

Lesson 1: Early Greece and the Minoans

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 “Early Greece and the Minoans” 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, “Early Greece and the Minoans.” 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: “*Since they did not know how to read or write, none of their early history was written down.*” Underline three words. For example, three words I might choose are *none*, *history* and *written*. I chose *none* because it helps me to remember that none of their history was written. I chose *history* because it helps me to remember that it reminds me of the topic of the sentence. I chose *written* because it helps me to remember that the events were not recorded. 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 out-



Early Greece and the Minoans

In the previous book in this series, we covered the ancient world of Mesopotamia, Egypt, and Canaan from the creation of the world until the end of the Egyptian Empire. During this same time period, a primitive group of people lived on a small piece of land that juts out into the Mediterranean Sea. Since they did not know how to read or write, none of their early history was written down. Instead, they passed down their history through story-telling. Many of the stories were changed or embellished over the years. As a result, the stories of their history are considered myths (fairy tales that have some truth to them). It was not until traders from Egypt and Phoenicia happened upon this land, that their civilization started to blossom. These traders taught them how to build houses, public buildings, and ships, how to cultivate the land, and how to read and write.

As their culture advanced they began to establish the cities of Athens, Sparta, and Mycenae. They also spent time searching out the waters surrounding their land. One group of people settled on the island of Crete and established the flourishing Minoan Culture there. The Minoans became famous ship builders who traded with the people around them. Since pirates robbed many of their trading ships, they formed a navy to defend themselves against these thieves and anyone who tried to invade their country. Many of the nations surrounding them feared the Minoans because of their navy and because of the cruel King Minos, who forced them to send fourteen young men and women each year as food for a monster who lived in a maze under the king's palace. Fortunately, the king of Athens' son, Theseus, killed the monster and put a stop to this evil practice. Unfortunately for the Minoans, a volcano irrupted on a nearby island ending the Minoan culture.

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Use with students grades 1-3



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Use with students grades 4-6



Lesson 2: The Mycenaens

“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 Mycenaens” found on page 8.

Teaching Point: Write a key word outline using the paragraph “The Mycenaens” 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 Mycenaens”: “*At the center of this city on the hilltop, they built a fortified citadel, which they used as protection from invaders.*” 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 verbs in this sentence are “built” and “used.” The “ly” word “strategically” could be added to describe how they built their citadels. “*At the center of this city on the hilltop, they strategically built*”



a fortified citadel, which they used as protection from invaders.” 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.	<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;"> 3 Words Max </div> <div style="border: 1px solid black; display: inline-block; padding: 2px 10px;"> Double Space! Double Space! </div> <div style="border: 1px solid black; display: inline-block; padding: 2px 10px;"> ➔ Indentation </div> <div style="border: 1px solid black; display: inline-block; padding: 2px 10px;"> CAPITALS and . ? , ! </div>
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The Banned Word List

<div style="border: 1px solid black; display: inline-block; padding: 2px 5px; margin-bottom: 5px;">Say</div> <div style="border: 1px solid black; display: inline-block; padding: 2px 5px; margin-bottom: 5px;">Said</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;">Get</div> obtain acquire capture select seize grab confiscate purchase <div style="border: 1px solid black; display: inline-block; padding: 2px 5px; margin-bottom: 5px;">See</div> observe inspect notice view	<div style="border: 1px solid black; display: inline-block; padding: 2px 5px; margin-bottom: 5px;">Like</div> enjoy savor crave taste luxuriate relish bask treasure <div style="border: 1px solid black; display: inline-block; padding: 2px 5px; margin-bottom: 5px;">Nice</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;">eat</div> devour ingest consume nibble gnaw	<div style="border: 1px solid black; display: inline-block; padding: 2px 5px; margin-bottom: 5px;">Go</div> rush journey tour trek advance depart flee abscond <div style="border: 1px solid black; display: inline-block; padding: 2px 5px; margin-bottom: 5px;">pretty</div> beautiful magnificent alluring gorgeous comely handsome <div style="border: 1px solid black; display: inline-block; padding: 2px 5px; margin-bottom: 5px;">big</div> capacious immense gargantuan enormous
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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 originally effectively finally	Sometimes use precariously 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 Mycenaeans

While the Minoans were establishing their culture on the island of Crete, the Mycenaeans were building the city of Mycenae. At the center of this city on the hilltop, they built a fortified citadel, which they used as protection from invaders. Mycenae was home to the best fighters in the land of Greece, primarily because they fashioned weapons and armor out of bronze, and used horses and chariots in battle. They gained most of their wealth by invading and conquering other cities, plundering them of their valuables. When they heard of the disaster that overtook the Minoans, they sailed south to the island of Crete and overtook their territory. They learned how to build ships from the Minoans who remained on the island after the volcano blast. Then, they used these ships to sail from island to island establishing colonies around the Aegean Sea.

The Mycenaeans lived in Greece for about two hundred years before the Philistines and Dorians invaded and took over their land. The Greeks called these people barbarians because they could not read or write, and they did not live in houses. They thought of these people as uncivilized. The Mycenaeans were good fighters, the best in all the land of Greece, but the barbarians were even better fighters. The Barbarians had learned to fashion their weapons out of iron, which was much more durable than bronze. Instead of using swords and spears like the Mycenaeans did, the barbarians fought with bows and arrows and javelins. These weapons enabled the barbarians to kill the Mycenaean warriors from a position where they could remain safe. Soon, the barbarians took over the whole land of Greece and brought in a less civilized culture. Since they did not write anything down, we know very little about their civilization.

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Lesson 3: Greek Gods

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 “Greek Gods” found on page 12.

Teaching Point: Write a key word outline using the paragraph “Greek Gods” 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, “**They believed that these gods ruled from Mount Olympus, the highest mountain in Greece.**” 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 “gods.” The word “false” could be used to describe the type of gods the Greeks worshipped. Notice the word “false” added to the sentence

Greek Gods

After the barbarians overtook the land of Greece, they began to live as the Greeks did. They built houses, farmed the land, and eventually developed communities and cities. As they became more civilized they learned to read and write. They even incorporated many of the mythological stories of the gods of the Greeks into their own culture. They believed that these gods ruled from Mount Olympus, the highest mountain in Greece. In their fanciful stories, the Greeks tell of the creation of the world, the birth of the gods, and the arbitrary ways that the gods dealt with people on Earth. In some instances, the gods were loving and kind, but at other times the gods were cruel and vengeful toward people and toward each other. Zeus was the chief god who they thought was lord of the universe. Zeus chose eleven other gods to rule alongside him. Their names were Hera, Ares, Hephaestus, Aphrodite, Hermes, Demeter, Persephone, Poseidon, Athena, Apollo, Artemis, and Dionysus.

One story the Greeks tell is of the time when Zeus made a golden apple in hopes of stirring up trouble. It had the words "For the Most Beautiful" engraved on its side. Eris the goddess of strife took the apple and rolled it to Hera, Zeus' wife. Aphrodite, the goddess of love and Athena, the goddess of wisdom were standing nearby. They began to quarrel among themselves as to who was the most beautiful. They asked Zeus to solve their quarrel, but he told them it must be solved by a man. They asked Paris, the son of the king of Troy to solve their dispute. Since Aphrodite promised him the hand of the most beautiful woman on Earth in marriage, Paris chose her. The most beautiful woman on Earth was Helen, who was married to Menelaus, king of Athens. Helen fell in love with Paris because of Aphrodite's promise and went back to the city of Troy with him. Paris' indiscretion led to the Trojan war.

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