

# Invention Module 10: Authority—Witnesses

This module is designed for use in Lesson 10 (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

- Collect information from witnesses.
- Apply that information to acts of deliberation or judgment.
- Apply that information to your invention.

#### Understand

- That we can collect information from witnesses.

#### Know

- That witnesses can provide information on an issue.
- That a witness is one who has experienced or observed an event.

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

Invention Worksheet 5A: Authority—Witnesses

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

**Be able to**

- Collect information from witnesses.
- Apply that information to acts of deliberation or judgment.
- Apply that information to their invention.

**Understand**

- That we can collect information from witnesses.

**Know**

- That witnesses can provide information on an issue.
- That a witness is one who has experienced or observed an event.

**Presenting the Material**

***Pre-Grammar: Preparation***

Subject matter	Presentation
<p><b>Goal:</b> Everyone, all the time, sees and experienced things for which he becomes a witness. Help the students see that the world is full of witnesses.</p> <p>Set up an event or a crime--                      Arrange with a student or teacher to come into the classroom and take something while you are out.                      When you return, notice that something is missing and ask the students about it.                      Allow the students to offer their stories as they function as the witnesses to the event.</p>	<p><i>Something is missing!                      What happened? Who can tell me? Who saw what happened?</i></p> <p><i>Have your parents ever asked what happened at school today? Why are YOU able to give them this information? Is this any different from when they hear about what happened in your class from your older sister?</i></p> <p><i>Have you ever had to be a witness to something at home?</i></p> <p><i>Have you ever had to be a witness to something that happened at school?</i></p> <p><i>Have you ever seen a movie or TV show with a witness?</i></p>

<b>Transition to Grammar</b>	<i>Since we know that the world is full of witnesses, we are going to think about how witnesses can help us make decisions.</i>
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**Grammar:**

<b>Subject matter</b>	<b>Presentation</b>
<p>Goal: Give your student clear types, or examples of people using information from witnesses to make decisions.</p> <p><b>First type:</b> Issue-Whether we should see _____ movie? Find someone in the class who has seen a recent movie and call them up for some questions about it.</p> <p>Focus questions to the student on the story, characters, etc that will influence whether we should see it. Do not focus questions about whether she should have seen it. She is only functioning as a witness in this case, providing us with information that we can use in our decision.</p> <p><b>Second type:</b> Issue-Whether X should go to Y or do Y? Whether we should go to the museum for a field trip? Find someone in the class who has been to this potential location and call them up for some questions about it. Who has already experience it? What information can they provide? Whether it should be done?</p> <p>Remember to keep the focus on the role of the witness and their ability to provide us with valuable information.</p>	<p><i>Is there anyone in the class who has seen The Sound of Music? We'd like some information about this movie--</i></p> <p><i>Did you notice whether the movie had any notable scenery? Where there any exciting scenes? Or interesting characters?</i></p> <p><i>Why don't we think about a class trip to Washington DC?</i></p> <p><i>Who here has been there before? What did you see there? What did you do? Did you learn anything there? Was there any part that you particularly enjoyed?</i></p> <p><i>Since we take class trips to learn new things, do you think this would be an experience that we would learn from? Can you provide any specific examples of things you learned?</i></p>

<p><b>Third type:</b> Issue-<i>Whether X should have done Y?</i></p> <p>Whether we should have gone to the football game? or Whether Wyatt Earp should have fought at the OK corral?</p> <p>Here you ask questions about whether this <u>should have happened</u>. This is thinking about whether or not this was an appropriate past action. Was our attendance at the football game the appropriate decision?</p> <p>You can also take the discussion into the realm of history here--pointing out the fact that some witnesses have written or recorded their firsthand account.</p> <p><b>Fourth type:</b> Should Edmund have followed the White Witch?</p> <p>Continue asking the same types of questions to illustrate the idea of a witness. This literature issue illustrates the value of using the topic to explore the story in more depth. You can look to others in the story that had firsthand experience with the White Witch. This witness can provide you with both a better understanding of the story and information for the ANI.</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>Who saw it?</i> <i>What information can they provide?</i> <i>How does this information help us decide whether it should have been done?</i></p> <p><i>Who else had been to Narnia?</i> <i>Who lived in Narnia at that time?</i> <i>Who else had seen or knew the White Witch?</i> <i>What kind of experiences did this character have with the White Witch?</i> <i>Does this witness account help us answer our first question-should Edmund have followed the White Witch?</i></p>
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**Dialectic:**

Subject matter	Presentation
<p><b>Compare the steps you took each time</b></p> <p>As we use the topic of authority, what did we do for each different type of issue?</p> <p>Ask questions to bring the main ideas of authority: witnesses to the attention of the students-</p> <p>Who has personal/firsthand experience</p> <p>What information can they provide to add to our understanding of the question or issue?</p> <p><b>Confirmation</b> Make sure your students understand the distinctive of a witness for this topic of Authority.</p>	<p><i>What questions did we ask for our first issue?</i></p> <p><i>What questions did we ask for the second issue?</i></p> <p><i>How are those questions similar?</i></p> <p><i>What questions did we ask for our third and forth issues?</i></p> <p><i>How are all of these questions similar?</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 a witness?</i></p> <p><i>Why is a witness helpful in deciding an issue?</i></p> <p><i>How can the topic of witness authority help us in our essays?</i></p>

**Rhetoric B: Practice/ Application**

Subject matter	Presentation
<p><b>Practice</b>                      Students will add to their ANI using this topic of invention.</p> <p>Bring out the practice essay and use the Invention Worksheet 5A to list possible witnesses.</p> <p>As appropriate, suggest that the students note the kind of testimony. This is one of the steps in learning to evaluate and judge the testimony, but remember that at this first stage the focus is not on the judgment of the testimony, but rather the fact that the testimony exists and can be beneficial.</p> <p>The students should complete the worksheet with a concise statement of the witness testimony.</p> <p>Move any relevant information to the practice ANI</p> <p><b>Application</b>                      Apply this lesson to the current essay.                      Complete worksheets 5A on your current issue.                      Move all relevant information to the ANI.</p>	

**Assessment**

Check over the students’ Authority: Witness charts to see that they are completely filled out. Make sure they have moved relevant information to the ANI. You will collect their Authority pages when you collect their essays.