

Arrangement Module 5: Basic Persuasive Arrangement—Amplification

This module is designed for use in Lesson 4: Basic Persuasive Essay with Amplification (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

- Show your students how to add a simple amplification to the end of their essays.

Understand

- That a persuasive essay ends by answering the questions, “Who cares?” “Why do they care?”
- Reasons they care: consequences, disadvantages, perils, viciousness, uniqueness.

Know

- That the conclusion of a persuasive essay includes an amplification.
- That the interested party for amplification must not be the reader himself!

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

- Examples of essays that include examples of various amplifications
- Your invention materials for the fourth essay
- Your students’ invention material for the fourth essay
- Arrangement Worksheet 4A: Guide to Amplification
- Arrangement Worksheet 4B: Basic Persuasive Arrangement with Amplification
- Arrangement Template 4: Basic Persuasive Arrangement with Amplification

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When they complete this module, your students will:

Be able to

- Write a simple amplification at the end of their essays.

Understand

- That a persuasive essay ends by answering the questions, “Who cares?” “Why do they care?”
- That the end of an essay should “stir the hearers” (to thought, action, or feeling).

Know

- That the conclusion of a persuasive essay includes an amplification.
- The most common people to whom an argument typically matters.

Presenting the Material

Pre-Grammar

| Subject matter | Presentation |
|---|---|
| <p>Goal: Remind students of what they already know about the parts of a persuasive essay.</p> <p>Have on hand two or three outlines.</p> | <p><i>What parts were included in this outline?</i></p> <p><i>Last time we worked on Arrangement, we added another part to our essays. What was this part?</i></p> <p><i>Where did we put it?</i></p> <p><i>What’s the point of adding an exordium?</i></p> <p><i>How does it make our argument stronger?</i></p> |

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| <p>Transition to Grammar</p> <p><u>Get their ideas for how to end a persuasive essay.</u></p> | <p><i>Think of an argument or discussion you had with your parents or your friends in which you were trying to convince them of something.</i></p> <p><i>How did you end this argument?</i></p> |
|--|---|

Grammar:

| Subject matter | Presentation |
|---|--|
| <p>Goal: Give your student clear types, or examples, of essays that ends by answering the questions, “Who cares?” and “Why?”</p> <p>First type: Take out their <i>earlier</i> essays. Ask:</p> <p>Use Arrangement Worksheet 4A: Guide to Amplification (the first page), to prod your students along. Make copies as necessary, or ask students to use their own paper.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Don't be satisfied with cursory answers. Ask your students to give specific people, or groups of people, to whom this essay would matter.</p> </div> <p>Then continue with the rest of the page, helping the students to select the most important person or group to whom the argument would matter.</p> <p>Collect answers.</p> | <p><i>Who would care about this?</i></p> <p><i>Why?</i></p> <p><i>Look at the top part of the worksheet, and check off the groups who would care about the argument in your essay.</i></p> <p><i>Let's continue with the rest of the page.</i></p> <p><i>Choose the three to whom the issue seems to matter most.</i></p> <p><i>To whom would the decision matter the most?</i></p> <p><i>Why?</i></p> |

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| | <p><i>Which was most effective? Why?</i></p> <p><i>What questions are they answering?</i></p> <p><i>What questions did I ask about your essays?</i></p> <p><i>Why do you think we must answer these questions?</i></p> |
|--|--|

Rhetoric A: Explanation

| Subject matter | Presentation |
|--|---|
| <p>Student states the concept</p> <p><u>Ask a few students to summarize the concept learned with various questions:</u></p> | <p><i>What can we add to the ending of our essay?</i></p> <p><i>What questions do we ask in order to add this ending?</i></p> <p><i>What is an amplification?</i></p> |

Rhetoric B: Practice/ Application

| Subject matter | Presentation |
|---|---|
| <p>Students complete their practice and current essays by adding an amplification to the outlines.</p> <p>Look on the editorial page of your local newspaper, being sure to leave off the amplification (if the writer includes one).</p> <p>Practice Imitate worksheet 4B for the practice essay.</p> | <p><i>To practice what we have learned, I will give you an argument. Then you write three different amplifications that I could add to the end.</i></p> <p><i>Initiate Arrangement Worksheet 4B to create an amplification for your practice essay.</i></p> |

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Choose one for the essay itself. Add that one to the outline.

Application

Write the outline for the current essay following the pattern found on Arrangement Template 4 and using Arrangement Worksheet 4B as your guide.

Initiate Arrangement Worksheet 4A to create an amplification for your current essay.

Then add the amplification to your outline using Worksheet 4B.

Assessment

After teaching this module, read your students' Arrangement Worksheet 4A to assess whether they have grasped the concept of the amplification.

Then make sure your students have not neglected anything in Worksheet 4B.

Before your students begin writing in prose, make sure that the outlines have matched Template 4.