

Bible-Based Writing Lessons

Implementing the Structure and Style® Writing Method

Teacher's Manual

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Third Edition, April 2019

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These lessons are not intended as a Bible curriculum replacement, but rather their purpose is to broaden subject knowledge while students learn to write.

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Welcome to *Bible-Based Writing Lessons*. This Teacher's Manual shows reduced copies of the Student Book pages along with instructions to teachers and sample key word outlines. Please be aware that this manual is not an answer key. The samples provided in this book are simply possibilities of what you and your students could create.

Lesson instructions are directed to the student, but teachers should read them over with their students and help as necessary, especially with outlining and structure and style practice. It is assumed that teachers have viewed and have access to IEW's *Teaching Writing: Structure and Style* DVD course and own the *Seminar Workbook*. Before each new unit, teachers should review the appropriate information in that workbook and DVD. You can find references to the *Teaching Writing: Structure and Style* course in the teacher's notes for each new unit.

Introduction

Introduction

The lessons in this book teach Structure and Style® in writing. As they move through various Bible passages and topics, they incrementally introduce and review the models of structure and elements of style found in the Institute for Excellence in Writing's *Teaching Writing: Structure and Style*®.

It is important to note that these lessons are not intended as Bible curriculum replacement, but rather their purpose is to broaden subject knowledge while students learn to write. The primary purpose is for students to learn structure and style in writing.

Student Book Contents

- **Scope and Sequence Chart** (pages 8–9)
- **The Lesson Pages**
This is the majority of the text. It contains the instructions, source texts, worksheets, and checklists you will need for each lesson.
- **Appendix I: Modified MLA Format**
- **Appendix II: Adding Literature**
This appendix suggests various novels to be read or listened to alongside the writing lessons. These great stories will enhance the students' understanding of the themes within the student lessons, build vocabulary, and model various elements of Structure and Style.
- **Appendix III: Critique Thesaurus**
The Critique Thesaurus provides a list of literary terms and their synonyms that are often used when critiquing various forms of literature, as well as a list of character qualities. This will help you include specific words to make your critique and literature analysis essay sound sophisticated.
- **Appendix IV: Vocabulary Chart** (Cards in Student Book only)
The vocabulary words are an important part of these lessons. You should try to include some of these words in each composition you write. The goal is that these great words will become part of your natural writing vocabulary.
- **Appendix V: The Five Canons of Rhetoric by Andrew Pudewa** (Teacher's Manual only)

Customizing the Checklist

The total point value of each assignment is indicated at the bottom of each checklist. This total reflects only the basic items and does not include the vocabulary words. If this is used, add the appropriate amount of points and write the new total on the custom total line.

Important: Teachers and parents should remember IEW's EZ+1 Rule when introducing IEW stylistic techniques. The checklist should include only those elements of style that have become easy plus one new element. If students are not yet ready for a basic element on the checklist, simply have them cross it out. Subtract its point value from the total possible and write the new total on the custom total line at the bottom. If you would like to add elements to the checklist, assign each a point value and add these points to the total possible, placing the new total on the custom total line.

Reproducible checklists are available. See the blue page for download information.

Introduction

Checklists

Each lesson includes a checklist that details all the requirements of the assignment. You should check off each element when you are sure it is included in your paper. With each assignment, turn in the checklist to be used by the teacher for grading. Reproducible checklists are available. See the blue page for download information.

Teacher's Manual

The Teacher's Manual includes all of the Student Book contents (except the vocabulary cards) with added instructions for teachers, including sample key word outlines and style practice ideas. Teachers may teach directly from this manual without the need of their own copy of the Student Book.

Teaching Writing: Structure and Style

Along with the accompanying Teacher's Manual for this Student Book, it is required that the teacher of this course has access to *Teaching Writing: Structure and Style*. This product is available in DVD format or online streaming. For more information, please visit IEW.com/TWSS.

The Student Resource Packet

The *Student Resource Packet* (SRP) is a free download referenced throughout these lessons. Please follow the instructions on the blue page for downloading this very helpful resource at no cost. If you prefer not to print so many pages, you may purchase a hard copy. Please visit IEW.com/SRP.

Adapting the Schedule

Groups who follow a schedule with fewer than thirty-one weeks will have to omit some lessons. Because there are several lessons for each of the nine IEW units, this is not a problem. Teach lessons that introduce new concepts and omit some of those that do not.

Grading with the Checklist

To use the checklists for grading, do not try to add all the points earned. Instead, if an element is present, put a check in the blank across from it. If an element is missing, write the negative point value on its line or box. Total the negative points and subtract them from the total possible (or your custom total).

Note: Students should have checked the boxes in front of each element they completed.

In addition to the *Student Resource Packet* (SRP), encourage students to bring a thesaurus to class. Most students enjoy using an electronic thesaurus, but for those who prefer books, IEW offers a unique one entitled *A Word Write Now*.

This schedule is provided to emphasize to parents and students, particularly in a class setting, that teachers and students should not expect to complete an entire lesson in one day. Spreading work throughout the week will produce much better writing with much less stress. Parents teaching their own children at home should follow a similar schedule.

Literature Suggestions

You will notice that there is suggested literature for each of the lessons if you would like to add that element. The pacing has been made assuming the student will read around an hour or so each day and is reading at a junior high level. Please allow yourself and your student flexibility in the pacing. If your student needs to slow down, that's just fine. Conversely, if your student reads a bit faster, work at a pace that is comfortable for your student. What is important is that you finish the book you start. Perseverance!

Introduction

Suggested Weekly Schedule

While there may be slight variations, here is a general breakdown of what a week will look like:

Day 1

1. Introduce new concepts/structural model.
2. Follow the lesson instructions to read the source text, make a key word outline, and tell back the meaning of each line of notes.
3. Study the vocabulary words for the present lesson.

Day 2

1. Review the key word outline from Day 1. If a note is unclear, check the source text and add what you need in order to understand it.
2. If a new element of style is introduced, read about it and complete the practice exercise for it.
3. After you are sure you understand your outline(s), write a paragraph(s) using only the outline(s). Try not to look back at the source text while you are writing. Write in your own words. Follow the checklist and indicate the required elements as instructed.

Days 3 and 4 may be completed by students more independently, but parents or teachers should be available to help as necessary and to edit.

Day 3

1. Finish writing your composition. Check each item on the checklist when you are sure you have completed it. Let an editor proofread.
2. Review all vocabulary words learned thus far.

Day 4

1. Write or type a final draft making any corrections your editor asked you to make. Check off each item on the checklist when you have included and labeled it.
2. Paperclip the checklist, final draft, rough draft, and KWO together. Hand them in.

Days 1 and 2 will require direct instruction from the teacher or parent. If you are working with a class that meets only once per week, Days 1 and 2 should be combined and taught on the day of class.

Hold up the picture side of a page of vocabulary cards from a Student Book. Read one definition at a time. Can the students guess from the pictures which word matches the definition?

Labeling Dress-Ups

The lessons require one of each dress-up to be underlined in each paragraph. To help them keep track, some students choose to assign a color and underline in various colors. This will make grading simpler for teachers, and it will help students keep track of the elements to be sure that they use one of each.

Scope and Sequence

| Lesson | Subject and Structure | Style (First Introduced) | Vocabulary Words | Literature Suggestions |
|---------------------|---|--|---|--|
| Unit 1 1 | The Story of Noah Begins Preparations for the Flood introduction to structure | introduction to style | ache, deplorable, construct, annihilate | |
| Unit 2 2 | Into the Ark The Waters Abate number rule, title rule | -ly adverb | rupture, secure, sleek, proceed | <i>Shipwreck at the Bottom of the World</i> by Jennifer Armstrong |
| Unit 3 3 | The Miracle at Cana | | deplete, superior, amphora, reveal | |
| 4 | The Prodigal Son | who/which clause | destitute, employ, serf, frivolous | <i>The Bronze Bow</i> by Elizabeth George Speare |
| 5 | The Tale of the Talents | strong verb banned words: <i>say/said</i> | dutiful, foolish, prominent, astute | |
| Unit 4 6 | The Apostle Paul on Love topic-clincher sentences | | cherub, chimes, faithful, persist | |
| 7 | Building the Temple | because clause banned words: <i>go/went</i> | lavish, craftsmen, chisel, adept | <i>The Yearling</i> by Marjorie Kinnan Rawlings |
| 8 | Faith in Christ | quality adjective | miraculous, confident, pursue, admire | |
| Unit 5 9 | Daniel and the Lions' Den | banned words: <i>good, bad</i> | envious, lair, dejected, vanquish | |
| 10 | Queen Esther | www.asia clause | fortitude, valor, vile, frolic | |
| 11 | The Plagues of Egypt | #2 prepositional opener banned words: <i>see/saw</i> | omnipotent, lament, stubborn, daring | <i>A Christmas Carol</i> by Charles Dickens |
| Unit 6 12 | Jesus Walks on the Sea source and fused outlines | banned words: <i>think/thought, big, small</i> | tread, gale, apparition, astound | |
| 13 | Temptation in the Desert | #3 -ly adverb opener | adore, discern, cunning, apex | <i>Up from Slavery</i> by Booker T. Washington |
| 14 | Relationships | | bond, absolve, liberty, throne | |
| 15 | Wisdom in Proverbs | #6 vss opener | judicious, sage, imprudent, culminate | |

Scope and Sequence

| Lesson | Subject and Structure | Style (First Introduced) | Vocabulary Words | Literature Suggestions |
|-------------------------------------|---|-------------------------------------|---|--|
| Unit 7 16 | The Good Samaritan, Part 1 body paragraphs | | empathy, beneficent, venture, exemplar | <i>The Magician's Nephew</i> by C.S. Lewis |
| 17 | The Good Samaritan, Part 2 introduction and conclusion | #5 clausal opener | contentment, prosperity, endure, jubilant | |
| 18 | The Garden of Eden | #1 subject opener #4 -ing opener | rapport, design, existence, pronounce | |
| Unit 8 19 | Faith in Christ | | infuse, resource, relying, secure | <i>Escape from Warsaw</i> by Ian Serrailier |
| 20 | Foreshadowing in the Bible citations | | typology, gallant, traverse, instigate | |
| 21 | Responsibilities of a Christian, Part 1 the super-essay | quotation, question | | |
| 22 | Responsibilities of a Christian, Part 2 | alliteration, 3sss | | <i>Joan of Arc</i> by Mark Twain |
| 23 | Responsibilities of a Christian, Part 3 | dramatic open-close | | |
| Unit 9 24 | The Miracle at Cana | | | |
| 25 | Ruth | simile/metaphor | | <i>Carry On, Mr. Bowditch</i> by Jean Lee Latham |
| Response to Literature 26 | Saul's Conversion the TRIAC model | | depraved, celestial, profess, struggle | |
| 27 | David and Goliath | | catapult, bronze, taunt, fatal | |
| Argumentative Essays 28 | The Golden Calf, Part 1 developing proofs | triple extensions | | <i>The Trojan War and the Adventures of Odysseus</i> by Padraic Colum |
| 29 | The Golden Calf, Part 2 thesis statement | | | |
| 30 | Jonah, Part 1 refutation | | | |
| 31 | Jonah, Part 2 | | review all | |

Lesson 1: The Story of Noah Begins and Preparations for the Flood

Structure: IEW Unit 1: Note Making and Outlines

Style: Introduction to Structure and Style

Writing Topic: The Story of Noah and the Ark

Literature Suggestion:

Acquire *Shipwreck at the Bottom of the World* by Jennifer Armstrong to read for Lessons 2–3.

Teaching Writing: Structure and Style

Watch the sections for Unit 1: Note Making and Outlines. At IEW.com/twss-help reference the TWSS Viewing Guides.

Lesson 1: The Story of Noah Begins and Preparations for the Flood

UNIT 1: NOTE MAKING AND OUTLINES

Lesson 1: The Story of Noah Begins and Preparations for the Flood

Goals

- to be introduced to the Unit 1 Note Making and Outlines structural model
- to create a key word outline (KWO)
- to retell the content of a source text using just your outline
- to use new vocabulary words: *ache*, *deplorable*, *construct*, *annihilate*

Assignment Schedule

Note: Classes that meet only one day per week should complete Days 1 and 2 on class day.

Day 1

1. Read pages 12–13 to become familiar with the overall goal of structure and style as well as the process for this lesson.
2. Read “The Story of Noah Begins” on page 14. Create a key word outline as instructed on page 15.
3. Test your outline by covering the source text and formulating sentences using the key words of your outline. It is perfectly all right if it is not the same as the original source text! Use your key words to create full sentences in your own words.
4. Cut out and study the vocabulary words for Lesson 1: *ache*, *deplorable*, *construct*, *annihilate*.

Day 2

1. Read “Preparations for the Flood” on page 16 and create a key word outline just as you did previously with “The Story of Noah Begins.” Use the blank outline on page 17 to write down your key words, symbols, numbers, or abbreviations from each sentence.
2. Cover the source text and tell the meaning of each line of notes.

Day 3

1. Retell both of your outlines for extra practice.
2. Review the vocabulary words for Lesson 1: *ache*, *deplorable*, *construct*, *annihilate*.

Day 4

1. You are done for this week! This is the shortest week you will have in these lessons. Go out and enjoy the sunshine while you can.

In a class that meets weekly, follow Days 1 and 2 instructions. Read through Days 3 and 4 with students so they understand how to complete the lesson during the remainder of the week.

Write class ideas on a whiteboard. Students may copy these or use their own ideas. See the sample key word outline (KWO) on page 15.

Use a student’s book. Hold up the page of cards for Lesson 1. Read each definition and ask your student to guess which word it matches by looking at the pictures.

Unit 1: Note Making and Outlines

Literature Suggestion

Acquire *Shipwreck at the Bottom of the World* by Jennifer Armstrong to read for Lessons 2–3.

Structure

What is *structure*? The dictionary defines structure as “the arrangement of and relations between the parts or elements of something complex.”

Think of the building of the ark. Before anything could begin, God had to give the plans for Noah and his sons to follow. They had to follow the plans so that each part of the ark was in its proper place. Getting an ark of such gigantic proportions to float doesn’t just happen! Each part had to be placed in its own spot, and each step had to be completed in its proper order for it to function as it should. The plan is the structure.

Writing in many ways is similar to building the ark; only when you write, you work with facts and ideas. If you began writing without planning, your facts and ideas would probably not be arranged in the most logical way. Your composition would not be structured well and would not communicate your thoughts effectively. In this course, you will learn how to “draw plans” for everything before you write. Your “plans” are outlines, and they will follow a particular model of structure for each type of composition.

Style

What comes to your mind when you hear the word *style*? Many people think of clothes. Clothes come in a variety of styles. One would dress differently to attend a royal ball than to tend a garden. That is because formal events require a formal style of clothing, whereas casual settings do not.

Similarly, there are also different styles of language. Below are two sentences that communicate the same information in different styles. Which do you like better?

The door closed.

The door of the ark miraculously closed by the power of God’s hand.

You probably like the second sentence better because it is more descriptive. When you write, you must realize that the readers are not with you and cannot see, hear, or feel what is in your mind. This means that you must fill in the details and paint vivid pictures with your words. Descriptive words will help readers see, hear, feel, and experience the scene you are writing about as the second sentence does. The IEW elements of style will give you the tools you need to do just this.

Key Word Outlines

Before you write, you will practice the first step of learning *structure* in writing: key word outlining.

Structure is how you organize the things you write. Key word outlining will help you gather information and help you organize that information in your compositions.

When you outline, you will use words, symbols, numbers, and abbreviations to help outline quickly. There are some commonly accepted symbols and abbreviations listed for you in the *Student Resource Packet* (SRP). You may use these or make up some of your own. Below are a few symbols that are commonly used. What do you think each means?



The Editor

Selecting and ‘hiring’ an editor is key to your writing success. You will need to acquire an editor to complete your assignments in this book. The purpose of the editor is to look over your work to amend anything that is not correct or complete. When you receive your paper back with the corrections marked, you will then rewrite your paper including the changes suggested by your editor. This process is very important because through the editing process you will receive useful feedback from your editor and learn correct spelling, punctuation, and proper grammar usage.

The Process

Step 1

Read “The Story of Noah Begins” on page 14.

Step 2

After reading the source text, read through it again choosing no more than three key words from each sentence that will best help you remember the meaning of the sentence. (Underlining the words in the source text as you select them can help!) Write the words on the blank outline on page 15.

Note: You may use symbols, numbers, and abbreviations freely for your outline. They do not count as words. However, be sure you can remember what they mean!

Step 3

Test your outline by covering the source text and formulating sentences using the key words of your outline. It is perfectly all right if it is not the same as the original source text!

Repeat steps for “Preparations for the Flood.”



= man



= greater, huge, a lot



= go, went; led to



= said

w/ = with

Source Text**The Story of Noah Begins**
(Genesis 6:5–8)

Then the LORD saw that the wickedness of man was great on the earth, and that every intent of the thoughts of his heart was only evil continually.



The LORD was sorry that He had made man on the earth, and He was grieved in His heart. The LORD said, “I will blot out man whom I have created from the face of the land, from man to animals to creeping things and to birds of the sky; for I am sorry that I have made them.” But Noah found favor in the eyes of the LORD.

Note: Because the texts used in this book are pulled directly from Scripture (New American Standard Bible (NASB) translation), the sentences are often separated using a semi-colon as opposed to a period. When outlining, treat a semi-colon as a period. This means that you can take two to three key words from before the semicolon and after the semicolon. Each will have its own line in the outline.

Sample

Lesson 1: The Story of Noah Begins and Preparations for the Flood

Key Word Outline

- I. Lord, , wickedness, continually
1. sorry, made, , earth
2. L., blot, man, animals
3. sorry, made, them
4. Noah, found, favor, L.

This teacher's manual contains sample key word outlines. These are merely samples. Every class and each student will have unique outlines.



Source Text**Preparations for the Flood**
(Genesis 6:17–22)

“Behold, even I am bringing the flood of water upon the earth, to destroy all flesh in which is the breath of life, from under heaven; everything that is on the earth shall perish. But I will establish My covenant with you; and you shall enter the ark—you and your sons and your wife, and your sons’ wives with you. And of every living thing of all flesh, you shall bring two of every kind into the ark, to keep them alive with you; they shall be male and female. Of the birds after their kind, and of the animals after their kind, of every creeping thing of the ground after its kind, two of every kind will come to you to keep them alive. As for you, take for yourself some of all food which is edible, and gather it to yourself; and it shall be for food for you and for them.” Thus Noah did, according to all that God had commanded him, so he did.

Sample

Lesson 1: The Story of Noah Begins and Preparations for the Flood

Key Word Outline

- I. flood, , destroy, life
1. God, covenant, w/, Noah
2. N, ark, w/ sons + wives
3. bring, living, 2 ea., ➔, ark
4. male, +, female
5. birds, animals, creeping
6. yourself, food, gather
7. food, you + them
8. Noah, according, God, 

Lesson 12: Jesus Walks on the Sea

Structure: IEW Unit 6: Summarizing Multiple References source and fused outlines

Style: banned words: *think/thought, big, small*

Writing Topic: Jesus Walks on the Sea

Literature Suggestion:

During Lessons 11–12, students may read *A Christmas Carol* by Charles Dickens.

Acquire *Up from Slavery* by Booker T. Washington for Lessons 13–15.

Teaching Writing: Structure and Style

Watch the sections for Unit 6: Summarizing Multiple References. At IEW.com/twss-help reference the TWSS Viewing Guides.

Lesson 12: Jesus Walks on the Sea

UNIT 6: SUMMARIZING MULTIPLE REFERENCES

Lesson 12: Jesus Walks on the Sea

Goals

- to be introduced to the Unit 6 Summarizing Multiple References structural model
- to create source outlines from multiple references
- to create a fused outline
- to write a 1-paragraph report based on “Jesus Walks on the Sea”
- to continue practicing the topic-clincher rule
- to ban weak verbs and adjectives: *think/thought, big, small*
- to use new vocabulary words: *tread, gale, apparition, astound*

Assignment Schedule

Note: Classes that meet only one day per week should complete Days 1 and 2 on class day.

Day 1

1. Read New Structure: Summarizing Multiple References on page 100 and The Process on page 101.
2. Following The Process, select facts from Source A just as you did in Unit 4 (Summarizing a Reference). Choose no more than five facts and place them on the source outline on page 104.
3. Repeat the same process for Source B.
4. Once you have notes from both sources, select five to seven facts from the source outlines and place them on the fused outline on the bottom of page 104. This report paragraph will need topic and clincher sentences.
5. Use the fused outline to tell back in complete sentences the ideas you will include in your paragraph.

Day 2

1. Review your fused outline.
2. Complete Structure Practice on page 105 and Style Practice on pages 106–107.
3. Study the new vocabulary words for Lesson 12: *tread, gale, apparition, astound*.
4. Write your paragraph using your fused outline, style practice ideas, and checklist. Highlight or bold two or three key words that repeat or reflect in the topic and clincher sentences.

In this new unit the KWO is formed by taking key words from interesting and important facts, similar to Unit 4. In this unit students receive multiple sources related to each topic. For each topic students take 3-5 notes from each source to form a source outline. Using the source outlines, students combine the notes to form a fused outline. Help students limit which facts they choose.

Each paragraph is about a specific topic and should follow the topic-clincher rule.

Unit 6: Summarizing Multiple References

Day 3

1. Finish writing your paragraph. Check off each item on the checklist when you are sure you have completed it.
2. Turn in your rough draft to your editor with the completed checklist attached.
3. Review all vocabulary words introduced thus far.

Day 4

1. Write or type a final draft making any corrections your editor asked you to make.
2. Paperclip the checklist, final draft, rough draft, and KWO together. Hand them in.

Literature Suggestion

Finish reading *A Christmas Carol* by Charles Dickens. Acquire *Up from Slavery* by Booker T. Washington for Lessons 13–15.

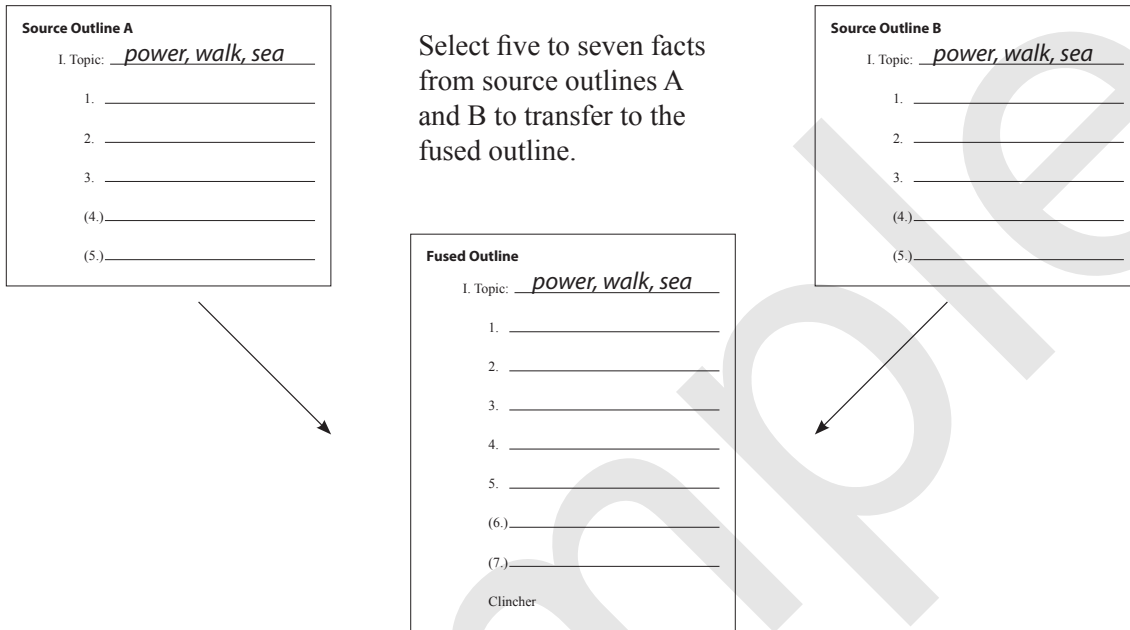
New Structure**Summarizing Multiple References**

When you are asked to write a research report, your teacher may require that you use several sources from which to gather facts. In this lesson you will write a 1-paragraph report, but you will have more than one source text. This means that you will first make a key word outline about a specific topic from each source. Recall what you did in Unit 4 (Summarizing a Reference) when you chose a limited number of facts that you found to be important or interesting. In Unit 6 (Summarizing Multiple References), you will use the same process when outlining the source texts individually.

After you have completed the source outlines, create a fused outline. You do this by choosing important and interesting facts from the source outlines and placing them on the fused outline. Use the fused outline to write the paragraph.

Lesson 12: Jesus Walks on the Sea

The process looks like this:



Select five to seven facts from source outlines A and B to transfer to the fused outline.

The Process

Step 1

Read Source A. Select three to five facts on the topic (power to walk on the sea) that you find important or interesting and add them to the outline for Source A.

Step 2

Read Source B. Select three to five facts on the topic (power to walk on the sea) that you find important or interesting and add them to the outline for Source B.

Step 3

Select five to seven facts from source outlines A and B to transfer to the fused outline.

Step 4

Test your fused outline by retelling the facts transferred.

Step 5

Write your paragraph from your fused outline. Be sure to follow the requirements on the checklist.

Unit 6: Summarizing Multiple References

Source A**Jesus Walks on the Sea**
(Matthew 14:22–33)

Immediately He made the disciples get into the boat and go ahead of Him to the other side, while He sent the crowds away. After He had sent the crowds away, He went up on the mountain by Himself to pray; and when it was evening, He was there alone. But the boat was already a long distance from the land, battered by the waves; for the wind was contrary. And in the fourth watch of the night He came to them, walking on the sea. When the disciples saw Him walking on the sea, they were terrified, and said, “It is a ghost!” And they cried out in fear. But immediately Jesus spoke to them, saying, “Take courage, it is I; do not be afraid.”

Peter said to Him, “Lord, if it is You, command me to come to You on the water.” And He said, “Come!” And Peter got out of the boat, and walked on the water and came toward Jesus. But seeing the wind, he became frightened, and beginning to sink, he cried out, “Lord, save me!” Immediately Jesus stretched out His hand and took hold of him, and said to him, “You of little faith, why did you doubt?” When they got into the boat, the wind stopped. And those who were in the boat worshiped Him, saying, “You are certainly God’s Son!”

Source B**Jesus Walks on the Sea**
(Mark 6:45–52)

Immediately Jesus made His disciples get into the boat and go ahead of Him to the other side to Bethsaida, while He Himself was sending the crowd away.

After bidding them farewell, He left for the mountain to pray.

When it was evening, the boat was in the middle of the sea, and He was alone on the land. Seeing them straining at the oars, for the wind was against them, at about the fourth watch of the night He came to them, walking on the sea; and He intended to pass by them. But when they saw Him walking on the sea, they supposed that it was a ghost, and cried out; for they all saw Him and were terrified. But immediately He spoke with them and said to them, “Take courage; it is I, do not be afraid.” Then He got into the boat with them, and the wind stopped; and they were utterly astonished, for they had not gained any insight from the incident of the loaves, but their heart was hardened.

Sample

Source Outlines

Make a key word outline on your own paper formatted like this.

Topic: *power to walk on the sea*

Source A: *Matthew 14:22–33*

I. Topic: *power, walk, sea*

1. *J, ➔, disciples, boat, ahead*
2. *night, J., walk, sea*
3. *"ghost!", J., "courage, I, X afraid"*
- (4.) *Peter, ?, J., command, come*
- (5.) *P. walk, sink, J. saved*

Source B: *Mark 6:45–52*

I. Topic: *power, walk, sea*

1. *disciples, boat, ➔, Bethsaida*
2. *J., arrow, mountain, pray*
3. *J., intend, pass*
- (4.) *D. cried, terrified*
- (5.) *J., ➔, boat, X wind*

Choose some of the notes you took from both sources and put them in a logical order.

Fused Outline

I. Topic: *power, walk, sea*

1. *Disciples, boat, ➔, Bethsaida*
2. *J., arrow, mountain, pray*
3. *night, J., walk, sea*
4. *"ghost!", J., courage, I, X afraid*
5. *Peter, ?, J., command, come*
- (6.) *P. walk, sink, J. saved*
- (7.) *J, ➔ boat, X wind*

Clincher

Structure Practice

Topic and Clincher Sentences

Paragraphs in Unit 6 compositions must follow the topic-clincher rule.

Remember the topic-clincher rule:

The topic sentence and the clincher sentence **MUST** repeat or reflect two or three key words.

A topic sentence tells the main idea of the paragraph. Write an idea for a clear topic sentence for your paragraph recounting the narrative of Jesus walking on the sea. Highlight two or three key words as you will in your paragraph.

During his time on earth, Jesus showed his power by walking on the sea.

Write an idea for a clincher that repeats or reflects 2–3 key words from your topic sentence. Highlight the two or three key words you repeat or reflect.

The apostles were convinced of Jesus' power after witnessing this miracle!



Unit 6: Summarizing Multiple References

Style Practice**Strong Verb Dress-Up**

As we have done in previous lessons, we are banning two more boring and vague words from your vocabulary: *think/thought*.

In each pair of sentences below, a verb is in italics. Underline the verb that is stronger because it is easier to picture.

- | | |
|--|--|
| 1. The apostles <i>thought</i> they imagined a vision. | The apostles <u><i>feared</i></u> they imagined a vision. |
| 2. Crashing waves made them <i>think</i> they would die. | Crashing waves made them <u><i>believe</i></u> they would die. |

Banned Words

Verbs: *say/said* *go/went* *see/saw* *think/thought*

Using stronger verbs in your writing will help you create vivid images and feelings. To help you avoid banned words, there are lists of substitutes for them in the SRP. A thesaurus or your vocabulary words are also good places to find replacements for banned words.

Strong Verb Dress-Up and -ly Adverb Dress-Up

Use strong verbs to tell what the following might do in different parts of the report. Can you add an -ly adverb to some of your strong verbs?

1. the boat *violently tossed, helplessly hurled, suddenly propelled*
2. the waves *vigorously crashed, powerfully surged, recklessly heaved*
3. Peter *trustingly stepped, cautiously attempted, fearfully faltered, frantically pleaded*

Quality Adjective Dress-Up

We have not only banned verbs, but we have also banned the adjectives *good*, *bad*. In this lesson two more adjectives are banned: *big*, *small*

Look at the italicized adjective in each sentence below. Underline the word that creates a strong image or feeling in your mind.

1. *Big* waves crashed against the boat. Enormous waves crashed against the boat.
2. The boat felt *small* in the storm. The boat felt insufficient in the storm.

Banned Words

Adjectives: *good, bad* *big, small*

Use adjectives to describe the following things that will likely be in your report. Consider what they would look like, sound like, and feel like.

1. the storm violent, fierce, terrible, massive
2. the disciples fearful, alarmed, panic-stricken, petrified
3. the water crashing, rushing, dangerous, intimidating, encroaching
4. the boat inferior, modest, cramped, meager

www.asia Clause Dress-Up

Write a sentence that includes a *www.asia* clause that you could use in your report.

The violence of the storm filled Peter with fear as he walked on the water.

#2 Prepositional Opener

Write a sentence that begins with a #2 prepositional opener that you could use in your report. Be sure to write 2 in the margin or label it with a [2] just before the sentence. (Do not underline it.)

[2] From the boat the disciples witnessed a man walking towards them on the water.

Unit 6: Summarizing Multiple References

Unit 6 Composition Checklist

Lesson 12: Jesus Walks on the Sea

Summarizing
Multiple
References

Name: _____

Institute for
Excellence in
Writing
Learn. Speak. Read. Write. Think!**STRUCTURE**

- | | | |
|---|-------|-------|
| <input type="checkbox"/> name and date in upper left-hand corner | _____ | 5 pts |
| <input type="checkbox"/> composition double-spaced | _____ | 5 pts |
| <input type="checkbox"/> title centered and repeats 1–3 key words from final sentence | _____ | 5 pts |
| <input type="checkbox"/> topic-clincher sentences repeat or reflect 2–3 key words (highlight or bold) | _____ | 5 pts |
| <input type="checkbox"/> checklist on top, final draft, rough draft, key word outline | _____ | 5 pts |

STYLE

- ¶1 Dress-Ups** (underline one of each) 5 pts each
- | | | |
|--|-------|-------|
| <input type="checkbox"/> -ly adverb | _____ | 5 pts |
| <input type="checkbox"/> <i>who/which</i> clause | _____ | 5 pts |
| <input type="checkbox"/> strong verb | _____ | 5 pts |
| <input type="checkbox"/> <i>www.asia</i> clause | _____ | 5 pts |
| <input type="checkbox"/> <i>because</i> clause | _____ | 5 pts |
| <input type="checkbox"/> quality adjective | _____ | 5 pts |

- Sentence Openers** (number; one of each as possible) 5 pts each
- | | | |
|--|-------|-------|
| <input type="checkbox"/> [2] prepositional | _____ | 5 pts |
|--|-------|-------|

CHECK FOR BANNED WORDS (-1 pt for each use): say/said, go/went, see/saw, think/thought, good, bad, big, small _____ pts

MECHANICS

- | | | |
|---|-------|-----|
| <input type="checkbox"/> spelling, grammar, and punctuation (-1 pt per error) | _____ | pts |
|---|-------|-----|

VOCABULARY

- | | | |
|--|-------|-----|
| <input type="checkbox"/> vocabulary words - label (voc) in left margin or after sentence | _____ | pts |
|--|-------|-----|

Total: _____ 60 pts
Custom Total: _____ pts

Teachers are free to adjust a checklist by requiring only the stylistic techniques that have become easy, plus one new one. "EZ+1."