

Lesson 1: Barbarians and the Fall of Rome

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 “Barbarians and the Fall of Rome” 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 from 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, “Barbarians and the Fall of Rome.” Choose and underline three words from each sentence that will make it easiest for you to remember the idea of that sentence. For example, read the following sentence out loud: “During the time of Jesus, the Roman Empire controlled most of the known world.” Underline three words. For example, three words I might choose are *Roman Empire*, *controlled* and *world*. I chose *Roman Empire* because it helps me to remember the empire mentioned. I chose *controlled* because it helps me to remember what the Roman Empire did. I chose *world* because it helps me to remember what they controlled. 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 included in this lesson. 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 outline. 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 later 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

<p>Outline</p> <p>I.</p> <ol style="list-style-type: none"> 1. 2. 3. <p>II.</p> <ol style="list-style-type: none"> 1. 2. 3. 	<div style="border: 1px solid black; padding: 2px; text-align: center; margin-bottom: 5px;"> 3 Words Max </div> <div style="border: 1px solid black; padding: 2px; text-align: center; margin-bottom: 5px;"> Double Space! Double Space! </div> <div style="border: 1px solid black; padding: 2px; text-align: center; margin-bottom: 5px;"> Indentation </div> <div style="border: 1px solid black; padding: 2px; text-align: center;"> CAPITALS and . ? , ! </div>
--	--

The Banned Word List

<p>Say</p> <p>Said</p> <p>enjoy excite asset end out scratch stammered shouted yelled</p> <p>Get</p> <p>obtain acquire capture solicit size grab confiscate purchase</p> <p>See</p> <p>observe inspect notice view</p>	<p>Like</p> <p>enjoy savor crave taste luxuriate relish bask treasure</p> <p>Free</p> <p>agreeable delectable refined fitting gentle dainty pleasant peaceful enjoyable lovely</p> <p>Can</p> <p>devour ingest consume able gnaw</p>	<p>Go</p> <p>rush journey tour tek advance depart file abscond</p> <p>Pretty</p> <p>beautiful magnificent alluring gorgeous comely handsome</p> <p>Big</p> <p>capacious immense gargantuan enormous</p>
--	---	--

□
□

Barbarians and the Fall of Rome

During the time of Jesus, the Roman Empire controlled much of the known world. After Jesus' death, Jesus' followers began to spread the Gospel throughout the Roman world. As a result, numerous Roman citizens believed the good news and formed the Christian church. One leader of the early church, Augustine of Hippo, took the message of the Gospel to Africa. Augustine wrote several important writings against the false teachings that rose up in the church. His writings encouraged early believers to stay true to the Scriptures and avoid heresy.

During the early years of the church, the Roman Empire became weak, and invading barbarian tribes conquered considerable portions of the Roman territory. The Angles and the Saxon tribes came across the North Sea and overtook the Celts in Britain. Germanic tribes took over the remaining portions of the Roman Empire. The Franks took Gaul; The Goths, who were divided into the western Goths (Visigoths) and the eastern Goths (Ostrogoths) invaded Spain, Northern Italy, and southeastern Gaul. The Visigoths took a large portion of Spain. The Vandals conquered sizable sections of Gaul and took Carthage and Hippo in Africa (Augustine was living in Hippo at the time of the invasion). The Huns who came from central Asia ravaged the Roman Empire. Later, the Vikings, a Scandinavian tribe that gained wealth by pillaging and plundering. They devastated much of the European coastline until 1000 AD.

(Title)
By

- I. _____
1. _____
 2. _____
 3. _____
 4. _____
 5. _____

Use with students grades 1-3



(Title)
By

I. _____

1. _____

2. _____

3. _____

4. _____

II. _____

1. _____

2. _____

3. _____

4. _____

III. _____

1. _____

2. _____

3. _____

4. _____



Lesson 2: The Early Days of Britain

“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 “The Early Days of Britain” found on page 8.

Teaching Point: Write a key word outline using the paragraph “The Early Days of Britain” 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 “The Early Days of Britain”: “**In many instances, these tribes fought against each other.**” Try to find a place in the sentence where an “ly” adverb can be added. First find a verb in the sentence and think about a word that could describe the verb. The verb in this sentence is “fought.” The “ly” word “valiantly” could be added to describe how they fought each other. “**In many instances, these tribes fought valiantly against each other.**” 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

Outline I. 1. 2. 3. II. 1. 2. 3.	3 Words Max	Double Space! Double Space!
		➔ Indentation
		CAPITALS and . ? , !

The Banned Word List

Say Said intense exclaim assert cried out screech screamed shouted yelled Get obtain acquire capture select seize grab confiscate purchase See observe inspect notice view	Like enjoy savor crave taste luxuriate relish bask treasure nice agreeable delectable refined fitting genteel dainty pleasant peaceful agreeable lively eat devour ingest consume nibble gnaw	go rush journey tour tuck advance depart flee abscond pretty beautiful magnificent alluring gorgeous comely handsome big capacious immense gargantuan enormous
---	---	---

Adverbs

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



The Early Days of Britain

The British Isles is composed of two large islands off the coast of Europe and north of France. One of the islands, Great Britain, includes England, Scotland, and Wales. The other smaller island is Ireland. The Celts, early settlers of the British Isles, were a strong and fierce warrior-like people. They did not keep written records, but they celebrated the valor of their war heroes by reciting poems about them. Professional bards memorized these poems and traveled from city to city retelling the stories to the townspeople. The young boys who listened to these poems heard of the great bravery and mighty power of the warriors. Hearing these stories repeated throughout their childhood, caused the boys to aspire to be like the famous warriors of old.

The Celts were not ruled by one king. Instead, they were separated into tribes that were ruled by their own kings. In many instances, these tribes fought against each other. One mighty and powerful Celtic king was tired of fighting against other Celtic tribes. He asked the Angles and the Saxons if they would cross the North Sea and help him ward off this offending tribe. In return, he promised the Angles and the Saxons land. The plan worked, and the king gave the Angles and Saxons land. Not long afterward, more and more Angles and Saxons filled the land until they outnumbered the Celts. The Celts decided not to fight this invasion, but instead lived peaceably with them. The country of England is named after the Angles, and the people who live there are still called Anglo-Saxons today.

(Title)
By

- I. _____
1. _____
 2. _____
 3. _____
 4. _____
 5. _____

Use with students grades 1-3



(Title)

By

I. _____

1. _____

2. _____

3. _____

4. _____

II. _____

1. _____

2. _____

3. _____

4. _____

III. _____

1. _____

2. _____

3. _____

4. _____

Use with students grades 4-6



Lesson 3: The Early Church

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 “The Early Church” found on page 12.

Teaching Point: Write a key word outline using the paragraph “The Early Church” 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 from the selection for this week and look for a place to add a quality adjective. For example, “As a result, many of the people could not read or understand the Scriptures in Greek.” 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 “ordinary” could be used to describe the type of people they were. Notice the word “ordinary” added to the sentence (in

The Early Church

Around 200 BC, the Old Testament was translated from Hebrew, the language of the Jewish people, into Greek. This translation enabled the common people to read and understand the Scriptures. After Jesus' resurrection, the apostles recorded the account of Jesus' life and ministry in the Gospels. They wrote in their account in Greek, the common language of the people. The letters written to the churches during that same time period were also written in Greek. As the years progressed the common language shifted from Greek to Latin. As a result, the common people could no longer read or understand the Scriptures in Greek. Therefore, Athanasius decided to translate the Bible into Latin. Since Athanasius' translation was not very accurate, St. Jerome undertook the task of translating a more precise version of the Bible. This version was called the Vulgate, which means "common language of the people."

One hundred years after the Council of Nicea, the early church experienced another round of disagreements. This time they disagreed on the interpretation of Scripture concerning Jesus. Men like Arius, Apollinarius, and Eutyches taught that Jesus could not have been fully God and fully man. The head of the Roman Catholic church, Pope Leo, refuted their teachings calling these men heretics (people who teach false doctrines). Pope Leo's writings on this disagreement led 600 bishops to convene at the Council of Chalcedon. They met to determine the truths taught in the Bible concerning the person of Christ. After meeting for over a month, the Council affirmed: Jesus is fully God and fully man; that he is one person, not two; and that his deity and humanity are not blurred.

(Title)
By

- I. _____
1. _____
 2. _____
 3. _____
 4. _____
 5. _____

Use with students grades 1-3

(Title)
By

I. _____

1. _____

2. _____

3. _____

4. _____

II. _____

1. _____

2. _____

3. _____

4. _____

III. _____

1. _____

2. _____

3. _____

4. _____

