

# Invention Module 6: Comparison— Differences in Degree and Kind

This module is designed for use in Lesson 6: Basic Persuasive Arrangement with Refutation (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 students how to use comparison of degree and kind to help make better decisions.
- Show students how to use this comparison of degree and kind to more completely do invention.

#### Understand

- That differences in degree are expressed when one thing is/has/does more or less of something than another thing is/has/does.
- That differences in kind are expressed when one thing is/has/does a different thing than another is/has/does.

#### Know

- That in order to complete invention, you identify differences in quantity, quality, and kind.
- That every difference comes from a similarity.
- That differences can be in degree or in kind.

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

Invention Exercise Form 2B: Comparison  
Or, for a more visual presentation, 2C and 2D

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

**Be able to**

- Find differences in degree and kind.

**Understand**

- That differences in degree are expressed when one thing is/has/does more or less of something than another thing is/has/does.
- That differences in kind are expressed when one thing is/has/does a different thing than another is/has/does.

**Know**

- That things can be similar in three ways (what they are/have/do).
- That every difference comes from a similarity.
- That differences can be in degree or in kind.

**Pre-Grammar: Preparation**

Subject matter	Presentation
<p><b>Review:</b> Remember the two ways we compare from our last lesson: find similarities and find differences.</p> <p>Things can be similar in three ways: what they both are, what they both do, and what they both have. -Refer to worksheet page 7</p> <p>Remember, we have three questions to ask about how things can be similar.</p> <ul style="list-style-type: none"> <li>• We can ask what they both are.</li> <li>• We can ask what they both do.</li> <li>• We can ask what they both have.</li> </ul>	<p><i>In our last Invention lesson, we talked about comparisons. Do you remember what process we took in comparing things?</i></p> <p><i>What does it mean to be similar?</i> <i>What does it mean to be different?</i></p> <p><i>-Review the similarity/difference comparison done in the last lesson with today's issue (Compare plain M&amp;M's and peanut M&amp;M's)</i></p> <ul style="list-style-type: none"> <li>➤ <b><i>they both are</i></b></li> <li>➤ <b><i>they both do</i></b></li> <li>➤ <b><i>they both have</i></b></li> </ul>

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<p><b>NB:</b> These three words (“is,” “do,” and “have”) are great for thinking but bad for writing. Use them during invention, but not during elocution. This concept will be addressed further in the elocution instruction.</p> <p><b>Preparation:</b> They already know better and worse, they know differences in kind, they know more and less, so you just want to bring this knowledge to the forefront of the discussion today.</p> <p>Show them one plate with a small amount of M&amp;M’s and another with a larger amount of M&amp;M’s. <b>This shows them the difference in more and less.</b></p> <p>Show them one plate of peanut M&amp;M’s and one plate of plain M&amp;M’s. <b>This shows them difference in kind.</b></p> <p>Show them one plate of clean M&amp;M’s and one that you just sneezed on. <b>This shows them differences in what is better and worse.</b></p>	<p><i>Which one do you want? Why?</i></p> <p><i>Which one do you want? Why?</i></p> <p><i>Which one do you want? Why?</i></p>
<p><b>Transition to Grammar</b> Now we need to learn how to do this and apply it to our essay</p>	

**Grammar:**

Subject matter	Presentation
<p><b>Goal:</b> Give your student clear types, or examples, of how every difference comes from a similarity.</p> <p>Model how differences come from similarities.</p>	

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**First type:**

Give two items in an issue that have similarities and differences.

Whether to get a dog or cat?

Hold up a picture of a particular dog and a particular cat to use for this comparison

Collect the similarities on the board in the middle of 3 columns

(Better)		(worse)
__(More)___	<b>Similarities</b>	__(Less)___
	Furry	
	Make noise	
	Eat	
	Need care	
	Play	
	Are companions	
	Can be trained	

Look at one similarity and begin asking the questions of this lesson

- differences in quantity
- differences in quality

In identifying these differences, we are better able to make decisions.

**Second type:** (another concrete example)

Whether we should go to Disneyworld or snow skiing?

Collect the similarities on the board in the middle of 3 columns

(Better)		(Worse)
__(More)___	<b>Similarities</b>	__(Less)___
	Travel	
	Fun	
	Clothing	
	Weather	
	Outdoors	
	Entertainment	

Example,

*Ann's family needs a new pet. Should they get a dog or cat?*

*First we need to find out some things about dogs and cats.*

*What do they both have?*

*What do they both do?*

*What are they both?*

*Which is more furry?*

*We have identified a difference in having more and less fur.*

*Which is more companionable?*

*We are identifying a difference*

*Should we get a dog or a cat?*

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<p>Time together Have risks Other people Heights</p> <p>Look at one similarity and begin asking the questions of this lesson -differences in quantity -differences in quality</p> <p>In identifying these differences, we are better able to make decisions.</p> <p><b>Third type:</b> Use today’s essay comparison of similarities/differences like: Edmund and the White Witch (From whether Edmund should have followed the White Witch)</p> <p>Take out worksheet 2C and work through this with the students: Term A-Edmund Term B-White Witch</p> <p>Pick 3 similarities for the chart</p> <p><b>N.B-</b>brainstorm many and select one of each for the worksheet Both are- selfish Both have-distance from home Both do-lie</p> <p>Then write the are in the “are” box. Check the box for term A as more, less, better, or worse</p> <p>Move down through the similarities, taking time to think and define as needed.</p> <p>Relate this process back to the issue being considered.</p>	<p><i>Which has more activities? We have identified a difference in having more and less.</i></p> <p><i>Which has better weather? We are identifying a difference</i></p> <p><i>What decision does this help us make? Will we go skiing or to Disney World?</i></p> <p><i>Who was more selfish, Edmund or the White Witch? Who was farther from their home? Who was a better liar?</i></p> <p><i>Both Edmund and the White Witch are selfish, but Edmund is less selfish than the White Witch because his selfishness is short-term and less motivated by power (or just list key words for the difference)</i></p> <p><i>Both Edmund and the White Witch have distances from homes, but Edmund has more distance from home because he is doubly away from home-his home is back in London.</i></p> <p><i>Both Edmund and the White Witch lie, but Edmund lies less because the White Witch is more convincing and has a deeper plan</i></p> <p><i>Based on these comparisons, should Edmund have followed the White Witch?</i></p> <p><i>What information have we gathered here that can be moved to our ANI on this issue?</i></p>
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<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>	
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***Dialectic:***

<b>Subject matter</b>	<b>Presentation</b>
<p>Compare the examples above, being sure to review the steps and apply the process to the issue or decision.</p> <p><b>Confirmation</b></p> <p>Discuss the steps writers must go through each time.</p> <p><b>Remediation</b></p> <p>If your students cannot state this step, it is important not to move forward. Your student is not yet ready for the next stage. Instead, go back to the beginning of the Grammar stage and provide very explicit types so he can see the process clearly.</p>	<p><i>What have we been doing here?</i></p> <p><i>How did we come up with information that helped us make the decision about the dog and cat? What did we do to decide where to go on vacation?</i></p> <p><i>What did we do to make a decision about Edmund?</i></p> <p><i>What did we do all three times in order to help us make a decision?</i></p> <p><i>Looking forward, what can we do to help us gather useful information whenever we need to make a decision?</i></p>

### **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>If the students need help with wording, remind them of the examples above.</p>	<p><i>What do we do to find differences that will help us make decisions and write essays?</i></p>

### **Rhetoric B: Practice/ Application**

Subject matter	Presentation
<p>Students will add to the ANI by applying this lesson.</p> <p><b>Practice</b> Bring out practice essay, select 2 terms and compare them using 2B or 2C/D worksheets</p> <p>Move relevant information to the ANI</p> <p><b>Application</b> Current, Homework Essay Complete worksheets 2B or 2C/D on your current issue <i>Move all relevant information to the ANI</i></p>	<p><i>The information we find when we make comparisons can help us fill up our ANI charts.</i></p> <p><i>Find two things and compare them, going through the process we've just practiced together.</i></p> <p><i>Choose two things you can compare to practice finding more information for your next ANI.</i></p>

### **Assessment**

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