

Invention Module 4: Topic 1—Definition 2

This module is designed for use in Lesson 3: Basic Persuasive Essay I (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

- Guide your students through Invention Exercise Form 1B, Definition, Level 2 (I1B).
- Define a term using the process described on Definition, Level 1
- List the parts of a concrete term (or the parts of an abstract term).

Understand

- What we mean by the word “term.”
- That a term can be defined by identifying its parts.

Know

- The parts of a definition
 - the genus, or group, to which a term belongs—i.e., What kind of thing is it?
 - the differentia or unique qualities of the term—i.e., How is it different from every other thing of the same kind?
- The process of defining as demonstrated on I1A and I1B.

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

Invention Exercise Form 1B: Definition, Level 2 (I1B)

When they complete this module, your students will:

Be able to

- Define a term following the pattern using Invention Exercise Form 1B, Definition, Level 2 (I1B).
- List the parts of a concrete term (or the aspects of an abstract term).

Understand

- What we mean by the word “term.”
- That a term can be defined by identifying its parts.

Know

- The parts of a definition
 - the genus, or group, to which a term belongs—i.e., What kind of thing is it?
 - the differentia or unique qualities of the term—i.e., How is it different from every other thing of the same kind?
- The process of defining as demonstrated on the I1A and I1B, and the difference between the two processes.

Presenting the Material

Pre-Grammar: Preparation

Subject matter	Presentation
<p>Goal: Review earlier lessons.</p> <p>Review</p> <p>Ask students to define something. Listen to how, exactly, they define it. Do not restrict them to defining by essence (as we learned in Definition Level 1).</p> <p>Some of your students will define the tree by describing its categories. Some will define it by comparing it to something else. Some will define it by listing parts. Keep going until they begin to list parts.</p>	<p><i>Let’s define something.</i></p> <p><i>How would you define a tree?</i></p>

<p>Discuss the previous lesson on Definition, Level 1. Make sure your students know how to define a term using the process learned in the last Invention lesson, since Level 2 builds upon this process.</p> <p>Prepare your students for the lesson by asking them if they can define something in another way from what we have already learned.</p>	<p><i>A few weeks ago, we learned how to define a term.</i></p> <p><i>How did we learn to define a term?</i></p> <p><i>What are the steps we went through?</i></p> <ul style="list-style-type: none"> • Find categories the term can belong to • Choose the best one • List other members of the group • List how our term is the same as the other members of the group • List how our term is different from the other members of the group <p><i>Let's define a tree using the steps we went through last time.</i></p> <p><i>Can we define a tree in any other way? Is this the only way to define a term?</i></p>
<p>Transition to Grammar</p> <p>Point out that the process above helps us to “know” our term. But we can add one more step to the process to better understand the term.</p>	<p><i>Now we are going to learn how to understand an object or idea even better.</i></p>

Grammar:

Subject matter	Presentation
<p>Goal: Show your student how to define a term by listing parts, by providing clear types or examples.</p> <p>First type: Present a concrete term so the students can</p>	<p><i>Let's define something easy, just as we did</i></p>

<p>list its parts. Start by using the first page of Invention Exercise Form 1B: Invention, Level 2 to review the previous lesson. Do this as a class.</p> <p>After you have completed the first page of I1B, move on to the second page, on which the students list the parts of the term. Work through this exercise as a class.</p> <p>Second type:</p> <p>Third type: Present an abstract term to define. (You may go through all the steps if you judge it necessary, or you may skip categorizing the term and listing other members with their similarities and differences. Remember the goal here is to learn about listing parts or aspects.)</p> <p>Fourth type:</p>	<p><i>last time when we learned how to define a term. Let's define a school bus.</i></p> <p><i>Let's list some parts that make up a school bus.</i></p> <ul style="list-style-type: none"> • wheels • tires • rows of seats • steering wheel • dashboard with instruments • windshield • yellow paint • slogans using bad grammar painted on the outside, etc. <p><i>Let's try another one. What are the parts of a fish?</i></p> <ul style="list-style-type: none"> • eyes, mouth, scales, etc. <p><i>What are the rest of the parts of a bass?</i></p> <ul style="list-style-type: none"> • gills, fins, tail, skin, bones, meat, organs, etc. <p><i>Let's do a different kind of term. This may be a little harder at first.</i> <i>What are the aspects of "doing homework"?</i></p> <ul style="list-style-type: none"> • Having the materials you need (paper, book, pens, etc.) • Having a good attitude, or the motivation to do the work • Time to work • A quiet place without distractions • Understanding of what is to be done, etc. <p><i>What are the aspects of friendship?</i></p> <ul style="list-style-type: none"> • Willingness to give • Having common values, interests,
---	---

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 new way of defining terms did we learn today?</i></p> <p><i>How do you think this new step can help us define a term?</i></p> <p><i>When would you use it?</i></p>

Rhetoric B: Practice/ Application

Subject matter	Presentation
<p>Students begin their third essay by adding the definition worksheet to their tool box.</p> <p>Practice</p> <p>Instruct your students to retrieve their practice essays.</p> <p>Direct them to the Invention Exercise Form 1B and instruct them to use this as their model.</p> <p>Instruct them to define the terms from their practice essay, imitating the worksheet for each term. They will only need to practice the new element of defining because they will have defined these terms using genus and differentia on the previous essay.</p> <p>However, they should be permitted to upgrade their previous definitions if they desire to do so.</p> <p>Application</p> <p>As the students complete their invention for current essay, have them define all the</p>	<p><i>Take out your practice essay.</i></p> <p><i>This worksheet will be your model to help you define your terms.</i></p> <p><i>You will write on your own paper, following the pattern on the worksheet, to define each important term in your issue.</i></p> <p><i>Complete this pattern to define for each main term in your issue.</i></p> <p><i>Add each new idea to one of the A, N, or I columns.</i></p>

terms in their issue (writing out each definition on its own Invention Exercise Form 1B). Move the new materials into the ANI columns.	
--	--

Assessment

Evaluate your students' Invention Worksheet Form 1B as follows:

Do your students understand how to define a term using the first page of the form?

Do your students understand how to list the parts of the term?

Have they offered enough parts for the term provided?