

Arrangement Module 8: Basic Persuasive Arrangement—Narrative

This module is designed for use in Lesson 7: Complete Persuasive Arrangement with Narrative (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

- Show your students how to narrate the key narrative facts relating to an issue.

Understand

- That a simple narrative includes a time and place, characters, and actions.
- That the narrative provides a reader with the necessary background, or statement of facts, that led up to the issue.

Know

- The three basic elements of a narrative: setting, actor and act.
- That key actions surrounding the issue must be considered in the narrative.
- That the narrative should be kept lucid, brief, and plausible.

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

- Examples of essays that include narratives
- Your invention materials for the fourth essay
- Your students' invention material for the fourth essay
- Arrangement Worksheet 7A: Guide to Narratio
- Arrangement Worksheet 7B: Complete Persuasive Essay Worksheet
- Arrangement Template 7: Complete Persuasive Outline and Sample Essay

When they complete this module, your students will:

Be able to

- Narrate the key narrative facts relating to an issue.

Understand

- That a simple narrative includes a time and place, characters, and actions.
- That the narrative provides a reader with the necessary background, or statement of facts, that led up to the issue.

Know

- The three basic elements of a narrative—setting, actor and act.
- That key actions surrounding the issue must be considered in the narrative.
- That the narrative should be kept lucid, brief, and plausible.

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>Review Arrangement Template 6 and the role of the refutation.</p> <p>Preparation for the Idea:</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 a refutation?</i></p> <p><i>How does it make our essay stronger?</i></p> <p><i>Has somebody ever told you a story and</i></p>

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<p>Transition to Grammar Prepare them by having them realize that we need background or narrative information. Do not get bogged down in detail—we do not need to know everything about this event to understand the basic argument. We do need to know who the main characters are, where they are, and what they are doing.</p>	<p><i>you had no idea what was going on?</i></p> <p><i>Why did you not understand the story?</i></p> <p><i>Have you ever walked in on a discussion and been confused because you came late and did not know what was going on?</i></p> <p><i>Imagine you were a foreign visitor to the Boston Harbor on December 16, 1773. Might you have been confused if you just woke up one morning and heard everyone in your inn arguing about some tea that someone had dumped? You don't know who they are talking about, you aren't sure what happened and you don't even know where any of this is!</i></p> <p><i>Can you imagine how a reader of your essay won't really understand your thesis and proofs unless they understand the basic story about your issue?</i></p>
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Grammar:

Subject matter	Presentation
<p>Goal: Give your student clear types, or examples, of narratives.</p> <p>First Type</p> <p>Present the first issue- <i>“Whether Brutus should have helped assassinate Julius Caesar”</i></p> <p>Then guide the students in identifying the main character, setting, and action related to this issue.</p> <p><u>Affirmative representative</u>-Brutus</p>	<p><i>Let's look at an example. We all know the story of Julius Caesar and Brutus. My issue is “Whether Brutus should have helped assassinate Julius Caesar”</i></p> <p><i>We want to make sure we provide our readers with the basic story behind this issue.</i></p>

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<p><u>Negative representative</u>-Julius Caesar <u>Other people</u>-the conspirators</p> <p><u>Main Characters</u>-Brutus and Julius Caesar <u>Setting</u>-Ancient Rome</p> <p>NB: The setting includes both <i>where</i> and <i>when</i>. How precise you are on time and place depends on the issue. Sometimes “Rome” will be good enough; other times you’ll need to say “In the Senate.” Sometimes 55 BC is good enough, other times you will need to say “The Ides of March, 55 BC.” Use your best judgment.</p> <p>There are often several key acts that need to be considered in our issue. Guide the students to consider the actions of our main characters that impact this issue.</p> <p>Then convert these into a simple narrative statement.</p> <p>For this first type, you can simply present the sample narrative for your students so they can see what you are looking for.</p>	<ul style="list-style-type: none">• Who is the Affirmative character in this issue?• Who is the Negative character in this issue?• Are there any other very important people? <p><i>Now let’s think about the specific facts that need to be stated--</i></p> <p><i>Who is the main character in our issue? Where does it take place?</i></p> <p><u>Main Characters</u>-Brutus and Caesar <u>Setting</u>-Ancient Rome, 55 BC</p> <p><i>Now let’s think about the action. Did something important happen that led up to this issue? Where did it happen? When? Who did it? What did he do?</i></p> <p>Julius Caesar led a successful military campaign and declared himself emperor.</p> <p><i>Then we can put these three basic story facts into a short, simple statement for our essay.</i></p> <p>Example, <i>Brutus, a Roman senator, was a key conspirator in the plot to assassinate Julius Caesar after Caesar’s successful military campaigns and his self-declared role as emperor.</i></p>
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<p>Second type:</p> <p><u>Issue-</u> “Whether the American Patriots should have staged the Boston Tea Party”</p> <p>If you take the affirmative side of the issue-</p> <p>Affirmative rep-the American Patriots</p> <p>Negative rep-the English soldiers</p> <p>Other key people-the English monarchy, the tea merchants, the people of Boston</p> <p><u>Background actions-</u></p> <p>Setting-England Actor-King George Act-Singing tyrannical legislation</p> <p>Setting-New England Actor-Patriots Act-organization of New Englanders to resist English abuses</p> <p>As you practice forming the narrative, take it slowly and allow the students to try various statements. Discuss the benefits and drawbacks of various statements. Do not worry about an “essay” quality narration at this point.</p>	<p><i>Here’s another issue: Whether the American Patriots should have staged the Boston Tea Party.</i></p> <p><i>We’re going to work through this one with our Narrative worksheet (page 52.) Let’s think about what background facts we need to state for our readers and add this to our worksheet.</i></p> <ul style="list-style-type: none"> • Who is the Affirmative representative? (this will depend on your side on the issue) • Who is the Negative representative? • Are there any other key people in this issue? • Are there any other important victims? <p><i>Now we need to consider the order of events that directly affect our issue. Was there anything important that occurred before the tea was dumped? What happened? Who did it? Where? When? Anything that happened at the same time?</i></p> <p><i>Now we’ll fill in the-</i></p> <ul style="list-style-type: none"> • Setting • Actor/main character • Event/ act <p><i>Now try to put this important background information into a helpful statement of facts.</i></p> <p>Example, <i>The King of England had signed into law clear acts of tyranny over the American colonists and as a result the New England Patriots were taking decisive steps to resist these English abuses.</i></p>
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<p>Third type:</p> <p>Example, Use an issue from class...one pertinent to their everyday experiences.</p> <p>Work through the worksheet 7A again with this new issue.</p> <p>Repeat this process as many times as you judge necessary.</p> <p>Once you determine that your students grasp the process, proceed to the dialectic stage of the lesson.</p>	<p><i>Can somebody give me an issue?</i> [For example, Should we skip writing class today and have a party?]</p>
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Dialectic:

Subject matter	Presentation
<p>Compare the steps you took each time</p> <p>To create a simple narrative, you need</p> <ul style="list-style-type: none"> • the time • the place • the actors • the actions 	<p><i>How did I develop a narrative for the first issue?</i></p> <p><i>Second?</i></p> <p><i>Third?</i></p> <p><i>What did I ask every time?</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>How do we develop a simple narrative?</i></p> <p><i>What is the affirmative representative?</i></p> <p><i>What is the negative representative?</i></p> <p><i>What types of actions do we need to</i></p>

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	<p><i>consider when writing the narrative?</i></p> <p><i>Why do we include the narrative in our essays?</i></p>
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Rhetoric B: Practice/ Application

Subject matter	Presentation
<p>Students complete their practice and current essays by adding a narrative to the worksheet and outline.</p> <p>You may want to create a class narrative by simply brainstorming settings, actors, and actions.</p> <p>Practice Imitate worksheet 7A for the class essay.</p> <p>Application Write the outline for the current essay following the pattern found on Arrangement Template 7 and using Arrangement Worksheet 7B as your guide.</p> <p>The last step in learning to use a narrative will be to add this to their written essay. You might decide to have them write this essay with narrative after you have had time to check their worksheet and outline as this is the complete essay with all of the level 1 persuasive elements.</p>	<p><i>Imitate Arrangement Worksheet 7A to create a narrative for your class essay.</i></p> <p><i>Imitate Arrangement Worksheet 7A to create a narrative for your current essay.</i></p> <p><i>Then add the narrative to your outline using Worksheet 7B.</i></p>

Assessment

<p>After teaching this module, read your students' Arrangement Worksheet 7A to assess whether they have grasped the concept of the narrative.</p> <p>Then make sure your students have not neglected anything in Worksheet 7B.</p> <p>Before your students begin writing in prose, make sure that the outlines have matched Template 7.</p>
