

## **Dialectic Writing Homework// Year 3// DUE Co-op #2**

1. **Vocabulary**: You need to do four things for each of the four words given.

Abate, adept, advocate, adequate

- A) Spell each word correctly.
- B) Write definition and if the word has multiple definitions, please share those as well if reasonable.
- C) Tell what part of speech.
- D) Use in a sentence. Pick just one of the definitions in order to write this sentence, if word has multiple definitions.

2. **GramSum**: This is a summary of what you have learned or reviewed at home in Grammar. Please use the following as a checklist. I will check this every class. Please have filed in your binder and easy to access.

- A) Your summary should be AT LEAST 3 bullet points or sentences.
- B) In addition, please share what curriculum you used and what pages you covered in those 2 weeks of grammar study.

3. In co-op #1, we will review basics such as the steps of the writing process, paragraph construction, and descriptive writing. Your assignment this week should be fun! Using the following as a checklist, **please write TWO one-paragraph essays**. One essay should depict what not to do in good writing; don't tell me what would be wrong, show me! The other essay should display your knowledge of how to write a well-thought out and organized paragraph, and should include proof of your completion of the steps of the writing process.

Checklist for Good Writing Basics:

- Pre-writing/Brainstorming
- Rough Draft
- Edits for punctuation, correct grammar, spelling, complete sentences, no changes in tense
- Final Draft
- A thesis statement/Main idea topic sentence
- Descriptive words and information to support statement
- Conclusion or summary of topic

Topics you can choose from for your two essays:

**Why Christians Should Study History**  
**A Summary of the French Revolution**

**Thomas Jefferson's Life Before Presidency**

**Thomas Jefferson's Presidency**

**The Louisiana Purchase**

**The Lewis and Clark Expedition**

**The Supreme Court**

You will have a handout to go with this assignment called "Graphic Organizer to Paragraph".

### **Dialectic Writing Homework // Year 3 // DUE Co-op #3**

1. **Vocabulary:** See checklist from last week's homework. It will be the same each week. File in binder for me to check :)

Allude, ambiguous, apex, assertion

2. **GramSum:** See checklist from last week's homework. Same weekly. :)
3. **Assignment: Write a 5 paragraph essay about yourself. This could go toward talking about your life story in order thus far, or one aspect of who you are, or the entire essay could dwell on what you believe your future might be.**  
We are still reviewing some basics, such as sentence improvements, changing word order/sentence structure, strengthening word use. This week I will give you a grading rubric/checklist, since this type of assignment can feel hard to narrow down. YOU NEED TO TURN THIS GRADING RUBRIC IN TO ME with your paper, as I will use it to give you feedback. Have fun! I can't wait to read all about YOU!

### **Dialectic Writing Homework // Year 3 // DUE Co-op #4**

1. **Vocab**: bear (can you find all 4 definitions?), bittersweet, bolster, brevity
2. **GramSum**: Continue with the checklist please :)
3. **Assignments**:
  - a) **Read one of the epistles or letters in the New Testament. Please write or type the following information/answers.**
    - What is the heading of this friendly letter? (This is the address and date of the letter. Did scholars add this possibly in the study notes, if you have that kind of Bible?)
    - What does the greeting say? Who is the letter to? What is the emotion of the greeting, if any?
    - What are some of the main points of the body of the letter?
    - What is the closing and are there any feelings it expresses or leaves the reader to possibly feel?
    - Is there a signature of any kind?
  - b) Time to **write a business letter!** Feel free to be creative about the business with which you choose to correspond. Are you going to ask for more information about a product or respectfully ask for a return? There are many options. You will have a handout straight from Rod and Staff English Series Grade 7 to help you write it. Please use this as your example for where to indent, parts of the letter, etc.

## Dialectic Writing Homework // Year 3 // DUE Co-op #5

1. **Vocab:** candid, capture, clout, coarse

2. **GramSum:** You know what to do!

### 3. **Assignments:**

- a) Write an **elegy**, which is “a poem that reflects upon a subject with sorrow or melancholy.” As we also said in class, “An elegy can be any work that considers a subject with a sense of reflection or melancholy.” Your elegy can be “to” or “for” a subject. I suggest approximately 5 well-thought out sentences or phrases for your elegy. Here are your topic options:

-Indian Removal Act of 1830

-An idea or character from a literature book you have read this year

- b) Write a **eulogy**, which “despite its association with melancholy settings, is meant to offer praise.” Again, with this piece, I am expecting approximately 5 sentences or phrases for the eulogy. Here are your topic options:

-John Quincy Adams, perhaps especially in regard to his public shows of opposition to slavery or other things you believe to be excellent about his memory

-Henry Clay

-Andrew Jackson or Jacksonian Democracy

I will also attach (Lord willing, haha) an article from merriamwebster.com about the differences between an elegy and a eulogy. This is what I will be teaching in class. Feel free to refer to this if students' notes feel insufficient. :)

While elegy and eulogy are different, remember they both have to do with loss and in that way they can be confused. It seems it is more about the feelings they evoke. Elegies might leave one depressed, while eulogies might leave one uplifted, even though the reader of both has experienced loss.

## **Dialectic Writing Homework Year 3 // DUE Co-op #6**

1. **Vocab:** competent, concede, condone, constitute
2. **GramSum:** 3 bullet points or sentences, what curriculum you are using, what pages you studied in these 2 weeks
3. **Assignments:**
  - a) Please write a book report, beginning with one of the Prewriting Story Maps. You can pick any book you would like to write about. Please use the criteria for a report, not a review, so that the body of your work will discuss the plot, characters, and theme. This is a summary. In your conclusion, it would be appropriate to share whether or not you recommend the book and why.
  - b) Using this book you reported on as a guide, can you write a 1-3 page double spaced rough draft of your own creative story? Sometimes in art, the best way to learn is to copy. While you won't be copying any exact characters, sentences, or problems, you can look at the book you reported on and "borrow" from it. Is there a moral to this story that you can teach in your own way, with your own characters and your own setting? As you wrote out the story map in Assignment A, maybe you saw an order of events that you could use as an outline or template for your own great idea. You just need to turn in a rough draft, and if it is helpful, a story map to help you get started. Can't wait to see your ideas!

### **Dialectic Writing Homework //Year 3// DUE Co-op #7**

1. **Vocab:** corroborate, culmination, decree, demur
2. **GramSum:** You've got this!
3. **Assignments:** We are learning a simple yet often overlooked concept--Summarizing! We summarized last week through writing a book report. Some of us are better at taking in facts when we see it, so we are visual learners. This could be through a colorful video, pictures, or words on a page/screen. Some of us learn easier through listening, and so podcasts, lectures, and sermons tend to stick with us better. These students are called auditory learners. Let's see what you are!
  - a) **This week, watch a short video or read an article online, in a magazine, or a newspaper. Then, write a summary of what you recall from this experience.** Don't do any further study beyond watching/reading/taking notes from this one source. See if you can write 3 paragraphs about this subject--beginning with an intro, summarizing 1-3 main points in the body, and concluding at the end.
  - b) Also this week, **please listen and take notes during a sermon, TED Talk, or podcast of some kind. Can you summarize the information in another 3 paragraphs?**

Be ready to share in class which type of learning came easier to you. Feel free to chose anything that interests you, OR use this assignment as a way to research something for your other classes, such as Davy Crockett, the Alamo, the Age of Jackson, Australian settlements, and the Victorian Age. Also, you could learn about the life of a favorite author and summarize this. The possibilities are endless!

## Dialectic Writing Homework //Year 3 // DUE Co-op #8

1. **Vocab:** deplete, devise, diligence, dire
2. **GramSum:** This is important, keep up the good work!
3. **Assignment:** What a perfect couple of weeks for this assignment. You will conduct two interviews. One will be with a real live person of your choice, and the other will be “with” a historical figure from our current weeks of Tapestry of Grace, through reading or watching videos about them. Both of your interviews will be constructed in our typical 5 paragraph essay structure. Don’t sweat it; this will be fun!
  - a) **Conduct an interview with someone either in person or over the phone.** As your Talking Points will clarify, you need to decide on your focus for the piece. What are you most interested in learning? What do you want your reader to feel? Can you truly show us in your writing this person’s story, personality, weaknesses, or strengths? Please be prepared to turn in your list of questions, your rough draft, and your final doubled spaced, typed draft.
  - b) **Pretend you are doing an interview with one of the following historical figures.** Make sure to do your “homework” and prepare some great questions for these epic characters. Please be prepared to turn in your list of questions, your rough draft, and your final doubled spaced, typed draft. It may not be as fun or easy as sitting down and getting answers from this person, but I hope you will hear them speak through their story.

- Sequoyah, Cherokee Indian
- Frederick Douglass, former slave and author from Maryland
- President James Polk
- P.T. Barnum
- Harriet Beecher Stowe
- Charles Darwin
- Martin van Buren
- William Lloyd Garrison
- Franz Liszt
- Brigham Young

\*Parents, if 5 paragraphs is too much, please feel free to pare down.

There is no homework at all due on Co-op #9. On Co-op #8 in class, we will be reading aloud Free Space Writing from the semester and will not have a lecture. Have a great Christmas Break, and we will jump back into work on January 20th, Co-op #9. At that point, we will begin a few weeks on Poetry. Yay!