

# Writing Trails in American History

by Laurie Barrie

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Other books by Laurie Barrie:

Immigrant Trails  
in American History

Acknowledgements

This writing program is based upon the  
format of key word outlining in the  
“Institute for Excellence in Writing”

C119 Writing Trails  
in  
American History

ISBN 1-930443-27-7

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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 vi and vii. 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 viii and staple to each student's paper.

### Proposed Schedule

Week	Lesson	Page #	Weekday	Work Assigned
One	Paul Revere	1 & 2	Monday  by Friday	Read story aloud Begin worksheet Complete #1-4
Two	Paul Revere	2	Monday  Wednesday  Friday	Begin rough draft Rough draft due  Final draft due
Three	War for Independence	3 & 4	Monday  by Friday	Read story aloud Begin worksheet Complete #1-4
Four	War for Independence	4	Monday  Wednesday  Friday	Begin rough draft Rough draft due  Final draft due
Five	Writing the Declaration of Independence	5 & 6	Monday  by Friday	Read story aloud Begin worksheet Complete #1-4
Six	Writing the Declaration of Independence	6	Monday  Wednesday  Friday	Begin rough draft Rough draft due  Final draft due
Seven	Cursive practice on the Dec. of Independence	7	Monday  Wednesday	Begin cursive practice Paper due
Eight	The Constitution	8 & 9	Monday  by Friday	Read story aloud Begin worksheet Complete #1-4
Nine	The Constitution	9	Monday  Wednesday  Friday	Begin rough draft Rough draft due  Final draft due
Ten	The Lewis and Clark Expedition	10 & 11	Monday  by Friday	Read story aloud Begin worksheet Complete #1-4
Eleven	The Lewis and Clark Expedition	11	Monday  Wednesday  Friday	Begin rough draft Rough draft due  Final draft due
Twelve	The War of 1812	12 & 13	Monday  by Friday	Read story aloud Begin worksheet Complete #1-4
Thirteen	The War of 1812	13	Monday  Wednesday  Friday	Begin rough draft Rough draft due  Final draft due

Fourteen	Cursive practice on: The Star-Spangled Banner	14	Monday Friday	Begin cursive practice Paper due
Fifteen	The Oregon Trail	15 & 16	Monday by Friday	Read story aloud Begin worksheet Complete #1-4
Sixteen	The Oregon Trail	16	Monday Wednesday Friday	Begin rough draft Rough draft due Final draft due
Seventeen	War Between the States	17 & 18	Monday by Friday	Read story aloud Begin worksheet Complete #1-4
Eighteen	War Between the States	18	Monday Wednesday Friday	Begin rough draft Rough draft due Final draft due
Nineteen	Cursive practice: The Gettysburg Address	19	Monday Friday	Begin cursive practice Paper due
Twenty	Famous Inventors (Edison)	20 & 21	Monday by Friday	Read story aloud Begin worksheet Complete # 1-4
Twenty-one	Famous Inventors (Edison)	21	Monday Wednesday Friday	Begin rough draft Rough draft due Final draft due
Twenty-two	Famous Inventors (Carver)	22 & 23	Monday by Friday	Read story aloud Begin worksheet Complete #1-4
Twenty-three	Famous Inventors (Carver)	23	Monday Wednesday Friday	Begin rough draft Rough draft due Final draft due
Twenty-four	Immigration to America	24 & 25	Monday by Friday	Read story aloud Begin worksheet Complete #1-4
Twenty-five	Immigration to America	25	Monday Wednesday Friday	Begin rough draft Rough draft due Final draft due
Twenty-six	Ellis Island	26 & 27	Monday by Friday	Read story aloud Begin worksheet Complete #1-4
Twenty-seven	Ellis Island	27	Monday Wednesday Friday	Begin rough draft Rough draft due Final draft due

Twenty-eight	World War I	28 & 29	Monday by Friday	Read story aloud Begin worksheet Complete #1-4
Twenty-nine	World War I	29	Monday Wednesday Friday	Begin rough draft Rough draft due  Final draft due
Thirty	World War II	30 & 31	Monday by Friday	Read story aloud Begin worksheet Complete #1-4
Thirty-one	World War II	31	Monday Wednesday Friday	Begin rough draft Rough draft due  Final draft due

Sample



# The Mayflower

(Example page)

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

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.*



# Grading Writing

<b>Rough Draft</b>			<b>Final Draft</b>		
Title/Indent	6	_____	Title/Indent	5	_____
Synonyms used	9	_____	Handwriting	10	_____
Sentence structure	15	_____	Corrections	25	_____
Spell./punct./cap.	25	_____	Punctuation	15	_____
Story Line	20	_____	Spelling	10	_____
			Capitalization	5	_____
			Neatness	5	_____
<hr/>			<hr/>		
Total	75	_____	Total	75	_____

## Cursive Practice

Title/Indent	5	_____
Copy errors	50	_____
Cursive	15	_____
Overall neatness	5	_____
<hr/>		
Total	75	_____