

Sample

Lesson 12: Boer Wars

Key Word Outline

For this lesson the topic of each paragraph has been given to you. Next to the first Roman numeral write: *Boers, Dutch, farmers*. Re-read the source text and write five to seven facts to support the first topic.

Next to the second Roman numeral write *Boers, fought, British*. Re-read the source text and write five to seven facts to support the second topic.

I. Topic: Boers, Dutch, farmers

1. lived, S. Africa, since 1600s

2. agricultural, relied, slaves

3. 1800s, republics, Transvaal, Orange Free State

4. desired, isolated, X foreigners

5. simple, changed, b/c, gold, 1886

(6.) X industrialized, allowed, ppl, enter

(7.) towns, factories, RR, \$\$

Clincher

II. Topic: Boers, fought, British

1. 1877, British, annexed, Transvaal

2. Boers, drove, Brits, out

3. after, \$\$, Brits, soldiers, border

4. fighting, 500,000, Brits, defeated, 88,000, Boers

5. Brits, burned, 30,000, farms

(6.) arrested, families, 1000s XX, camps

(7.) 1902, treaty, → Brit, land

Clincher

Use the KWO to tell each line of notes in your own words. For the clincher, repeat or reflect the words on the topic line.

We learned 6 Dress-ups. ✓✓✓✓✓✓

Now we will learn 6 openers.

The students now know all of the dress-ups. Remember, dress-ups are placed within a sentence to dress-up the writing. Students indicate a dress-up has been placed in a sentence by underlining it. Now it's time to teach your students sentence openers. Sentence openers teach sentence variety. Students indicate a sentence opener has been used by inserting a number in front of it.

UNIT 4: SUMMARIZING A REFERENCE

New Style

Sentence Openers

You are already familiar with dress-ups. In this lesson you will learn a second element of style: sentence openers.

Sentence openers are descriptive words, phrases, or clauses that you add to the beginning of a sentence. You will learn six openers—six ways to open or begin a sentence. Using various sentence openers will help your writing sound more sophisticated. To indicate that you have begun a sentence with an opener, you should number it. You can number it by putting a number in the left margin on the same line as the sentence or by putting a number in brackets directly before the sentence. Although you may use more than one specific type of sentence opener in a paragraph, only number one of each type in each paragraph.

To help you appreciate this stylistic device, read the following two versions of a paragraph about the Mexican War of Independence.

Version 1

Mexico was ruled by Spain. A priest named Miguel Hidalgo planned a revolution in 1810. His plans were discovered. He was to be arrested. He gathered poor peasants and farmers to fight for him. They battled with axes, clubs, and anything else that they could find. This started the Mexican War of Independence.

Version 2

For nearly three hundred years, Mexico was ruled by Spain. In 1810 a priest named Miguel Hidalgo planned a revolution. Unfortunately, his plans were discovered. Before he could be arrested, he gathered poor peasants and farmers to fight for him. Determined to remain independent, they battled with axes, clubs, and anything else that they could find. This started the Mexican War of Independence.

In the paragraphs above you should have noticed that in Version 1 all the sentences begin with the subject and are about the same length. This makes the paragraph boring to read. When you begin your sentences with different types of openers, your writing sounds more sophisticated because your sentences begin with something other than the subject and the sentences vary in length. Can you see how Version 2 accomplished both of these things?

We call a sentence that opens with a subject the #1 subject opener. Most young writers' sentences begin with a subject. We explain the #1 subject opener to the students after they know all of the other openers.

This week's opener

New Style

#2 Prepositional Opener

In this lesson you will learn the first sentence opener: the #2 prepositional opener. (You will learn more sentence openers later that will be given other numbers.) The prepositional opener is a prepositional phrase placed at the beginning of a sentence.

[2] For nearly three hundred years, Mexico was ruled by Spain.

[2] In 1810 a priest named Miguel Hidalgo planned a revolution.

Notice:

1. A prepositional phrase contains at least two words and begins with a preposition.
2. A prepositional phrase ends with a noun. A prepositional phrase never contains a verb.

There might be other words between the preposition and the noun, but there is never a verb in a prepositional phrase. Here are some examples of prepositional phrases:

in battle after several years during the difficult struggle

3. To indicate that a sentence begins with a prepositional opener, label it with a 2 in the left margin or place a [2] right before the sentence.
 - If the prepositional phrase has five words or more, follow it with a comma. A comma is optional but usually not recommended with shorter phrases.

Practice

Write a sentence with a #2 prepositional opener. Follow the pattern: preposition + noun (no verb). Label it with a [2]. Do not underline the phrase.

preposition

[2] In reports students write clear topic sentences.

noun



From now on, include a #2 prepositional opener in each paragraph you write. Label it with a 2 in the margin or place a [2] before the sentence.

Prepositions

- above
- across
- around
- after
- by
- during
- for
- from
- in
- inside
- into
- near
- of
- off
- on
- outside
- over
- past
- through
- to
- under
- up
- with
- without

Encourage students to memorize the pattern: preposition + noun (no verb).

When short prepositional openers work transitionally, they will need a comma.

For example, In addition, On the other hand,

If a student writes a prepositional opener that is also a transitional opener, explain the comma is needed because the phrase is working as a transition.

Students benefit from looking at word lists like those listed on this page. A longer list of prepositions can be found on the *Portable Walls for Structure and Style Students* as well as the IEW Writing Tools App.

Dress-Ups

Although this lesson does not contain specific practice exercises for each of the six dress-ups you have learned, you must include one of each in both paragraphs you write. Look at your KWO and consider where you can include various clauses as well as strong verbs, quality adjectives, and -ly adverbs. When you write your paper, follow your checklist!

Vocabulary Practice

Listen to someone read the vocabulary words for Lesson 12 aloud.

Speak them aloud yourself.

Read the definitions and sample sentences on the vocabulary cards.

Write the words that match the definitions.

use all new
vocab. in the
paper

1. _____ *rustic* _____ relating to the country; crude or simple
2. _____ *covet* _____ to strongly wish for; to wrongfully wish for what others have
3. _____ *ravage* _____ to damage or destroy by violence
4. _____ *meager* _____ low in amount; deficient in quality or quantity

Think about vocabulary words that would work well in your assignment. Write two sentences.

The British coveted the Boers' land and gold, but the Boers strove to keep it.

The British ravaged the Boers' farms and aggressively took their land.

Two paragraphs this week Lesson 12: Boer Wars

Unit 4 Composition Checklist

Lesson 12: Boer Wars

Topic sentence is sentence with (I.)
 Clincher is final sentence in each paragraph after last sentence in KWO

Name: _____



Summarizing
a Reference

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STRUCTURE

Therefore...each paragraph this week should have 9 sentences.

- MLA format (see Appendix I) _____ 1 pt
- title centered and repeats 1-3 key words from final sentence _____ 2 pts
- topic-clincher sentences repeat or reflect 2-3 key words (highlight or bold) _____ 6 pts
- checklist on top, final draft, rough draft, key word outline _____ 5 pts

STYLE

11 12 Dress-Ups (underline one of each)

(3 pts each)

- ly adverb _____ 6 pts
- who/which clause _____ 6 pts
- strong verb _____ 6 pts
- because clause _____ 6 pts
- quality adjective _____ 6 pts
- www.asia clause _____ 6 pts

6 dress-ups in each paragraph

Sentence Openers (number; one of each as possible)

(3 pts each)

- [2] prepositional _____ 6 pts

1 sentence opener in each paragraph

CHECK FOR BANNED WORDS (-1 pt for each use): go/went, say/said, good, bad, big, small

_____ pts

MECHANICS

- capitalization _____ 1 pt
- end marks and punctuation _____ 1 pt
- complete sentences (Does it make sense?) _____ 1 pt
- correct spelling _____ 1 pt

VOCABULARY

- vocabulary words - label (voc) in left margin or after sentence

4 vocabulary words in paper

Total: _____ 60 pts

Custom Total: _____ pts

Because students are writing a 2-paragraph report, they should underline twelve words, six dress-ups in each paragraph.

In addition, students should include and mark one prepositional phrase opener in each paragraph.

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