

Writing Trails in American History

by Laurie Barrie

Logos School Literature Series

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Other books by Laurie Barrie:

Immigrant Trails in American History
Writing Trails with Men of Science
Writing Trails with Great Composers

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in
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Writing Trails in American History

Introduction

The goal of this resource is for children to learn to create a key word outline and retell the basic ideas of the text by using their key words. This resource provides a routine format of outlining, vocabulary study, thesaurus study, and cursive practice to develop competency, independence, and creativity in writing.

Overview

1. **INTRODUCTION:** A sample has been given on page 6 and 7. Use this sample as an introduction to this writing program. Write the Mayflower story on the board. Choose a student reader to read the story aloud. After the story has been read, tell the students they should choose three words that will help them remember the main idea of each sentence. Have the students write down three key words for each numbered section on notebook paper. Next, divide the students into pairs and have them retell the story by using their key word outlines. Tell the students the goal is *not* to retell the story verbatim. The goal is *not* to memorize the story. The goal *is* to communicate the *main idea* of the story by using *their* key words. After the stories have been retold, have the class openly discuss which key words should most likely have been chosen, and write them on the board. Talk briefly about the importance of choosing *KEY* words. Read the Mayflower rewrite. Point out how the new chosen synonyms were used in the story. Encourage the students to write expressively and add creativity to the story while maintaining the facts from their key words.
2. **STORIES FOR OUTLINING:** Use the following format for weekly writing assignments:
 - a. student reader reads story aloud
 - b. students read story silently
 - c. rewrite title
 - d. vocabulary work independently
 - e. thesaurus work independently
 - f. key word outline independently
 - g. retell story in pairs
 - h. writing independently
3. **VOCABULARY:** Have a dictionary readily available for every student. Be sure to inform students that some vocabulary words contain suffixes, and they should look up the root word. Have them carefully match the proper meaning of the word by reading the vocabulary word in context. When choosing a new synonym, have them add the original suffix to the new word.
4. **THESAURUS:** Have a thesaurus readily available for every student. Be sure to inform the students that each thesaurus word chosen will be used in place of the vocabulary words when rewriting from their key word outline.
5. **KEY WORD OUTLINE:** Have the students choose three key words from each section. They are to look at their key word outlines only, not the original story when writing.
6. **ROUGH DRAFT:** Every lesson should have a rewrite from the key word outline in rough draft form. Each rough draft should be double-spaced to allow plenty of room for editing. Rough drafts should be due two days after the writing assignment has been given.
7. **FINAL DRAFT:** After editing, the final draft should be written with single spacing, and carefully checked by the students before turning in. All three papers should be included when turning in the assignment. The final draft should be placed on top, with the rough draft and outline following.
8. **GRADING:** Follow the grading sheet provided on page 10 and staple to each student's paper.

Proposed Schedule				
Week	Lesson	Page #	Weekday	Work Assigned
One	Paul Revere	12 & 13	Monday by Friday	Read story aloud Begin worksheet Complete #1-4
Two	Paul Revere	13	Monday Wednesday Friday	Begin rough draft Rough draft due Final draft due
Three	War for Independence	14 & 15	Monday by Friday	Read story aloud Begin worksheet Complete #1-4
Four	War for Independence	15	Monday Wednesday Friday	Begin rough draft Rough draft due Final draft due
Five	Writing the Declaration of Independence	16 & 17	Monday by Friday	Read story aloud Begin worksheet Complete #1-4
Six	Writing the Declaration of Independence	17	Monday Wednesday Friday	Begin rough draft Rough draft due Final draft due
Seven	Cursive practice on the Declaration of Independence	18 & 19	Monday Wednesday	Begin cursive practice Paper due
Eight	The Constitution	20 & 21	Monday by Friday	Read story aloud Begin worksheet Complete #1-4
Nine	The Constitution	21	Monday Wednesday Friday	Begin rough draft Rough draft due Final draft due
Ten	The Lewis and Clark Expedition	22 & 23	Monday by Friday	Read story aloud Begin worksheet Complete #1-4
Eleven	The Lewis and Clark Expedition	23	Monday Wednesday Friday	Begin rough draft Rough draft due Final draft due
Twelve	The War of 1812	24 & 25	Monday by Friday	Read story aloud Begin worksheet Complete #1-4
Thirteen	The War of 1812	25	Monday Wednesday Friday	Begin roughdraft Rough draft due Final draft due
Fourteen	Cursive practice on: The Star-Spangled Banner	26 & 27	Monday Friday	Begin cursive practice Paper due
Fifteen	The Oregon Trail	28 & 29	Monday by Friday	Read story aloud Begin worksheet Complete #1-4

Name:

Date:



The Mayflower

(example lesson)

(1) The pilgrims waited eagerly to board the Mayflower. (2) The ship would soon leave, and carry 102 passengers to the New World. (3) They set sail from Plymouth, England, on September 16, 1620.

(4) Excited for the journey, they knew they had made the right choice to leave England. (5) They were looking for a place to worship freely, (6) a place where they wouldn't fear prison.

(7) The journey was long and difficult. (8) On December 21, 1620, the pilgrims landed. (9) There, they founded Plymouth Colony. (10) Plymouth was the birthplace of true freedom.

1. Read the story above and create a new title on the line below:

Journey to the New World

2. Vocabulary: In the story above, underline the vocabulary words listed below, and define each one.

a. journey: *a traveling from one place to another*

b. fear: *distressing emotion caused by danger*

c. difficult: *requiring special effort or skill; hard*

3. Thesaurus: Look up the vocabulary words in the thesaurus and write a new synonym to replace each vocabulary word.

Vocabulary word	Synonym word
a. journey	a. <i>pilgrimage</i>
b. fear	b. <i>dread</i>
c. difficult	c. <i>hard</i>

4. Outline the story by choosing three key words from each numbered section. Use your synonym choice in place of each vocabulary word.

- | | |
|--|--|
| (1) <u><i>pilgrims, board, Mayflower</i></u> | (6) <u><i>wouldn't, dread, prison</i></u> |
| (2) <u><i>(102) passengers, New, World</i></u> | (7) <u><i>journey, long, hard</i></u> |
| (3) <u><i>left, England, 9-16-1620</i></u> | (8) <u><i>12-21-1620, pilgrims, landed</i></u> |
| (4) <u><i>pilgrimage, right, choice</i></u> | (9) <u><i>founded, Plymouth, Colony</i></u> |
| (5) <u><i>place, worship, freely</i></u> | (10) <u><i>Plymouth, birthplace, freedom</i></u> |

5. Using your key-word outline, rewrite the story. Use your new title for the story and underline your chosen synonym words.

Journey to the New World

The pilgrims were ready to board the Mayflower. There were 102 passengers that boarded the large ship to head to the New World. The Mayflower left England on September 16, 1620. Their pilgrimage to the New World was the right choice. They were going to the New World to find a place where they could worship freely. They knew in the New World, they wouldn't dread prison.

The journey was very long and hard for the pilgrims. Then on December 21, 1620, the pilgrims finally landed. They founded Plymouth Colony and made that their new home. Plymouth Colony became their birthplace of freedom in the New World.

Lessons

Name:

Date:



Paul Revere

(1) Massachusetts' number one express rider between Boston and Philadelphia was Paul Revere. (2) He was also a secret agent. (3) In the winter months of 1774, (4) there were rumors about the English soldiers in Boston making war on America. (5) Paul Revere was in charge of finding out their plans.

(6) Paul became too busy to write in his daily book. (7) He was too busy to whittle many teeth or make many silver teapots. (8) Instead, he delivered notes to Philadelphia, patrolled streets at night, (9) and stayed alert to warn the countryside of any danger.

-
1. Read the story above and create a new title on the line below:

2. Vocabulary: In the story above, underline the vocabulary words listed below, and define each one.

a. rumors: _____

b. patrolled: _____

c. danger: _____

3. Thesaurus: Look up the vocabulary words in the thesaurus and write a new synonym to replace each vocabulary word.

Vocabulary word	Synonym word
a. rumors	a.
b. patrolled	b.
c. danger	c.

4. Outline the story by choosing three key words from each numbered section. Use your synonym choice in place of each vocabulary word.

(1) _____	(6) _____
(2) _____	(7) _____
(3) _____	(8) _____
(4) _____	(9) _____
(5) _____	

5. Using your key word outline, rewrite the story on a separate sheet of paper. Use your new title for the story and underline your chosen synonym words. Always check your work in the following areas:

- ✓ Title
- ✓ Indentation
- ✓ Spelling
- ✓ Punctuation
- ✓ Neat Handwriting
- ✓ Name & Date