

ESSAY THREE

Essay Three Invention

COMPARISON I: SIMILARITIES

Tools For The Teacher

Essay Three Invention Worksheet (page 23 in the Student Workbook)
Samples from this lesson guide for class discussion

Definition

❖ **Comparison**

One of the Five Common Topics of Invention, Comparison asks how two terms (things, characters, places, ideas, etc.) are similar by noting what both terms “have,” “are,” and “do.”

Background for the Teacher

- ❖ **Idea:** By discovering similarities between terms, students gather information about their issues and add it to their ANI charts or Invention worksheets. They are learning to think closely and more deeply.
 - ❖ Students learn that they can generate information about an Issue and its terms by using the Topic of Comparison.
 - ❖ Remember that the Invention lessons always start a new essay, and the skills from previous lesson are repeated for each new essay. Students begin a new essay by forming a new Issue and starting a new ANI.
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Your Students Will Learn How to:

- ✓ Use the Topic of Comparison to discover similarities between terms
- ✓ Add the information generated to their ANI charts and use it to think about their Issue

Steps to Teach This Lesson

□ **Select two physical things to compare**, such as an apple and orange, a pen and pencil, or a car and truck, and ask students to describe ways the two objects are similar.

For this first comparison, choose two concrete items that your students can see. Discovering similarities among physical objects prepares them to compare characters and places from books and stories.

□ **Show** your students how to compare any two objects by finishing the following phrases:

- Both **are** . . .
- Both **have** . . .
- Both **do** . . .

Teaching Tip

When deciding what two things, characters, places, or ideas to compare there is no such thing as “too random”. In fact, it can prove quite useful to compare, for example, characters from different books, a literary character with a historic character, or even a character with a piece of fruit. You just never know what a student will discover!

Note: The Topic of Comparison is amazingly powerful. The questions above help us learn about the things our terms name and thus make better decisions. By practicing these generative questions, your students are gaining a potent new tool to use when they write, think, communicate, and make decisions.

□ Next, **compare two characters from your issue or a character from your issue with another character in the story**, such as Edmund and the White Witch from *The Lion, the Witch, and the Wardrobe*. Be sure to use the “are, have, and do” questions you taught previously. Here is a very brief example of the process. Your comparison lesson will likely generate a much greater wealth of information.

- ❖ **Issue:** *Whether Edmund should have followed the White Witch*
- ❖ **Terms to compare:** Edmund, the White Witch
- ❖ **Both are:** In Narnia, cold, manipulative, cunning, bossy, sneaky
- ❖ **Both have:** Hair, homes, been to London
- ❖ **Both do:** Want something, talk, know the Beavers, want to be in charge, act mean, talk to animals

□ As your students generate information, **create a list of similarities** between the two terms. All of this information should be considered part of the I column in the ANI chart.

□ After the list of **similarities** is created, review it to see if any information or ideas can be used to support the affirmative or negative case. Move any appropriate material to the corresponding column in the ANI chart.

□ Model the comparison process several times using various examples. As always, particularly in the Canon of Invention, **allow time for thinking, make generous use of the topic questions, and give students the freedom to generate ideas**. It is not time yet to be driven by the need to complete the essay or to worry about words, but to enjoy the time of contemplation.

□ **Review** by asking students how they used the Topic of Comparison to generate information and where they put it. Encourage them to explain Comparison (and the steps you went through for each example) in their own words. Ask them questions like the following:

- *What did we do today to gather more invention material?*
- *What questions did we ask to find these similarities?*
- *How did we use this information on the ANI chart?*
- *How will you use this to complete your next Invention assignment?*
- *If you feel brave you could even ask: How will you use this to make better decisions?*

□ **Assign** Essay Three Student Worksheet (page 23 in the Student Workbook), for their essays.

Examples

<p style="text-align: center;">Example A</p>

from The Lion, the Witch, and the Wardrobe by C.S. Lewis

- ❖ **Issue:** *Whether Edmund should have followed the White Witch*
- ❖ **Terms to compare:** Edmund, the White Witch
- ❖ **Both are:** In Narnia, cold, manipulative, cunning, bossy, sneaky
- ❖ **Both have:** Hair, homes, been to London

- ❖ **Both do:** Want something, talk, know the Beavers, want to be in charge, act mean, talk to animals

Example B

from "The Gift of the Magi" by O Henry

- ❖ **Issue:** *Whether Della should cut her hair*
- ❖ **Terms to compare:** Della, Mrs. Santa Claus
- ❖ **Both are:** Married, emotional
- ❖ **Both have:** Homes, responsibility
- ❖ **Both do:** Wear clothes, love their husbands

Example C

from The Odyssey by Homer

- ❖ **Issue:** *Whether Odysseus should listen to the Sirens*
- ❖ **Terms to compare:** Odysseus crew, the Sirens
- ❖ **Both are:** Living creatures, with Odysseus, far from Ithaka, working
- ❖ **Both have:** Desires, resources, companions, voices
- ❖ **Both do:** Talk/call to Odysseus, try to get what they want, act, sing

Assessment

Confirm that students:

- ✓ Understand how to compare two terms using have, are, and do
- ✓ Have generated enough similarities and added them to their ANI chart or worksheets
- ✓ Have moved any relevant points from the Comparison worksheet to their A and N columns

SAMPLE STUDENT WORKSHEET

Essay Three Invention

COMPARISON I: SIMILARITIES

List the two terms you will compare.

A _____ B _____

WHAT DO BOTH HAVE?	WHAT ARE BOTH?	WHAT DO BOTH DO?

Review your I column and move any appropriate items to the A or N columns.

Essay Three Arrangement

EXORDIUM

Tools for the Teacher

Essay Three Arrangement Worksheets (page 24 in the Student Workbook)
Essay Three Arrangement Template (page 28 in the Student Workbook)
Samples from this lesson guide for class discussion

Definitions

❖ **Exordium**

The opening of an essay or speech, placed at the beginning of the Introduction. Its purpose is to make the audience members receptive to the speech or essay so they will listen.

Background for the Teacher

- ❖ **Idea:** Students will learn that the exordium is the opening to an essay, placed at the beginning of the Introduction.
- ❖ Students will learn and practice **three** ways to open an essay: asking questions, challenging the audience, and quoting an apt source.
- ❖ The plural of Exordium is “Exordia.”

Note: This lesson introduces an idea that students will refine as long as they write or communicate. In previous lessons they have learned about the Proof, the part of the essay that is most logical or rational. The Exordium is much more psychological, so its uses are more subtle and complex. Indeed, because it becomes so complex, it is important to keep it simple for Level 1. Even so, the Exordium exercises will make them more aware of and attentive to their audience.

In addition, as your students grow in their understanding of rhetoric, they will discover many more ways to open an essay. Remember that they have plenty of room to grow in the art of persuasion.

Your Students Will Learn:

- ✓ What an Exordium is
- ✓ Three kinds of Exordium
- ✓ How to generate each kind of Exordium and add them to the Outline
- ✓ Where the Exordium belongs in the outline

Steps to Teach This Lesson

□ **Discuss** with your students how beginnings are different from the other parts of events, artifacts, and even natural objects.

Here are some questions to get you started.

- *“When you read the first few sentences of a written story or article, how do you decide whether to continue? Do things change after the beginning?”*
- *“How do movies usually open? Do they stay the same throughout the movie?”*
- *“Do compositions have an opening? What is a musical introduction and what purpose does it serve?”*

□ **Model** the different kinds of Exordium with your class. You can find several examples below, and you should add examples from your class work. Together generate examples of questions, quotations, and challenges that they might be able to use in their own essays.

For each example, present these steps:

- *List the Thesis.*
- *List the 3 Proofs.*
- *Generate at least one Exordium of each type to fit your Thesis and Proofs.*
- *Select one Exordium for your essay.*

Teaching Tip

As you teach the Exordium, remember that students should already have an Issue, sorted ANI, thesis, and proofs for this lesson. Do not try to teach them the Exordium disconnected from the thesis and proofs, as they are learning that the Exordium draws the reader in and points them to their thesis.

Since the Exordium opens the essay, it will be the **first point** on their outline. However, it must not be created until after the Proof. Remind them that the Order of Development (the Exordium is *developed* last) must be different from the Order of Presentation (the Exordium is *presented* first).

□ After students have practiced with your guidance, **Review**, with several guiding questions, the kinds, place, and use of the Exordium.

- *How did you develop your first Exordium?*
- *Where did it go?*
- *How else did you generate Exordia?*
- *Where did they go?*
- *When do you develop the Exordia?*

□ **Assign** *Essay Three Worksheet: A Guide to Exordium* (page 24 in the Students Workbook) for students to complete with their Essay Three Issue.

□ **Assign** Essay Three Arrangement Worksheet (page 25 in the workbook) and Essay Three Template (page 28 in the workbook).

□ Students will list the Thesis, Proofs, and Conclusion before the Exordium and the rest of Introduction. Students must establish the argument before deciding how to open an essay.

Examples

Example A

from The Lion, the Witch, and the Wardrobe

- ❖ **Thesis:** *Edmund should have followed the White Witch*
- ❖ **Ask 3 Questions**
 - Can you imagine what it would be like to work with a Queen?
 - Have you ever met a member of royalty?
 - What would you do if a pale, white, icy lady asked you to follow her?
- ❖ **List two things you can challenge your readers to do that will arouse their attention.** *These should be written as imperative statements.*
 - Try to say “no” to someone you are afraid of!

- Dare to turn down a Queen who demands your allegiance!

❖ **Provide a quotation relevant to the issue**

“A strength to harm is perilous in the hand of an ambitious head.”
 -Queen Elizabeth I

❖ **Outline Template Sample** (the added element in bold)

I. Introduction

A. Exordium

B. Thesis: Edmund should not have followed the White Witch.

C. Enumeration: 3 reasons

D. Exposition

1. ignored a warning
2. overlooked the evil
3. acted in secret

Example B

from “The Gift of the Magi”

❖ **Thesis:** *Della should cut her hair*

❖ **Ask 3 Questions**

- How much would you sacrifice for someone you love?
- What is the most extravagant gift you have ever received?
- Is the value of a gift the value of love?

❖ **List two things you can challenge your readers to do that will arouse their attention.** *These should be written as imperative statements.*

- Imagine giving up your most precious possession.
- Consider putting a dollar amount on one of your body parts.

❖ **Provide a quotation relevant to the issue**

- *Source:* Proverbs 15:17

Quotation: “Better is a dinner of herbs where love is than a fatted calf with hatred.”

❖ **Outline Template Sample** (the added element in bold)

I. Introduction

A. Exordium

B. Thesis: Della should cut her hair.

C. Enumeration: 3 reasons

D. Exposition

1. Sacrifice

2. Love

3. Christmas

Assessment

Confirm that students have:

- ✓ Completed the Exordium Worksheet for their current essay
- ✓ Completed the Essay Three Arrangement Worksheet
- ✓ Imitated the Arrangement Three Template for their current essay

SAMPLE STUDENT WORKSHEET

Essay Three Arrangement A

A GUIDE TO EXORDIUM

Use each of the following kinds of Exordium to generate possible openings for your essay.

Ask three questions.

Write two things you can challenge your readers to do.

Provide a quotation relevant to the issue.

Source:

Quotation:

Essay Three Arrangement Template

INTRODUCTORY PERSUASIVE ESSAY

Transcribe your outline onto a separate page, imitating the template provided below. Do not use complete sentences.

Replace lines that have an asterisk with *your* information from the Arrangement Worksheet on the previous pages.

I. Introduction

*A. Exordium **

*B. Thesis**

*C. Enumeration**

D. Exposition

1. Proof I*

2. Proof II*

3. Proof III*

II. Proof

*A. Proof I**

1. Sub-Proof 1*

2. Sub-Proof 2*

3. Sub-Proof 3*

*B. Proof II**

1. Sub-Proof 1*

2. Sub-Proof 2*

3. Sub-Proof 3*

*C. Proof III**

1. Sub-Proof 1*

2. Sub-Proof 2*

3. Sub-Proof 3*

III. Conclusion

*A. Thesis**

B. Summary of Proof

1. Proof I*

2. Proof II*

3. Proof III*

Essay Three Elocution

VERBS

Tools for the Teacher

Essay Three Elocution Worksheet (page 29 in the Student Workbook)
Samples from this lesson guide for class discussion

Background for the Teacher

- ❖ **Idea:** Active and precise verbs make writing clearer and livelier.
- ❖ Using vivid verbs is a skill of both composition (i.e. choosing the right word at the right time) and editing (i.e. learning to spot the wrong word and correct it). Your goal is to cultivate perception and judgment through practice. Practice and gentle coaching will nurture judgment and help your students see that most “rules” are generally reliable but should not be slavishly followed.

Worksheets are a valuable tool for introducing and practicing the concept, but the real growth happens when students begin to correct errors in their own writing.

Your Students Will Learn:

- ✓ To pay closer attention to the verbs they use
 - ✓ To replace vague and passive verbs with precise and active verbs
-

Steps to Teach This Lesson

□ To begin, discuss verbs. It can also be helpful to talk about how we are constantly self-editing. Here are some sample questions to get you started.

- *What is a verb?*
- *List several verbs.*

- *Which are active?*
- *Which are passive?*
- *Which are vague and which precise? (This is a difference in degree, so answers might vary.)*
- *Have you ever started to say something, hesitated, and started over?*
- *What would cause that?*
- *What good would come of starting over?*
- *Would that apply to writing as well?*

□ Help students build stronger sentences with two kinds of verbs:

- Precise verbs
- Active verbs

Step #1 – Use Precise Verbs

Conversational patterns are often wordy and imprecise when used in writing. Present the following sentences:

1. *He got a gift from Father Christmas.*
2. *She got a glimpse of the faun.*
3. *They had a chance to sail home.*
4. *He has shiny armor.*
5. *The wolf went out in search of the children and beavers.*
6. *The teenagers went for a walk through the new house.*

Rewrite each sentence above, replacing each vague verb (have/had/has, go/went, and get/got) with a more precise verb. Explain how they “got,” “had,” or “went.”

Step #2 – Use Active Verbs

Verbs can be active or passive in voice, but too many passive verbs make writing sleepy. When the subject of the sentence does the acting, the verb is active. When the subject is acted on, the verb is passive.

Present the following sentences, noting the passive verbs. Ask your students to find the actor in each:

1. *The sleigh is being driven fast.*
2. *Mrs. Jones' floor is being cleaned by her daughter.*
3. *In the tent, the armor was left abandoned by Achilles.*
4. *During Narnian winter, the fauns were turned to stone by the White Witch.*
5. *The wardrobe was entered separately.*
6. *The wine-dark sea was navigated skillfully.*

Sometimes actors are hidden in the back of the sentence by passive verbs. Sometimes they are removed completely. Writers who desire to craft strong sentences use passive verbs only when necessary.

Show your students how to change the verbs from passive voice to active.

- First, make the actor the subject. Either find it in the sentence or create one. (e.g. “The dwarf”)
- Second, make the verb active so it goes with the new subject (e.g. drives or is driving).
- Third, complete the sentence (e.g. The dwarf is driving the sleigh fast).

Review the steps you took when you edited verbs.

- *When checking for imprecise verbs, what verbs did you look for?*
- *How did you rewrite the sentences?*
- *When checking for passive verbs, what did you look for?*
- *How did you rewrite those sentences?*
- *Can you think of any more imprecise verbs to beware of? (Note: “Are”, “have”, and “do” are great Invention verbs because they are so general, but they are usually poor Elocution verbs for the same reason!)*
- *What will you do to avoid vague and passive verbs in your writing?*

□ **Assign** Essay Three Elocution Worksheet (page 29 in the Student Workbook) unless you completed this work together in class.

□ Students will check the verbs in their essays. Note that each Proof sentence is likely to use the “be” verb (The first reason is...). This is not passive in voice and is a legitimate use of the “be” verb.

□ **Remind** students to check their essays against the Essay Three checklist

Examples

❖ From Herman Melville’s *Moby Dick*

*“Such a portentous and mysterious monster **roused** all my curiosity.”*

❖ From Genesis 2:7

*“And the LORD God **formed** man of the dust of the ground, and **breathed** into his nostrils the breath of life; and man became a living soul.”*

❖ From John Magee’s “High Flight”

*“Oh! I have **slipped** the surly bonds of Earth
And **danced** the skies on laughter-silvered wings ...”*

Assessment

Confirm that students have:

- ✓ Completed the Essay Three Elocution: Verbs Worksheet
- ✓ Checked the current essay for vague and passive verbs, replacing as necessary
- ✓ Written Essay Three, referring to the Essay Three checklist for self-editing

Tip

As you review the current essay, pay special attention to the kinds of verbs used. If the student uses the occasional “to be” or passive verb, that’s fine. If you see a preponderance of imprecise or passive verbs, ask for revisions. Look for and commend particularly strong verbs.

SAMPLE STUDENT WORKSHEET

Essay Three Elocution

BASIC EDITING: VERBS

What is a verb?

Examples of Active and Precise Verbs

- ❖ From Herman Melville's *Moby Dick*

*"Such a portentous and mysterious monster **roused** all my curiosity."*

- ❖ From Genesis 2:7

*"And the LORD God **formed** man of the dust of the ground, and **breathed** into his nostrils the breath of life; and man became a living soul."*

- ❖ From John Magee's "High Flight"

*"Oh! I have **slipped** the surly bonds of Earth
And **danced** the skies on laughter-silvered wings ..."*

Building Stronger Sentences

Step #1: Use Precise Verbs

Conversational patterns are often wordy and imprecise when used in writing. Consider the following sentences:

1. *He got a gift from Father Christmas.*

2. *She got a glimpse of the faun.*
3. *They had a chance to sail home.*
4. *He has shiny armor.*
5. *The wolf went out in search of the children and beavers.*
6. *The children went for a walk through the new house.*

Rewrite each sentence above, replacing each *have/had/has, go/went, and get/got* with an action verb. Communicate the action with more precision.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Step #2: Use Active Verbs

A passive verb hides the actor of a sentence.

Consider the following sentences:

1. *The sleigh was being driven fast.*
2. *Mrs. Jones' floor was cleaned by her daughter.*
3. *In the tent, the armor was left abandoned by Achilles.*
4. *During Narnian winter, the fauns were turned to stone by the White Witch.*
5. *The wardrobe was entered separately.*
6. *The wine-dark sea was navigated skillfully.*

Rewrite each sentence above with a more active verb.

1. _____
2. _____
3. _____

4.

5.

6.

Practice

Generate your own sentences:

1. List three subjects.

2. With those subjects, write sentences with precise, active verbs.

Essay Application

Check your current essay for vague and passive verbs.
Correct those sentences as necessary.

