

Lesson 1: Intro to History and Creation of the World

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 “Introduction to History and Creation of the World” 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, “Introduction to History and the Creation of the World.” 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: “When a person studies people or events that occurred in the past, he studies history.” Underline three words. For example: Three words I might choose are *studies*, *events*, and *history*. I chose *studies* because it helps me to remember that the sentence is about the study of something. I chose *events* because it helps me to remember that the thing we are studying is events. I chose *history* because it helps me remember that when I study events, I am studying history. 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-



Introduction to History and Creation of the World

When a person studies people or events that occurred in the past, he studies history. A person who collects information and writes it down in books is called a historian. Much of the information collected by the historian comes from eye-witness accounts, letters, diaries, newspaper articles, or other written documents. When a people or culture did not write or keep records of the events in their lives, historians have to rely on archeologists to dig up artifacts that will give the historian clues about what the people were like. Archeologists excavate (carefully dig up) the land surrounding a place where people in an ancient civilization might have lived. The items they find give the archeologists clues about the type of houses the people built, the foods they ate, the tools they used, and how advanced their civilization might have been. Historians use the information archeologists find to write histories of past cultures.

One reliable source of information about ancient history is the Bible. The Bible not only gives us information about past civilizations, but more importantly it provides us with God's Word where He tells us His-story (Jesus' story) throughout the Old and New Testaments. The first story that God tells us is the story of creation in the first book of the Bible: Genesis. This account of creation tells us that God created the world in six days, and on the seventh day, he rested. All of the stories in the Old Testament, point to the coming Messiah. In the New Testament, the gospels tell of when the Messiah came and about Jesus' ministry, birth, death, and resurrection. The rest of the New Testament points to a time when Jesus will come back at the end of time.

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Use with students grades 1-3



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Use with students grades 4-6



Lesson 2: Forbidden Fruit and the First Murder

“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 “Forbidden Fruit and the First Murder” found on page 8.

Teaching Point: Write a key word outline using the paragraph “Forbidden Fruit and the First Murder” 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 “Forbidden Fruit and the First Murder”:

“Adam and Eve obeyed God until one day when Satan, disguised as a serpent, tempted Eve to eat from the tree.” 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 verbs in this sentence are “obeyed,” “disguised” and “tempted.” The “ly” word “cleverly” could be added to describe how Satan was disguised. Notice the red word “cle-



erly” added to the sentence. “Adam and Eve obeyed God until one day when Satan, cleverly disguised as a serpent, tempted Eve to eat from the tree.” 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	3 Words Max
I.	Double Space! Double Space!
1.	➔ Indentation
2.	
3.	CAPITALS and . ? , !
II.	
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The Banned Word List

Say enorm exclaim assert cried out screach stammered shouted yelled	Like enjoy savor crave taste luxuriate relish bask treasure	go rush journey tour tack advance depart flee abscond
Said obscure capture select size grab confiscate purchase	nice agreeable deceitless refrugal fitting pudic dainty pleasant peaceful agreeable lively	pretty beautiful magnificent alluring gorgeous comely handsome
See obscure insipid notice view	eat devour ingest consume mable gnaw	big capacious immense gigantic 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	Choose	Sometimes use
Avoid firstly secondly thirdly	initially eventually ultimately	previously progressively consequently
V Others	VI Emotion	
easily dramatically virtually suddenly simply silently	unhappily sadly tragically stubbornly eagerly wistfully	unfortunately inconveniently proudly carefully hopefully miserably



Forbidden Fruit and the First Murder

Genesis 3 tells the story of when sin that entered the world. God told Adam and Eve they could eat from any tree in the Garden of Eden, except for one: the Tree of the Knowledge of Good and Evil. Adam and Eve obeyed God until one day when Satan, disguised as a serpent, tempted Eve to eat from the tree. After she ate, she gave the fruit to Adam, who also disobeyed God and ate from the Tree of the Knowledge of Good and Evil. When God came to the garden to walk with Adam and Eve, they both hid from God. When questioned by God, Eve blamed the serpent for eating the fruit, and Adam blamed Eve for his disobedience. God cursed the serpent and foretold of his destruction by the Messiah to come. God also cursed the ground, making work hard for Adam. He told Eve that because of her sin, she would have pain in childbirth. God banished Adam and Eve from the Garden of Eden and placed an angel at the entrance of the garden, guarding the Tree of Life.

Genesis 4 tells the story of the first murder. Adam and Eve had two sons, one named Cain and one named Abel. Cain farmed the land, and Abel kept flocks of animals. When the two brothers brought offerings to the Lord, God accepted Abel's burnt offering but rejected Cain's offering of the fruit of the soil. God saw Cain's anger that resulted from God's rejection of his offering and encouraged him to choose what was right. Cain disregarded the Lord's advice and let his anger get the best of him. He lured Abel to the field and killed him. Because of his sin, God told Cain he would be a restless wanderer, and the ground would no longer produce its fruit for him.

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Use with students grades 4-6



Lesson 3: Noah and the Great Boat

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 “Noah and the Great Boat” found on page 12.

Teaching Point: Write a key word outline using the paragraph “Noah and the Great Boat” 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: “God told Noah He planned to destroy the whole earth with a flood.” 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 “flood.” The word “devastating” could be used to describe the flood that

Noah and the Great Boat

Many generations after Adam and Eve had given birth to Cain and Abel, their children and grandchildren and great-grandchildren had multiplied and filled the earth. When God looked down on the people that he had made, He was sorry He had made them. Everyone on Earth except Noah and his family were motivated by the evil in their hearts. God told Noah He planned to destroy the whole earth with a flood. In order to save Noah and his family, God instructed him to build an ark. Noah and the people of the earth had never seen rain. When Noah tried to explain to the people that God commanded him to build a boat to provide safety from the coming flood, they just laughed at him. Noah obeyed God and built the ark. After he finished the ark, he brought seven pairs of every clean animal, seven pairs of every bird, and one pair of every unclean animal on the boat.

After Noah, his wife, his three sons, and their wives entered the boat, God shut and sealed the door of the boat. The rains began to fall and the flood gates of the deep opened up covering the whole earth with water. The rains continued forty days and forty nights. After the rains stopped, Noah and his family waited in the ark for the waters on the earth to recede. When enough of the water receded, Noah and his family walked off the boat onto dry land where they built an altar and offered a sacrifice to the Lord. When God smelled the pleasing aroma, he made a covenant with Noah, saying that he would never again destroy the whole earth with a flood. God put a rainbow in the sky as a sign of the covenant he made with Noah.

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