the author’s word choices, sentence structure or writing style too closely, which is called plagiarism. Read the paragraph on page 4, “America Before She Got Her Name.” Choose and underline three words that will make it easiest for you to remember the idea of the sentence. For example, read the first sentence out loud: “As we begin our study of the discovery of the ‘new land,’ it is interesting to find out that the land was not new at all.” Underline three words. For example: Three words I might choose are discovery, land, and new. I chose discovery because it helps me to remember that the sentence is about the explorers discovering a new world. I chose land because it helps me to remember what the explorers discovered. I chose new because it helps me remember that the new world was not really new at all. Go through each sentence choosing three words per sentence.

**Tips for Beginning Students:** Use only the first paragraph of the selection. Explain how to do a key word outline as above. If the child is not reading yet, read the paragraph to him, letting him choose words sentence by sentence. Do not criticize the words he chooses. He will learn which words are best as he tries to remember the basic meaning of the sentence from these key words. Write down the key words on the beginner’s key word outline included in this lesson.

**Tips for Advanced Students:** Explain how to do a key word outline as above. Allow your child to write down the key words, from both paragraphs, on the advanced key word outline sheet following the paragraph. Do not criticize the words he chooses. He will learn which words are best as he tries to remember the basic meaning of the sentence from these key words. If this is the first time your child has used a key word outline, take some time to work on this together.

**Day 2:** Read through the information on pages 9-11, “Summarizing from Notes” in IEW’s Teaching Writing Structure and Style. Review the key word outline you wrote on Day 1. Either verbally retell the story from the outline or write it out.

**Tips for Beginning Students:** Verbally retell the paragraph from the key word out-

line. As you tell your story, have someone write it on a copy of the history summary sheet found in the appendix.

**Tips for Advanced Students:** Before you begin writing the summary, review the “Reminder Signs” in the Writing Tools Box to the right. Leave a space between your sentences so you have room to make changes to the words in your summary. If you are typing, set the paragraph to “double space.” Remember to indent the first word of each paragraph. Also pay attention to good punctuation.

**Day 3: Dressing up your summary.**

**Teaching Point:** Make a copy of “The Banned Word List” chart found in the appendix. Banned words are words that you should try to avoid when writing. The list provides alternative words that will make your writing more exciting. Take time to look over the paragraph searching for banned words. Cross out the “banned words” and place alternative words, provided on the “Banned Word List” chart, in the space above the word. Continue to do this until you have gone through the whole paragraph.

**Tips for Beginning Students:** If you are comfortable writing the key word outline and the summary, then begin using the “Banned Word List.” If you are struggling with the key word outline and retelling the story, wait until to use the “Banned Word List.”

**Tips for Advanced Students:** Try to avoid the banned words and pick alternative words that fit in the sentence. If you have used IEW before, also add in the other dress-ups you know. Then write the final summary on the history summary sheet.


 **Writing Tools** 

Reminder Signs

<b>Outline</b>	<b>3 Words Max</b>
<b>I.</b>	<b>Double Space!</b> <b>Double Space!</b>
<b>1.</b>	<b>→ Indentation</b>
<b>2.</b>	
<b>3.</b>	<b>CAPITALS and . ? , !</b>
<b>II.</b>	
<b>1.</b>	
<b>2.</b>	
<b>3.</b>	

The Banned Word List

<del>Say</del>	<del>Like</del>	<del>go</del>
<del>Said</del>	enjoy	nish
enjoy	savor	journey
enrich	crave	tour
excite	taste	tek
excite	luxuriate	advance
assist	relish	depart
erud out	back	file
scrunch	treasure	abscond
stammer		
steward	<del>nice</del>	<del>pretty</del>
yelled	agreeable	beautiful
	delectable	magnificent
<del>get</del>	refined	aluring
obtain	fitting	gorgeous
acquire	gentle	comely
captivate	dainty	handsome
sollicit	pleasant	
size	peaceful	
grab	enjoyable	<del>big</del>
confiscate	lowly	capacious
purchase		immense
	<del>eat</del>	gargantuan
observe	devour	enormous
inspect	ingest	
notice	consume	
view	able	
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 **Summary**

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## America Before She Got Her Name

As we begin our study of the discovery of the “new land,” it is interesting to find out that the land was not new at all. The Americas were inhabited by a variety of different people groups for many centuries. Thriving in Central America, the Mayan and Aztec people grew into large empires during the Middle Ages. During the same time period the Incas established a complex civilization on the western coast of South America. In the northern and western parts of North America different nomadic tribes lived in wigwams. Notably, Eastern Indian tribes were more settled living in long houses. They lived by raising crops, hunting, and fishing. The land, inhabited for ages by a variety of people groups, was only “new” to Europeans.

This beautiful land, varied in landscape and vast in size, has sandy beaches, lofty mountains, arid deserts, and tropical rain forests. If you look at a map, you can see the land divided into two continents with a bridge of land linking them. Predictably, the continent to the North is called North America, and the continent to the South is called South America. Linking the two continents, a long narrow strip of land called Central America, is bordered by both the Atlantic and the Pacific Oceans. The varied landscape of this beautiful land was enjoyed for centuries by its many inhabitants.

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Use with students grades 1-3



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III. \_\_\_\_\_

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Use with students grades 4-6



# Lesson 2: Prince Henry the Navigator

## “ly” Words

**Day 1:** Read through the information on pages 17-19, “Stylistic Techniques” in IEW’s Teaching Writing Structure and Style. Write a key word outline on “Prince Henry the Navigator” found on page 8.

**Teaching Point:** Write a key word outline using the paragraph “Prince Henry the Navigator” found on page 8. Use the “Reminder Signs” in the Writing Tools Box to the right for directions on how to write a key word outline. Go through each sentence in the paragraph choosing only three words. When finished, retell the sentences using your key words. If you have difficulty remembering the meaning of the original sentences, go back and choose better words to use in your outline.

**Tips for Beginning Students:** Use only the first paragraph of the selection. Write down the key words on the “Beginner’s Key Word Outline.” Orally retell the paragraph from the key word outline.

**Tips for Advanced Students:** Choose key words from the sentences in both paragraphs and write them on the “Advanced Key Word Outline” sheet.

**Day 2:** Review the key word outline written on Day 1. Either verbally retell the story from the outline or write it out.

**Tips for Beginning Students:** Orally retell the paragraph from the key word outline. As you tell your story have someone write it on a scrap piece of paper.

**Tips for Advanced Students:** Before writing the summary, review the “Reminder Signs” in the Writing Tools Box to the right. Leave a space between the sentences so you have room to make changes to the words in your summary. If you are typing, set the paragraph to “double space.” Remember to indent the first word of each paragraph. Also pay attention to punctuation.

**Day 3:** Dressing up the summary with Strong Adverbs (“ly” words).

**Teaching Point:** Copy the “Adverb” chart found in the appendix. Adding an adverb to a sentence clarifies the meaning of the sentence. Adding a strong adverb to a sentence makes the sentence come alive. Look at the variety of words found on the adverb chart. Read the following sentence in the selection “Prince Henry the Navigator”: “He established a school of navigation in Portugal’s capital city.” Try to find a place in the sentence where an “ly” adverb can be added. First find the verb in the sentence and think about a word that could describe the verb. The verb in this sentence is “established.” The “ly” word “eventually” could be added to describe when he established the school in Portugal. Notice the red word “eventually” added to the sentence. “He eventually, established

a school of navigation in Portugal's capital city." Take time to look through your sentences adding strong adverbs whenever possible.

**Tips for Beginning Students:** Continue using the "Banned Word List." If this is easy, start adding strong adverbs to your paragraph. If you are struggling with the key word outline and retelling the story, wait to add "ly" words until later. Either retell or rewrite the summary with the added dress-ups on the "History Summary Sheet."

**Tips for Advanced Students:** Continue using the "Banned Word List." Start adding strong adverbs to your paragraphs. If you have used IEW before, add in the other dress-ups you know. Rewrite the summary with the added dress-ups on the "History Summary Sheet."

## Writing Tools

Reminder Signs

<b>Outline</b> <b>I.</b> 1. 2. 3. <b>II.</b> 1. 2. 3.	<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;"> <b>3 Words Max</b> </div>  <div style="border: 1px solid black; display: inline-block; padding: 2px 10px;"> <b>Double Space! Double Space!</b> </div>  <div style="border: 1px solid black; display: inline-block; padding: 2px 10px;"> <b>➔ Indentation</b> </div>  <div style="border: 1px solid black; display: inline-block; padding: 2px 10px;"> <b>CAPITALS and . ? , !</b> </div>
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**The Banned Word List**

<div style="border: 1px solid black; display: inline-block; padding: 2px 5px; margin-bottom: 5px;"><del>Say</del></div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px; margin-bottom: 5px;"><del>Said</del></div> intense exclaim assert cried out screech screamed shouted yelled  <div style="border: 1px solid black; display: inline-block; padding: 2px 5px; margin-bottom: 5px;"><del>Get</del></div> obtain acquire capture select seize grab confiscate purchase  <div style="border: 1px solid black; display: inline-block; padding: 2px 5px; margin-bottom: 5px;"><del>See</del></div> observe inspect notice view	<div style="border: 1px solid black; display: inline-block; padding: 2px 5px; margin-bottom: 5px;"><del>Like</del></div> enjoy savor crave taste luxuriate relish bask treasure  <div style="border: 1px solid black; display: inline-block; padding: 2px 5px; margin-bottom: 5px;"><del>Nice</del></div> agreeable delectable refined fitting genteel dainty pleasant peaceful agreeable lively  <div style="border: 1px solid black; display: inline-block; padding: 2px 5px; margin-bottom: 5px;"><del>eat</del></div> devour ingest consume nibble gnaw	<div style="border: 1px solid black; display: inline-block; padding: 2px 5px; margin-bottom: 5px;"><del>Go</del></div> rush journey tour trek advance depart flee abscond  <div style="border: 1px solid black; display: inline-block; padding: 2px 5px; margin-bottom: 5px;"><del>pretty</del></div> beautiful magnificent alluring gorgeous comely handsome  <div style="border: 1px solid black; display: inline-block; padding: 2px 5px; margin-bottom: 5px;"><del>big</del></div> capacious immense gargantuan enormous
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**Adverbs**

<b>I Importance</b> entirely significantly fundamentally substantially essentially primarily absolutely relatively seriously distinctly utterly notably typically	<b>II Assurance</b> completely presumably predictably probably undeniably normally tentatively willingly assuredly strictly possibly obviously evidently surely	<b>III Frequency</b> rapidly frequently continuously increasingly occasionally repeatedly regularly normally constantly slowly confidently gradually usually steadily
<b>IV Sequence</b>		
<b>Avoid</b> firstly secondly thirdly	<b>Choose</b> initially eventually ultimately originally effectively finally	<b>Sometimes use</b> preciously progressively consequently
<b>V Others</b> easily dramatically virtually suddenly simply silently	<b>VI Emotion</b> unhappily sadly tragically stubbornly eagerly wistfully unfortunately inconveniently proudly carefully hopefully miserably	

## Prince Henry the Navigator

In the 1400s, people were fascinated with the lands of the East. Since the invention of the printing press, folks were finding out new information about far away places. One book caught their attention; a book written by Marco Polo. Traveling through the lands of India and China, Polo documented the beautiful sites and amazing riches of these lands. Increasingly, people all over Europe wanted things from these faraway places. Unfortunately, getting there and back proved to be very difficult and dangerous. The only known route to China and India was across Islamic territory, where rival Islamic empires were fighting for control of the land. There had to be another way to get to the fascinating lands of the East.

Prince Henry, born in 1394 to the King of Portugal, thought he might be able to find another way to India and China. Having an interest in ship building and navigation, he envisioned a navigable route around the coast of Africa to the lands of the East. He established a school of navigation in Portugal's capital city. Soon many of the world's most renowned navigators, cartographers, and astronomers were drawn to Portugal. During Prince Henry's lifetime he sent over 50 expeditions looking for a route around the coast of Africa in hopes of reaching China. His explorers never did reach China, but he paved the way for other explorers who found many interesting places.

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Use with students grades 1-3



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# Lesson 3: Christopher Columbus

## Quality Adjectives

**Day 1:** Read through the information on pages 17-19, “Stylistic Techniques” in IEW’s Teaching Writing Structure and Style. Write a key word outline on “Christopher Columbus” found on page 12.

**Teaching Point:** Write a key word outline using the paragraph “Christopher Columbus” found on page 12. Use the “Reminder Signs” in the Writing Tools Box to the right for directions on how to write a key word outline. Go through each sentence in the paragraph choosing only three words. When finished, retell the sentences using your keywords. If you have difficulty remembering the meaning of the original sentences, go back and choose better words to use in your outline.

**Tips for Beginning Students:** Use only the first paragraph of the selection. Write down the key words on the “Beginner’s Key Word Outline.” Orally retell the paragraph from the key word outline.

**Tips for Advanced Students:** Choose key words from the sentences in both paragraphs, and write them on the “Advanced Key Word Outline” sheet.

**Day 2:** Review the key word outline written on Day 1. Either verbally retell the story from the outline or write it out.

**Tips for Beginning Students:** Orally retell the paragraph from the key word outline. As you tell your story, have someone write it on a scrap piece of paper.

**Tips for Advanced Students:** Before writing the summary, review the “Reminder Signs” in the Writing Tools Box to the right. Leave a space between the sentences so you have room to make changes to the words in your summary. If you are typing, set the paragraph to “double space.” Remember to indent the first word of each paragraph. Also pay attention to punctuation Day 3: Dressing up the summary with Quality Adjectives.

**Teaching Point:** Photocopy the “Quality Adjective” chart found in the Appendix onto cardstock paper. Like strong adverbs, quality adjectives can add significantly to the clarity of your writing. Take one sentence, in the selection for this week, looking for a place to add a quality adjective. For example: “Believe it or not, most people, at the time, thought the earth was flat.” Look for a place in the sentence where a quality adjective would fit. First, locate one of the nouns in this sentence. Then think about a word that could be used to describe this noun. One of the nouns is “people.” The word “intelligent” could be used to describe the people who thought the world was flat. Notice the word “intelligent” added to the sentence (in red). “Believe it or not, most intelligent people, at the time, thought the earth was flat.” Adding the word “intelligent” helps



## Christopher Columbus

Christopher Columbus was born in 1436, in Genoa, Italy. Developing a great interest in maps and astronomy during his childhood, he came to believe the world was round. Believe it or not, most people at the time thought the earth was flat. Ultimately he speculated that the best route to the East was in fact, sailing due west. Charting such a course, he would reach the East, landing on the shores of the Indies, which is present day Japan. The only barrier to setting sail, was a lack of money. After 18 years of presenting his plan before the kings and queens of many nations, Queen Isabella, of Portugal, agreed to sponsor his voyage. Excited about the possibilities, Christopher Columbus made plans to embark on his journey.

In 1492, Columbus embarked on his journey due west with three ships, the Nina, the Pinta, and the Santa Maria. After a little over two months of sailing and dealing with fearful, nearly mutinous sailors, they spotted land. Presuming they had sailed to the Indies, Columbus named the people they met "Indians." While the languages and the gifts Columbus received from these people was not what he expected, he still continued to believe he had reached his destination. Instead of spices and silk, the Indians brought Columbus parrots, cotton bolls, sweet potatoes, green peppers, and pineapples. Queen Isabella was pleased with Columbus' find and agreed to pay for several more trips to the "Indies." Although Columbus died thinking he had found a route to the East by sailing west, what he had actually discovered was a much greater find.

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