

# Arrangement Module 10: Themes and Sub-Ideas

This module is designed for use in Lesson 9 (see chart, Year-at-a-Glance). You should expect to use at least one class period to complete this module.

## Getting Ready

### To teach this module, you will need to:

#### Be able to

- Group similarities and differences into groups with a common theme.

#### Understand

- That a comparison essay theme is an idea that the two terms have in common.
- That a comparison essay sub-ideas are the more specific distinctions contained in the theme.

#### Know

- That the comparison essay can have several structures and this lesson just teaches one form of arrangement.
- Comparison essays can show us that two ideas or objects that seem very similar actually have some important differences.
- Comparison essays can show that two ideas or objects which seem different are actually similar in several important ways.
- That the comparison essay and the persuasive essay have many similarities, but several key differences.

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

Arrangement Worksheet 8: Comparison Essay

Several sample comparison charts from previous invention lessons

**When they complete this module, your students will:**

**Be able to**

- Group similarities and differences into groups with a common theme.

**Understand**

- That a comparison essay theme is an idea that the two terms have in common.
- That a comparison essay sub-ideas are the more specific distinctions contained in the theme.

**Know**

- That the comparison essay and the persuasive essay have many similarities, but several key differences.

**Presenting the Material**

***Pre-Grammar: Preparation***

Subject matter	Presentation
<p><b>Goal:</b></p> <p><b>Review</b> Anytime we write an essay we need to organize our Invention material, so just as we sort the ANI for a persuasive essay, we will sort our comparison for the comparative essay.</p> <p>Ask a question or two about the students' use of comparison in real life. This example is given to point them towards the natural sorting we do with comparison details.</p>	<p><i>Before we can write an outline or an essay, what do we do with all of our invention ideas?</i></p> <p><i>Why do we sort?</i></p> <p><i>Have you ever explained to someone why you like one particular book more than another? What might you say? What topics would you bring up to explain your opinion? (Possible answers-the characters, the setting, the action, the exciting problem, the fun adventures...)</i></p> <p><i>Do you have several things to say about the characters in the two books? Several</i></p>

	<p><i>observations about the different adventures?</i>  <i>Yes! You have just put your comparison ideas into groups.</i></p>
<b>Transition to Grammar</b>	<p><i>These groups of similarities and differences are important in arranging our next essay- the comparison essay.</i></p>

**Grammar:**

Subject matter	Presentation
<p>Goal: Give your student clear types, or examples of the idea that comparison essays use themes of comparison.</p> <p><b>N.B.:</b> A comparison essay still involves a position or purpose for the comparison. Students should not think that the purpose of a comparison essay is to simply present a list of similarities and differences. The essay should always have a clear purpose, but remember that just as with the persuasive essay, their ability to focus their comparison and present a compelling position will grow with practice. The first step here is to apply what they already know about writing and learn the unique elements of a comparison essay.</p> <p><b>First type:</b>  Remember that to sort is to find things that belong in the same group. In applying sorting to our comparison invention, we look for <b>themes</b> (comparison groups) that have similarities.</p> <p>Present an everyday type for your students to show the process of sorting a list of comparison into themes.</p> <p>The simplest source of presentation here is to return to a previous comparison exercise-like the comparison of cats and dogs from Invention Module 6.</p>	<p><i>We already know that we frequently use comparisons in all aspects of our life. These comparisons are important to our decisions.</i>  <i>Let's consider the issue-Whether we should study history or math for our summer school course.</i></p> <p><i>We have always used an ANI in our essay work, but we have been using other invention tools as well. This issue points clearly to which particular invention topic? Comparison</i></p> <p><i>Let's return to one of our past comparison- dogs and cats.</i></p> <p><i>Into what general groups can we place our similarities? What do they have in common? How are they alike? Are there any groups of differences?</i></p> <p><i>These groups of similarities are our comparison themes and the members of these groups are the sub-ideas.</i></p>

<p><b>Second type:</b></p> <p>Return to a past comparison chart and sort the information as in Type 1.</p> <p>An example from Invention Module 6 would be the comparison of snow skiing and Disney World.</p> <p><b>Third type:</b></p> <p>Preferably this type will be taken from a previous literature comparison. If you have complete Invention Module 6, you should have a comparison list for Edmund and the White Witch.</p> <p>Repeat this process as many times as you deem necessary.</p> <p>Once you determine that your students grasp the process, proceed to the dialectic stage of the lesson.</p>	<p><i>Take a look at our comparison chart: Into what general groups can we place our similarities?</i></p> <p><i>What do they have in common?</i></p> <p><i>How are they alike?</i></p> <p><i>Are there any groups of differences?</i></p> <p><i>Remember-these groups of similarities are our comparison themes and the members of these groups are the sub-ideas.</i></p> <p><i>Let's apply this to our literature studies now. Remember our comparison of Edmund and the White Witch?</i></p> <p><i>Into what general groups can we place our similarities?</i></p> <p><i>What do they have in common?</i></p> <p><i>How are they alike? Are there any groups of differences?</i></p> <p><i>These groups of similarities are our comparison themes and the members of these groups are the sub-ideas.</i></p>
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**Dialectic:**

Subject matter	Presentation
<p><b>Compare the steps you took each time</b></p> <p>Ask questions to bring out the steps involved in sorting into themes.</p> <p>You can also use this time to briefly compare the process of sorting an ANI for a persuasive essay and the sorting of their comparison for a comparison essay.</p> <p><b>Confirmation</b></p>	<p><i>What steps did we take with each example?</i></p> <p><i>What questions did we ask for each example?</i></p> <p><i>How is the sorting of our ANI and the sorting of our comparison chart similar?</i></p> <p><i>How is it different?</i></p>

**Rhetoric A: Explanation**

Subject matter	Presentation
<p><b>Student states the concept</b></p> <p>Ask a few students to summarize the concept learned with various questions.</p>	<p><i>What is the name for a group of similarities or differences?</i></p> <p><i>What do we call the members of that group?</i></p> <p><i>Why do we sort our comparison?</i></p>

