

WRITING WITH SKILL

INSTRUCTOR TEXT LEVEL 1

Susan Wise Bauer



Outline

I. Ships prepared for battle

II. Nelson prepared himself for battle

III. Nelson sent messages to his fleet

IV. The first shots were fired

V. Nelson's ships joined the battle

VI. Nelson was wounded



WELL-TRAINED MIND™
TOP RECOMMENDATION

WRITING WITH SKILL, LEVEL ONE

LEVEL 5 OF THE COMPLETE WRITER

by

Susan Wise Bauer

INSTRUCTOR TEXT

This book is to be used in conjunction with *Writing With Skill, Level One: Level 5 of the Complete Writer, Student Text*

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OVERVIEW

Introduction.	xxiii
Overview of the Year's Sequence	xxv
Part I: Basic Skills (Weeks 1-3)	1
Part II: Building Blocks for Composition (Weeks 4-15)	37
Part III: Sentence Skills (Weeks 16-22)	207
Part IV: Beginning Literary Criticism: Prose Writing about Stories (Weeks 23-26)	307
Part V: Research (Weeks 27-31)	361
Part VI: Beginning Literary Criticism: Poetry Writing about Poems (Weeks 32-34)	461
Part VII: Final Project (Weeks 35-36)	519

TABLE OF CONTENTS

Introduction	xxiii
Overview of the Year's Sequence	xxv
Part I: Basic Skills	1
Weeks 1-3	
Overview of Weeks 1-3	
Week 1: Narrative Summaries	3
Day 1. Original Narration Exercise: Polly Horvath, <i>The Pepins and Their Problems</i>	3
Step One: Read	3
Step Two: Note important events	3
Step Three: Write summary sentences	4
Day 2. Original Narration Exercise: Joan Aiken, <i>The Wolves of Willoughby Chase</i>	6
Step One: Read	6
Step Two: Note important events	6
Step Three: Write summary sentences	7
Day 3. Original Narration Exercise: Susan Wise Bauer, <i>The Story of the World, Volume 3: Early Modern Times</i>	8
Step One: Read	8
Step Two: Note important events	8
Step Three: Write summary sentences	9
Day 4. Challenge Exercise: The Brothers Grimm, "The Golden Goose"	10
Step One: Read	10
Step Two: Note important events and write summary sentences	11
Week 2: One-Level Outlines	15
Day 1. Introduction to Outlining	15
Step One: Understand paragraphs	15
Step Two: Understand topic sentences	16
Step Three: Understand basic outlining	17
Day 2. Outlining Exercise: Pamela Dell, <i>Hatshepsut</i>	18
Step One: Read	18
Step Two: Begin to construct a one-level outline	19

Step Three: Finish constructing a one-level outline	19
Day 3. Outlining Exercise: Michael Dempsey, <i>The Round World</i>	22
Step One: Read	22
Step Two: Understand how to outline science writing.	22
Step Three: Construct a one-level outline.	23
Day 4. Outlining Exercise: Edward S. Holden, <i>Real Things in Nature</i>	24
Step One: Understand topical outlines	24
Step Two: Read	25
Step Three: Construct a one-level topical outline	25
Week 3: Using the Thesaurus	27
Day 1. Original Narration Exercise: Helen Keller, <i>The Story of My Life</i>	27
Step One: Read	27
Step Two: Understand the use of first and third person	27
Step Three: Note important events.	28
Step Four: Write summary sentences	29
Day 2. Thesaurus Use.	30
Step One: Understand thesaurus use	32
Step Two: Practice thesaurus use	33
Day 3. Outlining Exercise: S. Silcox, <i>Modern Nature Study</i>	34
Step One: Read	34
Step Two: Construct a one-level outline	34
Day 4. Thesaurus Use.	36
Step One: Practice thesaurus use	36

Part II: Building Blocks for Composition. 37

Weeks 4-15

Overview of Weeks 4-15

Week 4: Chronological Narrative of a Past Event	39
Day 1. Original Narration Exercise: Edith Nesbit, <i>The Book of Dragons</i>	39
Step One: Read	39
Step Two: Note important events	39
Step Three: Write summary sentences	40
Day 2. Outlining Exercise: Hendrik van Loon, <i>The Story of Mankind</i>	42
Step One: Read	42
Step Two: Construct a one-level outline	42
Day 3. Analyzing the Topos: Chronological Narrative of a Past Event.	45
Step One: Examine model passages	45
Step Two: Write down the pattern of the topos	46
Day 4. Practicing the Topos: Alexander the Great.	47
Step One: Plan the narrative.	48

Step Two: Become familiar with time and sequence words	51
Week 5: Chronological Narrative of a Scientific Discovery	53
Day 1. Finishing the Chronological Narrative of a Past Event	53
Step One: Review the topos	53
Step Two: Write the narrative	54
Day 2. Outlining Exercise: Kendall Haven, <i>100 Greatest Science Discoveries of All Time</i>	56
Step One: Read	56
Step Two: Construct a one-level outline	56
Day 3. Analyzing the Topos: Chronological Narrative of a Scientific Discovery	59
Step One: Examine model passages	59
Step Two: Write down the pattern of the topos	61
Day 4. Practicing the Topos: Edward Jenner and the Smallpox Vaccination	61
Step One: Plan the narrative	62
Step Two: Use time and sequence words	64
Step Three: Write the narrative	64
Week 6: Chronological Narrative of a Past Event	69
Day 1. Original Narration Exercise: T. H. White, <i>The Once and Future King</i>	69
Step One: Read	69
Step Two: Note important events	69
Step Three: Write summary sentences	70
Day 2. Outlining Exercise: Billye Walker Brown and Walter R. Brown, <i>Historical Catastrophes: Hurricanes and Tornadoes</i>	72
Step One: Read	72
Step Two: Construct a one-level outline	72
Day 3. Analyzing the Topos: Chronological Narrative of a Past Event	75
Step One: Review time and sequence words	75
Step Two: Add dialogue and actions	76
Step Three: Add to the pattern of the topos	76
Day 4. Practicing the Topos: The Sinking of the <i>Titanic</i>	77
Step One: Plan the narrative	77
Step Two: Choose details and dialogue	79
Step Three: Write the narrative	80
Week 7: Chronological Narrative of a Scientific Discovery	83
Day 1. Original Narration Exercise: L. Frank Baum, <i>Tik-Tok of Oz</i>	83
Step One: Read	83
Step Two: Note important events	83
Step Three: Write summary sentences	84

Day 2. Outlining Exercise: Alma Payne Ralston, <i>Discoverer of the Unseen World</i>	86
Step One: Read	86
Step Two: Construct a one-level outline	86
Day 3. Analyzing the Topos: Chronological Narrative of a Scientific Discovery	88
Step One: Review the pattern of the topos	88
Step Two: Examine the model	89
Day 4. Practicing the Topos: Johannes Kepler and Planetary Orbits	91
Step One: Plan the narrative.	92
Step Two: Write a draft of the narrative	94
Step Three: Add direct quotes	95
Week 8: Description of a Place	99
Day 1. Original Narration Exercise: George MacDonald, <i>The Princess and the Goblin</i>	99
Step One: Read	99
Step Two: Note central details	99
Step Three: Write summary sentences	100
Day 2. Outlining Exercise: Thomas B. Costain, <i>The Mississippi Bubble</i>	102
Step One: Read	102
Step Two: Construct a one-level outline	102
Day 3. Analyzing and Practicing the Topos, Part One: Description of a Place.	104
Step One: Understand the purpose of descriptions	104
Step Two: Write down the pattern of the topos	105
Step Three: Practice the topos	106
Day 4. Analyzing and Practicing the Topos, Part Two: Neuschwanstein Castle.	108
Step One: Understand space and distance words and phrases.	108
Step Two: Add to the pattern of the topos.	109
Step Three: Practice the topos	110
Week 9: Description of a Place	113
Day 1. Original Narration Exercise: P. L. Travers, <i>Mary Poppins in the Park</i>	113
Step One: Read	113
Step Two: Note central details	113
Step Three: Write summary sentences	115
Day 2. Outlining Exercise: Gary Blackwood, <i>Life in a Medieval Castle</i>	116
Step One: Read	116
Step Two: Construct a one-level outline	117
Day 3. Analyzing and Practicing the Topos, Part One: Description of a Place.	119
Step One: Review the use of space and distance words and phrases	119
Step Two: Understand point of view.	120
Step Three: Add to the pattern of the topos	121

Day 4. Analyzing and Practicing the Topos, Part Two: A Place in Your Home or Yard .	122
Step One: Review point of view	122
Step Two: Practice the topos.	123
Week 10: Description of a Place.	125
Day 1. Original Narration Exercise: Charles Dickens, <i>A Christmas Carol</i>	125
Step One: Read	125
Step Two: Note central events and details.	125
Step Three: Write summary sentences	127
Day 2. Outlining Exercise: <i>The Travels of Marco Polo</i>	128
Step One: Read	128
Step Two: Construct a one-level outline	129
Day 3. Analyzing and Practicing the Topos, Part One: Description of a Place.	131
Step One: Understand metaphor and simile	131
Step Two: Identify figurative language in descriptions	132
Step Three: Add to the pattern of the topos	134
Day 4. Analyzing and Practicing the Topos, Part Two.	135
Step One: Review the form of the description.	135
Step Two: Practice avoiding clichés	136
Week 11: Combining Chronological Narrative of a Past Event and Description of a Place	139
Day 1. Original Narration Exercise: Mark Twain, <i>Tom Sawyer</i>	139
Step One: Read	139
Step Two: Note important events	139
Step Three: Write summary sentences	140
Day 2. Outlining Exercise: R. A. Van Middeldyk, <i>The History of Puerto Rico</i>	142
Step One: Read	142
Step Two: Construct a one-level outline	142
Day 3. Analyzing the Topos: Roy Adkins, <i>Nelson's Trafalgar</i>	144
Step One: Review the elements of a chronological narrative	144
Step Two: Review the elements of a description of a place.	145
Step Three: Analyze a model passage	146
Day 4. Practicing the Topos: Ivan the Terrible and St. Basil's Cathedral	147
Step One: Plan the narrative.	147
Step Two: Plan the description	150
Step Three: Write.	152
Week 12: Scientific Description	155
Day 1. Original Narration Exercise: Arthur Conan Doyle, <i>The Hound of the Baskervilles</i>	155
Step One: Read	155
Step Two: Note important events in the two different stories	155

Step Three: Write summary sentences	157
Day 2. Outlining Exercise: Ian Ridpath, ed., <i>The Illustrated Encyclopedia of Astronomy and Space</i>	158
Step One: Read	158
Step Two: Construct a one-level outline	159
Day 3. Analyzing the Topos: Bill Bryson, <i>A Short History of Nearly Everything</i>	161
Step One: Examine model passages	161
Step Two: Understand the use of figurative language	162
Step Three: Write down the pattern of the topos	163
Day 4. Practicing the Topos: Volcanoes.	163
Step One: Plan the description	163
Step Two: Choose a metaphor or simile	164
Step Three: Write the description.	165
Week 13: Scientific Description	167
Day 1. Original Narration Exercise: Norwegian folktale, "Why the Sea Is Salt"	167
Step One: Read	167
Step Two: Find the different stories in the narrative	167
Step Three: Note the main events in each story	168
Step Four: Write summary sentences	169
Day 2. Outlining Exercise: A. W. Greely, <i>The Greely Arctic Expedition</i>	170
Step One: Read	170
Step Two: Construct a one-level outline	171
Day 3. Analyzing the Topos: Scientific Description.	173
Step One: Understand point of view in scientific description	173
Step Two: Identify point of view in scientific description	174
Step Three: Add to the pattern of the topos	176
Day 4. Practicing the Topos: Volcanoes.	176
Step One: Review point of view	176
Step Two: Understand the aspects of a present point of view.	177
Step Three: Write the description.	178
Week 14: Scientific Description	181
Day 1. Original Narration Exercise: Rudolf Erich Raspe, <i>The Adventures of Baron Munchausen</i>	181
Step One: Read	181
Step Two: Find the different stories in the narrative	182
Step Three: Note the main events in each story	183
Step Four: Write summary sentences	184
Day 2. Outlining Exercise: Anna Botsford Comstock, <i>Handbook of Nature Study</i>	185
Step One: Read	185
Step Two: Construct a one-level outline	185

Day 3. Analyzing the Topos: Scientific Description	187
Step One: Understand combined points of view in scientific description	187
Step Two: Identify combined points of view	188
Step Three: Add to the pattern of the topos	190
Day 4. Practicing the Topos: The Planet Mars	191
Step One: Write a draft of the description of Mars	191
Step Two: Write a draft of the present point-of-view section of the description	192
Step Three: Settle on a metaphor or simile	192
Step Four: Complete the final draft	193
Week 15: Combining Chronological Narrative of a Scientific Discovery and Scientific Description	195
Day 1. Original Narration Exercise: Jim Kjelgaard, <i>Big Red</i>	195
Step One: Read	195
Step Two: Write summary sentences.	195
Day 2. Outlining Exercise: Margery and Howard Facklam, <i>Changes in the Wind</i>	197
Step One: Read	197
Step Two: Construct a one-level outline	198
Day 3. Analyzing the Topos: Chronological Narrative that Includes Scientific Description	200
Step One: Chronological narrative of a past event as an introduction to scientific description	200
Step Two: Chronological narrative of scientific discovery combined with a scientific description.	201
Step Three: Examine the models	201
Day 4. Practicing the Topos: Deep-ocean Hydrothermal Vents	202
Step One: Write a rough draft of the description.	203
Step Two: Write a rough draft of the chronological narrative	204
Step Three: Finalize the composition	205
Part III: Sentence Skills	207
Weeks 16–22	
Overview of Weeks 16–22	
Week 16: Description of a Person	209
Day 1. Outlining Exercise: Gladys Edson Locke, <i>Queen Elizabeth</i>	209
Step One: Read	209
Step Two: Construct a one-level outline	209
Day 2. Analyzing the Topos: Description of a Person	211
Step One: Examine model passages	211
Step Two: Write down the pattern of the topos	212

Step Three: Identify aspects in descriptions of persons	213
Day 3. Practicing the Topos: Ludwig van Beethoven.	214
Step One: Review the pattern of the topos	215
Step Two: Plan the description	216
Step Three: Write the description.	217
Day 4. Copia Exercise: Using the thesaurus to improve writing.	218
Step One: Review thesaurus use	218
Step Two: Explore synonyms for basic noun, verb, and adjective forms.	219
Week 17: Description of a Person.	221
Day 1. Outlining Exercise: Isaac Newton Arnold, <i>The History of Abraham Lincoln and the Overthrow of Slavery</i>	221
Step One: Read	221
Step Two: Construct a one-level outline	221
Day 2. Analyzing the Topos: Conveying Positive or Negative Impressions.	224
Step One: Examine model passages	224
Step Two: Identify word choice in descriptions	225
Step Three: Add to the pattern of the topos	227
Day 3. Practicing the Topos: Isaac Newton	228
Step One: Read the description	228
Step Two: List the qualities described.	228
Step Three: Write the description.	229
Day 4. Copia Exercise: Transforming Nouns and Adjectives.	231
Step One: Understand how to transform nouns to adjectives and adjectives to nouns	232
Step Two: Begin the Sentence Variety chart	233
Step Three: Practice sentence variety	233
Step Four: Vary one of your own sentences.	235
Week 18: Using a Metaphor to Organize a Character Description	237
Day 1. Outlining Exercise: Matthew Pilkington, <i>A General Dictionary of Painters</i>	237
Step One: Read	237
Step Two: Construct a one-level outline	237
Day 2. Analyzing the Topos: Using a Metaphor to Organize a Description	239
Step One: Examine a model passage.	240
Step Two: Add to the pattern of the topos.	242
Day 3. Practicing the Topos: Henry VIII.	243
Step One: Review the connection between character and description	243
Step Two: Prepare to write the description	244
Step Three: Plan the governing metaphor.	244
Step Four: Use the governing metaphor to write the description.	245
Day 4. Copia Exercise: Transforming Active and Passive Verbs.	247

Step One: Review	247
Step Two: Understand how to transform passive verbs into active verbs	248
Step Three: Add to the Sentence Variety chart	249
Step Four: Practice sentence variety	250
Week 19: Biographical Sketch	253
Day 1. Outlining Exercise: <i>Standard Classics, With Biographical Sketches and</i> <i>Helpful Notes</i> (Edgar Allan Poe)	253
Step One: Read	253
Step Two: Construct a one-level outline	253
Day 2. Analyzing the Topos: Biographical Sketch	255
Step One: Examine model passages	256
Step Two: Write down the pattern of the topos	257
Day 3. Practicing the Topos: Writing a Biographical Sketch	257
Step One: Choose important life events	257
Step Two: Choose aspects to include	260
Step Three: Write the sketch	260
Day 4. Copia Exercise: Transforming Active and Passive Verbs	262
Step One: Review	262
Step Two: Understand how to transform active verbs into passive verbs	263
Step Three: Practice sentence variety	265
Step Four: Vary one of your own sentences	266
Week 20: Biographical Sketch	267
Day 1. Outlining Exercise: Thomas Heath, <i>Archimedes</i>	267
Step One: Read	267
Step Two: Construct a one-level outline	267
Day 2. Analyzing the Topos: Biographical Sketch Focusing on Achievement	269
Step One: Examine model passages	269
Step Two: Add to the pattern of the topos	270
Day 3. Practicing the Topos: William Shakespeare	271
Step One: Draft the chronological narrative	271
Step Two: Draft the paragraphs about work	272
Step Three: Finish the sketch	274
Day 4. Copia Exercise: Indirect Objects and Prepositional Phrases	277
Step One: Review	277
Step Two: Understand how to transform indirect objects into prepositional phrases	278
Step Three: Add to the Sentence Variety chart	278
Step Four: Practice sentence variety	278
Week 21: Sequence: Natural Process	281
Day 1. Outlining Exercise: The Life Cycle of Salmon	281

Step One: Read	281
Step Two: Construct a one-level outline	281
Day 2. Analyzing the Topos: Sequence: Natural Process	283
Step One: Examine model passages	284
Step Two: Write down the pattern of the topos	285
Day 3. Practicing the Topos: The Death of a Star	285
Step One: Plan the step-by-step process	285
Step Two: Divide the list into paragraphs	286
Step Three: Write the sequence	287
Day 4. Copia Exercise: Infinitives to Participles	289
Step One: Review	289
Step Two: Understand how to transform infinitives into participles	290
Step Three: Add to the Sentence Variety chart	290
Step Four: Practice sentence variety	291
Week 22: Sequence: Natural Process	293
Day 1. Outlining Exercise and Topos Review: William James Burroughs, <i>The Climate Revealed</i>	293
Step One: Read	293
Step Two: Review the pattern of the topos	294
Step Three: Construct a one-level outline.	294
Day 2. Practicing the Topos, Part One: The Octopus	296
Step One: Plan the step-by-step process	296
Step Two: Divide the list into paragraphs	297
Step Three: Write the step-by-step process.	299
Day 3. Practicing the Topos, Part Two: The Octopus	300
Step One: Write the introduction	300
Step Two: Write the paragraph about scientific knowledge	301
Step Three: Write about the repetition	302
Step Four: Add a brief physical description.	303
Step Five: Put the composition together	303
Day 4. Copia Exercise: Review Transforming Sentences	304
Step One: Read	304
Step Two: Transform sentences	305

Part IV: Beginning Literary Criticism: Prose307

Writing About Stories

Weeks 23–26

Overview of Weeks 23–26

Week 23: Hero/Villain, Protagonist/Antagonist309

 Day 1. Read: Rudyard Kipling, “Rikki-Tikki-Tavi” 309

Step One: Understand the background	309
Step Two: Read	310
Day 2. Think	310
Step One: Identify the characters	310
Step Two: Identify the protagonist	311
Step Three: Identify the antagonist	313
Step Four: Identify the conflict.	314
Step Five: Begin the Literary Terms chart	315
Day 3. Write	316
Step One: Write the summary	316
Step Two: Write the analysis.	317
Step Three: Assemble the essay	318
Day 4. Literary Language	320
Step One: Understand synecdoche	320
Step Two: Add to the Literary Terms chart.	321
Step Three: Identify synecdoche.	321
Week 24: Hero/Villain, Protagonist/Antagonist	323
Day 1. Read: Guy de Maupassant, “The Necklace”	323
Step One: Understand the background.	323
Step Two: Read	324
Day 2. Think	324
Step One: Identify the characters	324
Step Two: Identify the protagonist	324
Step Three: Identify the antagonist	325
Step Four: Identify the conflict.	327
Day 3. Write	329
Step One: Write the summary	329
Step Two: Write the analysis.	330
Step Three: Assemble the essay	331
Day 4. Literary Language	333
Step One: Understand inversion.	333
Step Two: Understand the surprise story	334
Step Three: Add to the Literary Terms chart	334
Week 25: Supporting Characters.	335
Day 1. Read: Lucy Maud Montgomery, <i>Anne of Green Gables</i>	335
Step One: Understand the background.	335
Step Two: Read	336
Day 2. Think	336
Step One: Identify the first protagonist-antagonist pair.	336
Step Two: Identify the second protagonist-antagonist pair	337

Step Three: Identify the supporting character	338
Step Four: Add to the Literary Terms chart	339
Day 3. Write	340
Step One: Write the summary	340
Step Two: Write the analysis	341
Step Three: Assemble the essay and provide transitions	342
Day 4. Using Direct Quotes	343
Step One: Understand the use of direct quotes in a literary essay	343
Step Two: Review the rules for using direct quotes	345
Step Three: Add direct quotes to your essay	345
Week 26: Idea Stories	349
Day 1. Read: Arthur Machen, “The Bowmen”	349
Step One: Understand the background	349
Step Two: Read	350
Day 2. Think	350
Step One: Identify the protagonist and antagonist	350
Step Two: Identify the idea in the story	352
Step Three: Learn about the story’s effect	354
Day 3. Write	354
Step One: Write the summary	355
Step Two: Write about the idea	355
Step Three: Write about the story’s effect	356
Day 4. Reviewing Terms and Forms	358
Step One: Add to the Literary Terms chart	358
Step Two: Construct the Essay Chart	359

Part V: Research 361

Weeks 27–31

Overview of Weeks 27–31

Week 27: Two-Level Outlining	363
Day 1. Introduction to Two-Level Outlining: Patricia Buckley Ebrey et al., <i>Pre-Modern East Asia to 1800</i>	363
Step One: Understand the two-level outline	363
Step Two: Practice the two-level outline	365
Day 2. Outlining Exercise: Albert E. McKinley et al., <i>The World War</i>	367
Step One: Read	367
Step Two: Construct a one-level outline	368
Step Three: Construct a two-level outline	370
Day 3. Outlining Exercise: <i>Earth’s Changing Environment</i>	371
Step One: Read	371

Step Two: Construct a one-level outline	371
Step Three: Construct a two-level outline	372
Day 4. Outlining Exercise: L. R. F. Griffin, "Study of Giant Trees"	374
Step One: Read	374
Step Two: Understand how to construct a two-level outline	374
Step Three: Construct a two-level outline	376
Week 28: Documentation	379
Day 1. Outlining Exercise: Jacob Abbott, <i>History of King Charles the First of England</i> . . .	379
Step One: Read	379
Step Two: Identify the form of each paragraph	379
Step Three: Construct a one-level outline.	380
Step Four: Construct a two-level outline of selected paragraphs	381
Day 2. Documentation	382
Step One: Understand footnotes.	383
Step Two: Understand endnotes and in-text citations	384
Step Three: Understand the Works Cited page.	384
Step Four: Practice documentation.	386
Day 3. Avoiding Plagiarism	387
Step One: Understand the definition of plagiarism	387
Step Two: Understand the concept of "common knowledge"	390
Step Three: Practice!	391
Day 4. Taking Notes: Julius Caesar	393
Step One: Examine a sample of note-taking	394
Step Two: Learn proper form for taking notes	395
Step Three: Practice taking notes	395
Week 29: Writing from Notes: Chronological Narrative of a Past Event, Description of a Person, Description of a Place	399
Day 1. Practicing the Topos, Part One: Taking Notes	399
Step One: Take notes for the chronological narrative	399
Step Two: Take notes for the personal description	400
Step Three: Take notes for the place description.	401
Day 2. Practicing the Topos, Part Two: The Chronological Narrative	402
Step One: Arrange notes in chronological order	402
Step Two: Divide notes into main points.	405
Step Three: Write the chronological narrative	408
Day 3. Practicing the Topos, Part Three: The Personal Description	410
Step One: Review the elements of a personal description	411
Step Two: Plan the personal description	412
Step Three: Write the personal description.	413
Day 4. Practicing the Topos, Part Four: The Place Description	415

Step One: Review the elements of a place description	415
Step Two: Write the place description	417
Step Three: Assemble and title the composition	419
Step Four: Attach the Works Cited page	421

Week 30: Writing from Notes: Sequence: Natural Process, Scientific Description423

Day 1. Outlining Exercise: Anthony L. Komaroff, <i>Harvard Medical School Family Health Guide</i>	423
Step One: Read	423
Step Two: Identify the form of each paragraph	423
Step Three: Construct a one-level outline	424
Step Four: Construct a two-level outline	425
Day 2. Practicing the Topos, Part One: Taking Notes: Digestion	426
Step One: Review the elements of a sequence and a scientific description	426
Step Two: Make a preliminary plan	426
Step Three: Take notes	427
Day 3. Practicing the Topos, Part Two: Write	428
Step One: Write the description	429
Step Two: Write the sequence	431
Step Three: Assemble the composition	432
Day 4. Copia Exercise: Main Verbs and Infinitives	434
Step One: Review	434
Step Two: Understand how to transform main verbs into infinitives	435
Step Three: Add to the Sentence Variety chart	436
Step Four: Practice sentence variety	436

Week 31: Writing from Notes: Biographical Sketch, Description of a Person439

Day 1. Outlining Exercise: Catharine M. C. Haines, <i>International Women in Science</i>	439
Step One: Read	439
Step Two: Construct a one-level outline	439
Step Three: Construct a two-level outline	441
Day 2. Practicing the Topos, Part One: Taking Notes: Marie Antoinette	442
Step One: Review the elements of a biographical sketch and description of a person	442
Step Two: Make a preliminary plan	443
Step Three: Take initial notes from an encyclopedia	444
Step Four: Take additional notes from other sources	445
Day 3. Practicing the Topos, Part Two: Organizing the Biographical Sketch	448
Step One: Arrange notes in order	448
Step Two: Divide notes into main points	452

Step Three: Title the main points	453
Step Four: Place the personal description	455
Day 4. Particing the Topos, Part Three: Writing the Biographical Sketch	456
Step One: Write	456
Step Two: Assemble Works Cited page	457
Step Three: Proofread	457
Part VI: Beginning Literary Criticism: Poetry	461
Writing about Poems	
Weeks 32–34	
Overview of Weeks 32–34	
Week 32: Sound	463
Day 1. Read: Edgar Allan Poe, “The Bells”	463
Step One: Read silently.	463
Step Two: Read out loud.	463
Step Three: Read for punctuation	463
Step Four: Read for effect.	463
Day 2. Analyze	464
Step One: Examine the overall form	464
Step Two: Understand onomatopoeia	465
Step Three: Look for repetition	466
Step Four: Look for repeated rhymes	467
Step Five: Find examples of alliteration	470
Day 3. Think	471
Step One: Understand the difference between stories and poems	472
Step Two: Examine the movement of the poem	473
Step Three: Understand the connection between form and meaning	475
Day 4. Write	477
Step One: Understand proper form for quoting a poem	477
Step Two: Write one paragraph for each stanza.	478
Step Three: Write an introduction and assemble your essay	480
Week 33: Meter.	483
Day 1. Read: Percy Bysshe Shelley, “Ozymandias”	483
Step One: Read silently.	483
Step Two: Read out loud.	483
Step Three: Read for punctuation	483
Step Four: Read for dialogue	483
Day 2. Analyze	484
Step One: Understand meter	484
Step Two: Understand iambic pentameter	485

Step Three: Understand rhyme scheme	487
Step Four: Understand sonnet form	487
Day 3. Think	489
Step One: Identify the voices within the poem	489
Step Two: Examine the movement of the poem	491
Day 4. Write	492
Step One: Write one paragraph for each aspect of the poem	493
Step Two: Write an introduction and conclusion.	493
Step Three: Assemble and proofread your essay	494
Week 34: Narrative	497
Day 1. Read: Alfred, Lord Tennyson, “The Charge of the Light Brigade”	497
Step One: Read silently.	498
Step Two: Read out loud.	498
Step Three: Read for rhythm	498
Step Four: Read for motion	498
Day 2. Analyze (Ballad Form).	499
Step One: Identify complete and incomplete dactyls	499
Step Two: Identify rhyme scheme	501
Step Three: Understand ballad form	503
Day 3. Think	507
Step One: Examine the movement of the poem	507
Step Two: Understand the relationship between form and meaning	512
Step Three: Investigate the historical background.	513
Day 4. Write	514
Step One: Write a chronological narrative describing the Battle of Balaklava	515
Step Two: Explain the movement of the poem	515
Step Three: Explain how the meter and rhyme scheme of the poem support its meaning	515
Step Four: Assemble and proofread the composition	516
Part VII: Final Project	519
Weeks 35–36	
Overview of Weeks 35–36	
Week 35: Finding and Researching Your Topic	521
Step One: Decide which topoi to include	521
Step Two: Collect resources	523
Step Three: Do initial reading	524
Step Four: Choose final resources	524

Week 36: Writing Your Final Composition	527
Step One: Make a preliminary plan	527
Step Two: Take notes	528
Step Three: Write the topoi	529
Step Four: Assemble the composition.	529
 Appendix I: Topoi	 531
Appendix II: Weekly Rubrics	535
Appendix III: Literary Terms	573
Appendix IV: Sentence Variety Chart.	575
Appendix V: General Rubrics	577

WEEK 1: NARRATIVE SUMMARIES

Day One: Original Narration Exercise



Focus: Summarizing a narrative by choosing the main events and listing them chronologically

The steps that say “Student Responsibility” should be completed by the student with no assistance or feedback from you. Other steps may require you to help the student and/or check the student’s work.

The student instructions are reproduced below for your convenience.

STEP ONE: Read (Student Responsibility)

Student instructions for Step One:

Read the following excerpt from the beginning of the first chapter of *The Pepins and Their Problems* by Polly Horvath.

At the end of the excerpt, you will see a small number that sits up above the last word. This small number is called a *superscript* number. *Super* means “above, over,” so a superscript number sits up above the regular script, or print.

When you see the superscript number, look down at the bottom of the page. You will see a line of smaller type beginning with the same number. This is called a *footnote*, because it is a note at the foot, or bottom, of the page. The footnote tells you the title of the book that the excerpt comes from, the author, the publisher, the year of publication, and the page numbers in the book where the excerpt is found.



STEP TWO: Note important events

Student instructions for Step Two:

This is a short and simple passage—a warm-up for you!

When you summarize a narrative, it’s often best to start by jotting down a few phrases or short sentences that remind you of things that happened in the story. Although you may not need to do this with such a short passage, practice this now. On scratch paper, write down four

or five phrases or short sentences that will remind you of the things that happened in the passage. *Do not use more than five phrases or short sentences!*

Be sure to write the events down in the same order that they happen in the story.

If you have trouble with this assignment, ask your instructor for help.

HOW TO HELP THE STUDENT WITH STEP TWO

The student should have written down on scratch paper four or five short phrases or sentences that summarize the main events. The phrases/sentences should resemble a few of the following (these are given only as a guide):

The Pepins always have problems.

The Pepins and their bizarre problems

Toads in their shoes

Couldn't put on their shoes

No one knew what to do.

They went next door to ask their neighbor for help.

Their neighbor had toads in his shoes too.

No one knew how to get the toads out.

This should be an easy assignment, but if the student is having difficulty getting started, ask him:

Who are the main characters in this story?

(The Pepins)

What problem do they have?

(There are toads in their shoes.)

How do they try to solve the problem?

(They go ask their neighbor.)

Does the solution work?

(No, it does not.)

STEP THREE: **Write summary sentences**

Student instructions for Step Three:

After you've written down your four or five phrases or sentences, try to combine them into two or three sentences. You can do this by putting two phrases in the same sentence (for example, "Toads in their shoes" and "They couldn't put on their shoes" could be combined into "They couldn't put on their shoes because there were toads in the shoes"). Or you may find that one or more of your jotted notes turns out to be unnecessary. (If you leave out the detail that Mr. Bradshaw was eating corn cereal, the summary will still make sense!)

Say your two or three sentences out loud several times before writing them down. After you've written the sentences down, ask your instructor to check them. Remember to proofread the sentences first. Reading them out loud *after* you've written them is an excellent way to check your own work.

If you have trouble, ask your instructor for help.

HOW TO HELP THE STUDENT WITH STEP THREE

In this step, the student practices turning the jotted phrases and sentences into two or three smooth, coherent sentences. She should say her sentences out loud several times before she

writes; listen to make sure that you hear her talking out loud, and if necessary remind her that she should be speaking before she writes.

An acceptable narration might sound like one of the following:

The Pepins were always having strange problems. One morning, they woke up to find toads in their shoes. None of them knew what to do.

OR

The Pepins woke up one morning to find out that their shoes were full of toads. So were their neighbor's, Mr. Bradshaw. None of them knew how to get the toads out of the shoes.

OR

The Pepins found toads in their shoes and couldn't get them out. They went next door to see Mr. Bradshaw, but he didn't know how to get the toads out either.

When the summary is finished, check it using the following rubric (guide to evaluation). This rubric focuses only on the skills emphasized in this lesson. Future rubrics will build on this, as the student learns more about both organization and mechanics.

Week 1 Narration Rubric

Organization

- 1 Events should be in chronological order.
- 2 If two or more events are listed in a single sentence, they should have a cause and effect relationship.

For example:

The Pepins didn't know what to do, so they went next door to ask Mr. Bradshaw is acceptable; *they went next door because they didn't know what to do.*

The Pepins had toads in their shoes, and they went next door is not acceptable. There is no clear causal relationship between the two sentences.

Mechanics

- 1 Each sentence should make sense on its own when read aloud.
- 2 Each proper name should be capitalized.

Day Two: Original Narration Exercise



Focus: Summarizing a narrative by choosing the main events and listing them chronologically

STEP ONE: **Read (Student Responsibility)**

Student instructions for Step One:

Read the following excerpt from *The Wolves of Willoughby Chase* by Joan Aiken. In this passage, young Sylvia is travelling to stay with her wealthy cousin Bonnie at the country house known as Willoughby Chase. She has not had enough to eat, and her clothes are old and thin, so she is both hungry and cold—but she knows that she should be suspicious of the strange man who is sharing the railway carriage with her. When he offers her a box of chocolates, she refuses, even though her mouth waters.

STEP TWO: **Note important events**

Student instructions for Step Two:

On scratch paper, write down five or six phrases or short sentences that will remind you of the things that happened in the passage. *Do not use more than six phrases or short sentences!* There are many vivid details in this passage (like the “jam tarts, maids of honor, lemon cheese cakes, Chelsea buns, and numerous little iced confections”). Remember that details should not be included in a summary—try to stay focused on the main events.

Be sure to write the events down in the same order that they happen in the story.

If you have trouble with this assignment, ask your instructor for help.

HOW TO HELP THE STUDENT WITH STEP TWO

Today’s exercise is designed to remind the student that details should not go into a summary. The details in this passage—the description of the cakes, the wolves, Sylvia’s dream—are so vivid that the student will be tempted to include them. If you see him writing many more than five or six short phrases or sentences, check to make sure that he is not listing details instead of main events.

The student’s phrases/sentences should resemble some of the following (these are given only as a guide):

The man offered Sylvia cakes to eat.

Sylvia was uncomfortable with the man.

Sylvia ignored man.

Stranger offered her cakes but she refused.

Sylvia fell asleep in the train.

Train stopped because of wolves.

Wolves got on the line.

Train stopped.

Wolves tried to get into the train.

A wolf broke the window.

A wolf broke into the train compartment.

The stranger stabbed the wolf.

If the student is having difficulty condensing the story, ask him:

How does Sylvia react to the man in the train?

(She tries to ignore him/feels uncomfortable.)

What happens to stop the train?

(Wolves are on the line.)

What happens after the train stops?

(A wolf breaks in through the window.)

How does the man react?

(He stabs the wolf with a piece of glass.)

STEP THREE: **Write summary sentences**

Student instructions for Step Three:

After you've written down your five or six phrases or sentences, try to combine them into three or four sentences. Remember: you can do this by putting two phrases or sentences together (for example, "Sylvia was uncomfortable" and "The man offered her cakes but she refused" could be combined into "Sylvia was uncomfortable with the man, so when he offered her cakes she refused"). Or you may find that one or more of your jotted notes turns out to be unnecessary. (If you completely leave out the information that the man offered her cakes, the summary will still make sense!)

Say your three or four sentences out loud several times before writing them down. After you've written the sentences down, ask your instructor to check them. Remember to proofread the sentences first by reading them out loud.

If you have trouble, ask your instructor for help.

HOW TO HELP THE STUDENT WITH STEP THREE

In this step, the student practices turning the jotted phrases and sentences into three or four smooth, coherent sentences. She should say her sentences out loud several times before she writes; listen to make sure that you hear her talking out loud, and if necessary remind her that she should be speaking before she writes.

An acceptable narration might sound like one of the following:

Sylvia found herself on the train with a stranger. He offered her cakes, but she tried to ignore him. After they had been travelling for a while, wolves on the line stopped the train. One wolf broke into the train car, but the stranger stabbed it to death.

OR

Sylvia was very uncomfortable with the stranger who was in her compartment, so she tried to ignore him and went to sleep. She woke up when the train stopped. Wolves were on the line, and one of them broke into the compartment. The man threw his cloak over the wolf and stabbed it with a piece of glass.

OR

When Sylvia took the train to see her cousin, she had to share her compartment with a stranger. Then wolves on the line stopped the train. One wolf broke into the compartment, but the man killed it.

When the summary is finished, check it using the Week 1 Narration Rubric from Day One.

Day Three: Original Narration Exercise



Focus: Summarizing nonfiction by choosing the main events and listing them chronologically

In Days One and Two, the student wrote narrations summarizing two excerpts from novels—long works of creative fiction. However, narrations can also be used to summarize nonfiction (history, science, biography, etc.).

STEP ONE: Read (Student Responsibility)

Student instructions for Step One:

The following passage about the Russian czar Peter the Great, who ruled 1682–1725, comes from *The Story of the World, Volume 3: Early Modern Times* by Susan Wise Bauer.

STEP TWO: Note important events

Student instructions for Step Two:

On scratch paper, write down six or seven phrases or short sentences that will remind you of the things that happened in the passage. Do not use more than seven phrases or short sentences! Make sure that you focus on the main events in the passage (like the Russian army's conquest of Azov) rather than the smaller details (the weather started to grow colder).

Be sure to write the events down in the same order that they happen in the story.

If you have trouble with this assignment, ask your instructor for help.

HOW TO HELP THE STUDENT WITH STEP TWO

The student should have written down on scratch paper six or seven short phrases or sentences that summarize the main events. The phrases/sentences should resemble some of the following:

Peter the Great wanted to sail to Europe.

Peter fascinated by the West

Peter the Great wanted his merchant ships to visit the West.

He needed a port.
His only port city was frozen for half the year.
The Russians needed a warmer port.
Peter wanted to capture the Port of Azov.
The Port of Azov was on the Sea of Azov which led to the Black Sea and Mediterranean.
The Turks controlled the Port of Azov.
Peter thought he could defeat the Turks.
Peter took his army to Azov and laid siege to it.
The Russian siege didn't work.
Turkish ships kept sailing in and out.
The Russians built warships and barges.
The Russians spent the winter building a fleet.
The new Russian navy drove off the Turkish galleys.
The Russians got into the fortress on a pile of rubble.
The Russian army defeated the Turks.
Peter and his army captured Azov.

If the student is having difficulty condensing the passage, ask her:

What does Peter the Great want at the beginning of the passage? *(To visit the West)*
 Why can't the Russian ships visit the West? *(They don't have a port to sail in and out of.)*
 What does Peter decide to do? *(Take Azov away from the Turks)*
 Why doesn't the siege work at first? *(Turkish ships can sail into Azov with food and weapons.)*
 How do the Russians stop the Turkish ships? *(They build a navy and block the Turkish galleys.)*
 What is the end result? *(They conquer Azov.)*

STEP THREE: **Write summary sentences**

Student instructions for Step Three:

After you've written down your six or seven phrases or sentences, try to combine them into four sentences. Remember: you can do this by putting two phrases or sentences together, or you may find that one or more of your jotted notes turns out to be unnecessary.

Say your sentences out loud several times before writing them down. After you've written the sentences down, ask your instructor to check them. Remember to proofread the sentences first by reading them out loud.

If you have trouble, ask your instructor for help.

HOW TO HELP THE STUDENT WITH STEP THREE

In this step, the student practices turning the jotted phrases and sentences into four smooth, coherent sentences. She should say her sentences out loud several times before she writes; listen to make sure that you hear her talking out loud, and if necessary remind her that she should be speaking before she writes.

An acceptable narration might sound like one of the following:

Peter the Great was fascinated by the West. He wanted his ships to sail to Europe, but the only Russian port was frozen for half the year. So he laid siege to the Port of Azov, which was held by the Turks. After the Russians built a navy to drive off the Turkish ships, Azov was conquered.

OR

Peter the Great wanted his ships to sail to the West. His only port was frozen for much of the year, so he laid siege to the Port of Azov. At first, the Russians could not conquer it because the Turkish ships resupplied it from the water. So over the winter the Russians built a new navy and used it to conquer Azov.

OR

Peter the Great wanted to sail to the West, but first he had to conquer the Port of Azov. The port was held by the Turks, and without ships, the Russians were not able to besiege it successfully. After they built a navy, though, they were able to drive off the Turkish warships. Then they conquered Azov by building a mound of rubbish and using it to climb over the walls.

When the summary is finished, check it using the Week 1 Narration Rubric from Day One.

Day Four: Challenge Exercise



Focus: Summarizing a complete narrative by choosing the main events and listing them chronologically

In the final review exercise of this week, the student will practice summing up an entire story, from beginning to end. While the story is not difficult, there are many details, and it may take the student some time to sort out the main events.

STEP ONE: **Read (Student Responsibility)**

Student instructions for Step One:

This traditional folktale is German in origin—but it is so old that no one knows for sure where it came from (or what it means). The Brothers Grimm included it in their 1812 collection of fairy tales, but this version is from Andrew Lang's classic collection *The Red Fairy Book*.

STEP TWO: Note important events and write summary sentences

Student instructions for Step Two:

You can summarize a long story like this in one of two ways.

If you're able to, just list the six or eight most important events in the story, in the same order that they happen in the story. But because there are so many details in the story, you might have to write down *each* event first—even though this will make a much longer list. However, once you've written down the longer list, you should be able to group events together and condense them so that you end up with only six or eight *main* events.

Here's an example. You might be able to look at the first five paragraphs of the story and sum them up in a single sentence:

Dullhead had two older brothers who refused to share their food with a stranger.

But you might have to list each event instead, like this:

Dullhead was the youngest of three sons.

All three brothers met a little man in the forest.

He asked them to share their food and drink.

The two oldest would not share their food with him.

The two oldest brothers hurt themselves after they refused to share.

Then you would need to work at condensing those five sentences into one or two sentences. You could start by crossing out the repetition:

Dullhead was the youngest of three sons.

~~All three~~ brothers met a little man in the forest.

He asked them to share their food and drink.

The two oldest ~~would not share their food with him.~~

The ~~two oldest~~ brothers hurt themselves after they refused to share.

Then, cross out the details that aren't necessary for the understanding of the story.

Dullhead was the youngest of three sons.

met a little man ~~in the forest~~

He asked them to share their food ~~and drink.~~

The two oldest

~~hurt themselves after they refused to share~~

Now, the first part of your summary might sound like this:

Dullhead was the youngest of three sons who met a little man in the forest. He asked to share their food, but the two oldest refused.

Your finished summary should not be more than eight sentences in length.

You should expect this exercise to take you some time, so don't get frustrated! When you have finished your summary, read it aloud. If it is still too long, read through it a second time, looking for unnecessary information or repeated phrases. Cross these out and try to combine sentences.

If you have trouble with this assignment, ask your instructor for help. And when you are finished with your summary, check your work with your instructor.



HOW TO HELP THE STUDENT WITH STEP TWO

The student has been given the choice of either summarizing directly or writing down on scratch paper a list of main events and *then* summarizing. If the student chooses to list the main events, his phrases/sentences should resemble some of the following:

*Dullhead was the youngest of three sons.
Dullhead had two brothers and was the youngest.
All three brothers met a little man in the the forest.
He asked them to share their food and drink.
The two oldest would not share their food with him.
The two oldest brothers hurt themselves after they refused to share.
Dullhead shared his food.
He was given a golden goose.
He stayed at an inn.
The inn-keeper's daughters tried to pluck the feathers.
They stuck to the goose when they touched it.
Dullhead took the goose with the three girls attached to it.
Four more people touched them and stuck to each other.
They came to a town ruled by a king with a serious daughter.
The king had promised that whoever could make his daughter laugh would marry her.
The princess laughed when she saw Dullhead and the people stuck to him.
The king did not want Dullhead to marry his daughter.
He told Dullhead to find a man who could drink a whole cellar of wine.
Dullhead found a man who could drink it.
He told Dullhead to find a man who could eat a mountain of bread.
Dullhead found a man who could eat all the bread.
He told Dullhead to find a ship that could sail on land or water.
Dullhead found the little man.
The little man gave him the ship.
The king gave Dullhead his daughter.
Dullhead and the princess ruled the kingdom for many years.*

An acceptable finished summary might resemble one of the following:

Dullhead was the youngest of three sons who met a little man in the forest. He asked to share their food, but the two oldest refused. Dullhead shared his food, and was given a golden goose as a reward. Seven people tried to touch the goose and stuck to it instead. When Dullhead took the goose and the seven people into a nearby town, the princess of the town laughed at him. The king had promised that she could marry anyone who made her laugh, but he did not want Dullhead to be his son-in-law. So he gave Dullhead three impossible tasks. The little man helped Dullhead finish the tasks, and he was able to marry the princess.

Dullhead met a little man in the forest and was kind to him. The little man gave him a golden goose as his reward. Then Dullhead discovered that anyone who tried to steal a feather from the goose stuck to it. Soon he had seven people stuck to the goose. He took the goose and the seven people into a nearby town, which was ruled by a king with a serious daughter. The king had promised that whoever made the princess laugh could marry her. Dullhead and his goose made the princess laugh, but instead of giving him

the princess, the king asked him to do three tasks. Dullhead finished the tasks with the help of the little man and married the princess.

Dullhead received a magical golden goose as a reward because he was kind to a little man in the forest. Everyone who tried to steal a feather from the goose stuck to it. So Dullhead took the goose and all of the people who were stuck to it into a nearby town. The town was ruled by a king who had promised his daughter to anyone who could make her laugh. She laughed when she saw Dullhead, but the king did not want him to marry the princess. So he told Dullhead to find a man who could drink a cellarfull of wine, a man who could eat a mountain of bread, and a ship that could sail on land or water. With the magical help of the little man, Dullhead found all three and married the princess.

If the student is unable to trim his summary down to eight sentences, ask him to answer the following questions in one sentence each.

What good thing did Dullhead do?

What did he get as a reward?

What was strange about it?

Where did he go?

What promise had been made?

Was it kept? If not, what happened instead?

How did Dullhead react?

What was the end result?

Check the student's summary using the following rubric.

Week 1 Challenge Narration Rubric

Organization

- 1 Events should be in chronological order.
- 2 If two or more events are listed in a single sentence, they should have a cause and effect relationship.
- 3 The summary must not be more than eight sentences in length.
- 4 It should mention the little man, the goose, Dullhead, the king, and the princess; the other characters do not need to be named as long as the series of events is clear.
- 5 It should end with Dullhead's marriage to the princess.

Mechanics

- 1 Each sentence should make sense on its own when read aloud.
- 2 Each proper name should be capitalized.
- 3 The student may choose to capitalize *King* and *Princess* (since the story does) or to leave them lowercase, but should be consistent throughout the story.

WEEK 2: ONE-LEVEL OUTLINES

Day One: Introduction to Outlining



Focus: Understanding the basic principles of outlining

For the last week, the student has reviewed writing narrations—three or four sentences summarizing the central story, or plot, of a narrative. Now the student will begin to work on a new form of summary writing: outlining.

Before the student begins outlining, he will become familiar with two terms: *paragraph* and *topic sentence*.

The student will work independently today; his instructions are reproduced below for your convenience.

STEP ONE: Understand paragraphs

A paragraph is a group of sentences that are all related to a single subject. You can recognize a paragraph because the first sentence is *indented* (begins half an inch farther to the right than all the other sentences).

Look at the following paragraph from the book *Inside of a Dog: What Dogs See, Smell, and Know*:

All of the sentences in this paragraphs are related to one subject: the fight between the wolfhound and the Chihuahua. (Notice that the first sentence is indented.)

Now read the following three paragraphs, found in *Understanding Light: The Science of Visible and Invisible Rays*:

The sentences in these three paragraph are also all related to a single subject. What object does the paragraph describe?



All of the paragraphs tell us something about *the human eye*. But you can't just use "The human eye" as the subject for each paragraph, because *all* of the paragraphs talk about the human eye.

Instead, each paragraph tells us about a different part or function of the human eye. In the first paragraph, all of the sentences are related to the subject "What the human eye can do." In the second paragraph, all of the sentences are related to the subject "What people understand about how the human eye works." What is the subject of the third paragraph? Remember: it will have something to do with the human eye.



The subject of the third paragraph is "The structure of the human eye" or "What the human eye looks like."

When you start to outline, you will try to summarize the subject of each paragraph in one or two phrases or in one sentence. Your summary sentence or phrases should be specific enough to show how the paragraph is different from other paragraphs that might have the same *general* subject.

STEP TWO: Understand topic sentences

Sometimes, paragraphs have *topic sentences*. A topic sentence does your work for you, because it states the subject of the paragraph outright. Topic sentences are usually found near the beginning or end of a paragraph.

Read the following four paragraphs. In each paragraph, the topic sentence is in bold print.

The first paragraph is about the discovery of the Pacific Ocean by Balboa—which is exactly what the topic sentence tells you. The second paragraph is about the clusters of galaxies in the universe. The third paragraph tells the story of the camera. And the fourth paragraph is all about distraction.

In each of these paragraphs, the topic sentence sums up the subject of the paragraph. But many paragraphs do not have a single topic sentence. Look again at the three paragraphs from *Understanding Light* that you looked at in Step One. Beside each paragraph, you will see the summary phrases or sentence that explain the paragraph's main subject.

These are perfectly good paragraphs—but none of them have a single topic sentence that sums up the main subject. Not every good paragraph has a topic sentence, but in every good paragraph, all of the sentences relate to a single main subject.

You will not be required to identify or write topic sentences in this year of study. However, you will often see the term *topic sentence* used, so you should know what it means.

STEP THREE: Understand basic outlining

In the final step of today's lesson, you'll study the basic principles of outlining.

When you outline a passage of writing, you begin by finding the main idea in each paragraph and assigning it a Roman numeral. Your goal is not to write a single sentence that incorporates *all* (or even most) of the information in the paragraph. Instead, you should try to write a sentence (or several phrases) that sums up the paragraph's central theme, or subject.

You can often find the central subject of the paragraph by asking two questions for each paragraph:

1. What is the main thing or person that the paragraph is about?
2. Why is that thing important?

Read the following paragraph from *The Story of Canada* by Janet Lunn and Christopher Moore.

Now answer the following questions before looking at the answers.

What is the main thing that the paragraph is about?



Buffalo. The paragraph does talk about the Blackfoot people as well—but notice that the paragraph begins with the *buffalo*, and that all of the references to the Blackfoot people are made to explain how the *buffalo* were used.

Why is the buffalo important?



Because the Blackfoot people used it for food, clothing, and other purposes.

If you were to put together these two answers in one sentence, it would look something like this:

- I. The Blackfoot people used buffalo for food, clothing, and many other purposes.

(Notice that I is the Roman numeral for “1” or “first paragraph.”)

You might be tempted to write a whole list of things that the Blackfoot people used buffalo for (“The Blackfoot used the buffalo for meat, tipis and clothing, thread, clubs, spoons, needles, and fuel”), but when you are constructing an outline, you should *not* include *all* of the information in the paragraph. Instead, you should summarize. If you

The next paragraph in *The Story of Canada* reads:

Ask the question: What is the main thing that the paragraph is about?



Horses.
Why are horses important?



The Blackfoot tribe learned how to ride them in the 1700s.
So your sentence would sound like this:

II. The Blackfoot tribe learned to use horses in the 1700s.
(Note that II is the Roman numeral for “2” or “second paragraph.”)

Remember: you are not trying to summarize every detail in the entire paragraph. You are finding the central idea in it.

In the next day’s work, you’ll try to find the central idea in each paragraph for yourself.

Day Two: Outlining Exercise



Focus: Finding the main idea in each paragraph of a passage about history

In today’s exercise, the student will construct his first one-level outline.

As you help the student with the rest of this year’s outlining exercises, keep this principle in mind: There may be several different, but valid, ways to outline any given paragraph. If the student can give good reasons why he’s chosen his points, don’t worry about whether he’s constructed the best possible outline.

STEP ONE: Read (Student Responsibility)

Student instructions for Step One:

This excerpt is from a biography called *Hatshepsut: Egypt’s First Female Pharaoh*, by Pamela Dell.

You’ll find the passage easier to understand if you have a little background information. Hatshepsut’s father, Thutmose I, died around 1492 BC and left two heirs: his daughter Hatshepsut and his son Thutmose II. Hatshepsut had the best claim to the throne, because she was the daughter of Thutmose I’s most important wife. But Thutmose I wanted his son, Thutmose II, to be the next ruler of Egypt instead. Unfortunately, Thutmose II was the son of a much less important wife.

To make Thutmose II more acceptable to the people as the next pharaoh, Thutmose I arranged for him to marry Hatshepsut—his half-sister. The Egyptian royal pharaohs often did this. They believed that their blood was divine, so they were reluctant to marry anyone from outside the royal family—that would be like mixing divine and human blood.

STEP TWO: **Begin to construct a one-level outline**

Student instructions for Step Two:

The passage selected for today's outlining exercise has short, easy paragraphs. Remember, you should begin by asking one simple question:

1. What is the main thing or person that this section is about?

In this passage, every single paragraph is about Hatshepsut, Thutmose II—or both of them.

Begin your outline by deciding whether each paragraph is about Hatshepsut, Thutmose II, or both. Write your answers on the outline below, remembering that each Roman numeral stands for a paragraph of the reading. The first point is done for you.

I. Hatshepsut and Thutmose II

II.

III.

IV.

V.

VI.

VII.

When you are finished, check your work with your instructor.

HOW TO HELP THE STUDENT WITH STEP TWO

The student's answers should be:

I. *Hatshepsut and Thutmose II*

II. *Hatshepsut*

III. *Hatshepsut*

IV. *Thutmose II*

V. *Thutmose II*

VI. *Hatshepsut*

VII. *Hatshepsut*

Paragraphs II-V should be very straightforward, since only one of the two characters is mentioned. In the sixth and seventh paragraphs, Thutmose is mentioned, but the focus is very clearly on Hatshepsut's roles as wife and mother.

STEP THREE: **Finish constructing a one-level outline**

Student instructions for Step Three:

Now finish your outline by asking the second question: In each paragraph, what did these people *do*? Or to put it another way: What event or part of their lives or accomplishment does the entire paragraph talk about?

Remember, you should not be listing individual details from the paragraphs. Instead, try to think of the single word or phrase that sums up what all the details have in common.

Consider the first paragraph:

No one knows for sure whether Hatshepsut and Thutmose II were married when their

father died. But at the time of their marriage, neither of them was an adult. Hatshepsut was probably between 12 and 15, and Thutmose was probably a few years older or younger.

You wouldn't finish out the first main point on your outline by writing:

I. Hatshepsut and Thutmose II may have married before their father died, were both very young

Both the timing of their marriage, and the *age* at which they were married, are details. But both of those details tell you more about their *marriage*. So your first point should be:

I. Hatshepsut and Thutmose II and their marriage

or

I. Hatshepsut and Thutmose II's marriage

Try now to finish your outline by finding the main subject of each paragraph. You can use the answer above for I.

If you have trouble, ask your instructor for help. When you are finished, check your work with your instructor.

HOW TO HELP THE STUDENT WITH STEP THREE

The student's answers should resemble the following:

- I. *Hatshepsut and Thutmose II get married OR Hatshepsut and Thutmose II's marriage*
- II. *Hatshepsut and her vows OR Hatshepsut's vows*
- III. *Hatshepsut and her titles OR Hatshepsut's titles*
- IV. *Thutmose II and his battles OR Thutmose II's battles*
- V. *Thutmose II and his buildings OR Thutmose II's buildings*
- VI. *Hatshepsut and her duties OR Hatshepsut and her duties as King's Wife*
- VII. *Hatshepsut and her role as mother OR Hatshepsut and her children*

If the student struggles with this assignment, use the following dialogues:

Paragraph 2

Instructor: Hatshepsut promised to do five things. What were they?

Student: Be feminine, exude fragrance, speak in musical tones, make herself loved, tend her lord

Instructor: What word do the writers use for these promises? They say that Hatshepsut took traditional. . .

Student: Vows

Instructor: So this paragraph is all about Hatshepsut's five. . .

Student: Vows

Paragraph 3

Instructor: There are four proper names for Hatshepsut listed in this paragraph. What does the paragraph call these names? Hint: they are King's Daughter, King's Great Royal Wife, God's Wife of Amun, King's Sister.

Student: They are titles.

Instructor: So this paragraph is all about Hatshepsut's four. . .

Student: Titles

Paragraph 4

Instructor: This paragraph tells you all about one kind of success that Thutmose II may—or may not—have had. What kind of success was that?

Student: Success in battle OR Military success

Instructor: So the paragraph is all about Thutmose II's battles. That is your main point.

Paragraph 5

Instructor: What three things did Thutmose II build, according to this paragraph?

Student: Monuments, other works, the temple complex at Karnak

Instructor: So this paragraph is about Thutmose II's success at. . .

Student: Building

Instructor: That is your main point.

Paragraph 6

Instructor: The main point of this paragraph is found in the very first sentence. What did Hatshepsut perform?

Student: Her royal wifely duties

Instructor: "Hatshepsut's duties" are the main subject of the paragraph.

Paragraph 7

Instructor: This paragraph is all about another kind of job that Hatshepsut had. What was that job or role?

Student: To be a mother

Instructor: So you could say that this paragraph is all about Hatshepsut's role as a. . .

Student: Mother

Day Three: Outlining Exercise



Focus: Finding the main idea in each paragraph of a passage about science

The student will continue to practice basic outlining skills for the rest of this week.

STEP ONE: Read (Student Responsibility)

Student instructions for Step One:

This excerpt, from the basic geology text *The Round World* by Michael Dempsey, discusses the metals found in the crust of the Earth (the outermost layer of the Earth).

STEP TWO: Understand how to outline science writing (Student Responsibility)

Student instructions for Step Two:

When you outline science writing, you may need to ask slightly different versions of the questions suggested at the beginning of this week. Remember, those questions are:

1. What is the main thing or person that the paragraph is about?
2. Why is that thing important?

For a science text, you might sometimes find it more useful to ask:

1. What is being described or defined in this paragraph?
2. Is there one central thing which is most important about it?

Look at the first paragraph again and ask yourself: What is being described or defined in this paragraph?

This isn't an easy question to answer, because the paragraph starts out with a *negative* definition. What is *not* (or rarely) found in the Earth's crust?



Pure metals.

This paragraph is centered around describing what is found in the Earth's crust *instead of* pure metals. Pure metals aren't found in the Earth's crust—what is found instead?



Metals combined with other elements.

That answers both questions—metals are being described in this paragraph, and the most important thing about those metals is that they're combined with other elements.

So the first point in your outline would look like this:

- I. Metals combined with other elements

There may be more than one good way to phrase a main point. If, for example, you wrote

- I. The makeup of metals in the crust

that could also sum up the main idea of the paragraph—which then goes on to define exactly *what* the makeup of metals in the crust is.

STEP THREE: **Construct a one-level outline**

Student instructions for Step Three:

Now finish your outline by finding the main point for each of the remaining three paragraphs.

If you have difficulty, use the hints below. When you are finished, check your work with your instructor.

- I. The makeup of metals in the crust (this point was already covered for you!)
- II. This point has to do with amounts.
- III. This paragraph has a definition in it. What is being defined? (You don't have to give the *content* of the definition.)
- IV. How many kinds of what?

HOW TO HELP THE STUDENT WITH STEP THREE

The student's answers should resemble the following:

- I. *Metals combined with other elements OR The makeup of metals in the crust*
- II. *The quantity of metals in the crusts*
- III. *The definition of ore*
- IV. *The three kinds of rock*

Note that the student should *not* put the following level of detail into the outline:

- III. *Ore is a rock with enough metal to make extraction worthwhile.*
- IV. *The three kinds of rock are igneous, sedimentary, and metamorphic.*

Those details belong in a two-level outline:

- III. *The definition of ore*
 - A. *Geological processes concentrated the metal.*
 - B. *Rocks with concentrated metal are called ore.*
- IV. *The three kinds of rock*
 - A. *Igneous*
 - B. *Sedimentary*
 - C. *Metamorphic*

If the student has difficulty with the outline, use the following dialogue:

Paragraph 2

Instructor: In this paragraph, there are two words repeated twice (each). What are they?

Student: Quantity and metal

Instructor: The main point of this paragraph is “The quantity of metal in the earth’s crust.”

Paragraph 3

Instructor: What do we call a rock with enough metal in it to make extraction worthwhile?

Student: Ore

Instructor: The main point is “The definition of ore.”

Paragraph 4

Instructor: How many kinds of rock are there?

Student: Three

Instructor: The main point is “Three kinds of rock.”

Day Four: Outlining Exercise



Focus: Finding the main topic in each paragraph of a passage about science

STEP ONE: Understand topical outlines (Student Responsibility)

Student instructions for Step One:

In the last passage you outlined, each paragraph talked about the same basic topic: metals in the Earth’s crust. But even though *every* paragraph talked about metals in the Earth’s crust, you couldn’t outline it by writing:

- I. Metals
- II. Metals
- III. Metals
- IV. Metals

Instead, you had to identify what was being *said* about metals in each paragraph. The first paragraph talked about metals combined with each other, the second about how *much* metal was in the crust, the third about metal in rock (ore), and the fourth about the kinds of rock that have metal in them.

But sometimes a writer will use each paragraph of an essay to talk about a different topic. Look at the following paragraphs, adapted from a popular book about birds published at the beginning of the last century:

Each one of these paragraphs describes a different bird. The simplest way to outline the passage is:

- I. The road runner
- II. Petrels
- III. Crows
- IV. The dusky grouse



This topical outline doesn't try to find the most *important* thing about the road runner, petrels, crows, or the dusky grouse. Since the paragraphs go on to give a whole list of facts about each bird, it would be almost impossible to figure out which fact is the most "central." What's central in each paragraph is the bird itself.

So the topical outline simply lists the topics: one kind of bird for each paragraph.

STEP TWO: Read (Student Responsibility)

Student instructions for Step Two:

This excerpt is taken from the science book *Real Things in Nature* by Edward S. Holden. After you've read the passage, you will construct a basic topical outline of its paragraphs.

STEP THREE: Construct a one-level topical outline

Student instructions for Step Three:

Now write a one-level outline for the passage, listing only the main topic discussed in each paragraph. If you have difficulty, ask your instructor for help. When you are finished, check your work with your instructor.

HOW TO HELP THE STUDENT WITH STEP THREE

The student's outline should resemble the following:

- I. The sun
- II. The corona
- III. Meteors
- IV. Shooting stars
- V. Comets

The topics of the paragraphs are fairly simple to find, but if the student has difficulty, ask the following questions:

- I. What is a huge, intensely hot globe made of gases and vapors and 5,000 times more brilliant than white-hot boiling iron?
- II. What is the envelope, or crown, of the sun?
- III. What are the clouds of stone that travel in orbits and are usually invisible?
- IV. What do we call a meteor that moves into the atmosphere and burns up?
- V. What are crowds of stones that move in a swarm around the sun and then never come back?