

Invention Module 5: Comparison— Similarities and Differences

This module is designed for use in Lesson 5: Basic Persuasive Essay I (see chart, Year-at-a-Glance). You should expect to use at least two class periods to complete this module.

Getting Ready

To teach this module, you will need to:

Be able to

- Guide your students through Invention Exercise Form 2A, Comparison Chart, Basic.
- Compare two terms by listing similarities and differences.
- Move relevant information from the comparison worksheet to the ANI chart.

Understand

- That comparison involves finding similarities and differences between two or more things.
- Why it helps to understand a term by comparing it to something else.
- That it is often easier to find differences when you base them on similarities.

Know

- That comparison involves similarities and differences.
- The key comparison questions-
 - How is X similar to Y?
 - How is X different from Y?
- The process of comparing as demonstrated on I2A worksheet 6.

To teach this module, you will need the following materials:

Invention Exercise Form 2A: Comparison, Basic (I2A)

When they complete this module, your students will:

Be able to

- Use Invention Exercise Form 2A, Comparison, Basic (I2A) to compare a term with a relevant term.
- Move relevant information from the comparison worksheet to the ANI chart.

Understand

- That when you compare, you find similarities and differences between two or more things.

Know

- That comparison involves similarities and differences.
- The key comparison questions-
 - How is X similar to Y?
 - How is X different from Y?
- The process of comparing as demonstrated on I2A worksheet 6.

Presenting the Material

Pre-Grammar: Preparation

Subject matter	Presentation
<p>Goal: Show students that comparison also helps us understand a term.</p> <p>Review earlier lessons.</p> <p>Review Discuss the previous lesson on Definition. Make sure your students know how to define a term using the process learned in the last 2 Invention lessons.</p>	<p><i>Last time we practiced Invention, we learned how to define a term.</i></p> <p><i>How do we start to define a term?</i></p> <p><i>What are the steps we go through?</i></p> <ul style="list-style-type: none"> • Find categories the term can belong to • Choose the best one

<p>Preparation Select 2 items to compare: an apple and orange, a pen and pencil, a car and airplane...</p> <p>Show them the apple and the orange. The students should begin to describe the items with similarities and differences.</p>	<ul style="list-style-type: none"> • List other members of the group • List how our term is the same as the other members of the group • List how our term is different from the other members of the group <p><i>Last time, when we learned to define a term, we also learned that we can understand our issue and our key terms better by defining them.</i></p> <p><i>There are other ways to learn about our terms as well, so let's think about some things together.</i></p> <p><i>What can you tell me about these two things? What do you see? Are they alike? Are they different?</i></p>
<p>Transition to Grammar</p> <p>Point out that the process above helps us to “know” our term. They were able to quickly tell you important things about the apple and the orange when they described what was the same and what was different (compared.)</p> <p>You may point out that this topic is both amazingly easy and amazingly powerful.</p>	<p><i>You quite easily described these two items! When you described what was alike and different, what were you doing?</i></p> <p><i>This is the topic of comparison.</i></p>

Grammar:

Subject matter	Presentation
<p>Goal: Give your student clear types, or examples, of comparing two terms with similarities and differences.</p> <p>First type:</p>	

<p>Present two concrete terms so the students can easily list the similarities and differences. Select two related items to compare.</p> <p>Do not have the students look at their notebooks yet, just work together on the board.</p> <p>Have the students answer these questions in their own words.</p> <p>Use these comparison questions again and again to keep the students thinking:</p> <p>Both A and B are Both A and B have Both A and B do</p>	<p><i>Here are two different terms-</i> <i>Term A-an oak tree</i> <i>Term B-a sunflower</i></p> <p><i>We are going to compare these by pointing out what is similar between them and what is different.</i></p> <p><i>Let's start with the similarities. How is an oak tree the same as a sunflower?</i></p> <p><i>These easy statements can help us compare the similarities.</i></p> <ul style="list-style-type: none">• Both the tree and the flower are _____.• Both the tree and the flower have _____.• Both the tree and the flower do _____.• They are both living.• They both have leaves.• They both give off oxygen.• They both need sun and water.• They are both taller than other things in their same group (trees and flowers). <p>(and so on...)</p> <p><i>We can also compare by looking at the differences.</i> <i>How is an oak tree different from a sunflower?</i></p> <ul style="list-style-type: none">• An oak tree is much larger than a sunflower when fully mature.• A sunflower dies at the end of the summer.• An oak tree can be used for firewood or lumber.• A sunflower doesn't provide much shade.
---	---

<p>Second type: Now move to a comparison of two individuals.</p> <p>In an effort to simply understand the power of comparison, you should not worry about which two people you select. This can be a humorous way of exaggerating similarities and differences, for example, Stonewall Jackson and Martha Stewart. The point at this time is to work with the general topic of comparison.</p> <p>You can later help guide the students' wise selection of terms that will benefit their essay invention.</p> <p>Third type:</p> <p>This is a more complicated comparison and you will have to decide if your students are ready for it during the first comparison lesson. You can always come back and develop this type more at a later date.</p> <p>If they get stuck, you can ask leading questions like: <i>Do we need both of these virtues?</i> <i>Is one more important for a soldier?</i> <i>Are both important in a marriage?</i> <i>Can we measure both of them?</i> <i>How do we judge these virtues?</i> <i>Which seems to be most important in American society today?</i></p> <p>Fourth, Fifth (and subsequent) types:</p> <p>Before class, make a list of nouns—anything you can think of... actual people, random things in your house, things in the news, etc. Write them on little slips of paper and put them in a basket. Have a</p>	<p><i>This time, we're going to try a comparison between two people.</i></p> <p><i>Give me the name of somebody who lived before your great-grandparents did.</i> <i>Now give me the name of a famous person who is alive today.</i></p> <p><i>How are they the same?</i></p> <p><i>Remember, we can ask three questions to get our minds thinking:</i></p> <ul style="list-style-type: none"> • <i>Both A and B are...</i> • <i>Both A and B have...</i> • <i>Both A and B do...</i> <p><i>How are they different?</i></p> <p><i>Let's compare something a little more abstract. How about courage and loyalty.</i></p> <p><i>How are these two virtues similar?</i></p> <p><i>How are they different?</i></p> <p><i>What are the three ways we think of comparing-</i></p> <ul style="list-style-type: none"> • Both have • Both are • Both do <p><i>Now, we can compare ANYTHING! And really, we already do this every day—differentiating between things, and finding similarities between others.</i></p>
--	---

Rhetoric B: Practice/ Application

Subject matter	Presentation
<p>Students begin their fourth essay by adding the comparison worksheet to their tool box.</p> <p>Practice Instruct your students to retrieve their practice essays.</p> <p>Using Invention Exercise Form 2A:Comparison, instruct students to practice comparing terms from their practice essays. You might need to guide them in selecting a key term and in selecting a meaningful comparative term.</p> <p>They should discover at least 20 similarities and 20 differences. When this is complete, guide the students in examining the list for any new information that can be added to the ANI.</p> <p>Begin a new essay and add the topic of comparison to what your students have already learned.</p> <p>Application</p> <p>As the students do their invention for their next essay, have them compare two key terms. Put any relevant comparison information into one of the ANI columns.</p>	<p><i>Take out your practice essay.</i></p> <p><i>This worksheet will be your model to help you compare your terms.</i> <i>What is an important term from this issue? What might be a helpful thing or person to compare this to? Can you imagine that this type of comparison will help us understand our issue better?</i></p> <p><i>Then put any helpful comparisons in one of the A, N, or I columns.</i></p>

Assessment

Evaluate your students' Invention Worksheet Form 2A as follows:

Do your students understand how to compare two terms?
 Have they offered enough comparison?
 Have they moved relevant data to their ANI?