

This module is designed for use in Lesson 11: Comparison Essay(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 experts.
- Apply that information to make a decision.
- Use that information to complete the invention.

Know

- That experts can provide valid information on a topic.

Understand

- That when we make decisions, we can use information from experts.

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

Invention Exercise Form 5B: Authority—Experts

When they complete this module, your students will:

Be able to

- Collect information from experts.
- Apply that information to make a decision.
- Use that information to complete the invention.

Know

- That experts can provide valid information on a topic.

Understand

- That when we make decisions, we can use information from experts.

Presenting the Material

Pre-Grammar: Preparation

Subject matter	Presentation
<p>Goal: To bring to your students' awareness that some people have more accurate information about a topic than others have.</p> <p>Ask the students what hobby, activity, or sport they have been involved in.</p> <p>Pick one student who has witnessed it and ask him or her questions about it.</p> <p>Review: A witness can provide information.</p>	<p><i>How many of you have witnessed this?</i></p> <p><i>How many of you have participated in this event?</i></p>
<p>Transition to Grammar</p>	

Grammar:

Subject matter	Presentation
<p>Goal: Give your student clear types, or examples.</p> <p>First type: Use Invention Exercise Form 5B: Authority—Experts to answer the question:</p> <p>You may either use Invention Exercise Form 5B as a guide, or you may have your students fill it out for each type.</p> <p>Do you remember how we decided whether we should plant bushes in the front yard?</p>	<p><i>Let's turn to Invention Exercise Form 5B: Authority—Experts.</i></p> <p><i>When we decided whether we should plant bushes in the front yard, where did we need</i></p>

Invention Module 11: Authority—Experts

<p>Ask someone in the class where we went to find information about bushes.</p> <p>List sources.</p> <p>Choose one source.</p>	<p><i>to know before we planted it?</i></p> <p><i>List at least three sources where we could have turned for expert opinion on this issue.</i></p> <p>Possible answers:</p> <ul style="list-style-type: none">➤ Someone who has seen a parent plant a bush➤ A landscaper➤ A nursery worker➤ 4-H Club members➤ TV show➤ Magazine article <p><i>Now choose one of these sources.</i></p> <p><i>What does the expert in this source base his opinion on? Check the appropriate box on Invention Exercise Form 5B.</i></p> <p><i>How reliable do you consider the expert? Circle the number beside your answer.</i></p> <p><i>What would this expert say about the issue? Give a guess.</i></p>
<p>Second type: Imagine that your students have been given the assignment of writing about whether you should feed your kangaroo a vegetarian diet.</p> <p>Use Invention Exercise Form 5B to guide your students through the process of finding reliable experts.</p>	<p><i>You have been given the assignment of writing about whether you should feed your kangaroo a vegetarian diet.</i></p> <p><i>Turn to Invention Exercise Form 5B.</i></p> <p><i>With what event or facts is the issue concerned?</i></p> <ul style="list-style-type: none">• Whether you should feed your kangaroo a vegetarian diet <p><i>List at least three sources to which you can turn for expert opinion on the issue.</i></p> <ul style="list-style-type: none">• the library• the zoo• the Discovery Channel• the encyclopedia• some Australians• a scientist specializing in

<p>Third type: Ask the question: Did the Civil War really happen?</p>	<p>marsupials</p> <p><i>Choose one of these sources.</i></p> <p><i>On what does the expert in this source base his opinion? Check the appropriate boxes on the worksheet.</i></p> <p><i>How reliable do you consider the expert? Circle the number beside your answer. Why do think as you do?</i></p> <p><i>What would the expert say about the issue? Give a guess.</i></p> <p><i>Let's explore whether the Civil War really happened.</i></p> <p><i>With what event or facts is the issue concerned?</i></p> <ul style="list-style-type: none">• The Civil War, and whether it really happened <p><i>List at least three sources to which you can turn for expert opinion on the issue.</i></p> <ul style="list-style-type: none">• letters• diaries• pictures• artifacts• books• government records• a history professor• encyclopedia <p><i>Pick one of these sources.</i></p> <p><i>On what does the expert in this source base his opinion? Check the appropriate boxes on the worksheet.</i></p> <p><i>How reliable do you consider the expert? Circle the number beside your answer on the worksheet.</i></p>
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<p>Fourth type: Explore the question: How could Edmund have found out more information about the White Witch before following her?</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>What would the expert say about the issue. Give a guess.</i></p> <p><i>How could Edmund have found out more information about the White Witch before following her?</i></p> <p><i>With what event or facts is the issue concerned?</i></p> <ul style="list-style-type: none">• The White Witch <p><i>List at least three sources to which Edmund could have turned for expert opinion on the issue.</i></p> <ul style="list-style-type: none">• Lucy• The Beavers• King Aslan• Peter <p><i>Choose one of these sources.</i></p> <p><i>On what does the expert in this source base his opinion? Check the appropriate boxes on the worksheet.</i></p> <p><i>How reliable do you consider the expert? Circle the number beside your answer.</i></p> <p><i>Now, what would this expert say about the issue?</i></p>
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Rhetoric A: Explanation

Subject matter	Presentation
<p>Student states the concept</p> <p>Ask a few students to summarize the concept learned with various questions.</p>	<p><i>What is an expert?</i></p> <p><i>Why is an expert helpful in deciding an issue?</i></p> <p><i>How can the topic of authority—experts help us in our essay?</i></p>

Rhetoric B: Practice/ Application

Subject matter	Presentation
<p>Practice</p> <p>Students will add to their ANI using this topic of invention.</p> <p>Bring out the practice essay and use the Invention Worksheet 5B again as a guide. They will need to find experts and discern their reliability in the issue.</p> <p>Move any relevant information to the practice ANI.</p> <p>Application</p> <p>Use Invention Worksheet 5B again for the current essay.</p> <p>Move all relevant information to the ANI.</p>	

Assessment

Check out the students' Authority: Expert worksheets to see that they are completely filled out. Make sure they have moved relevant information to their ANI. You will collect their other worksheets when you collect their essays.