

Invention Module 7: Circumstance

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

- Ask the two key questions about circumstance.
- Follow up with questions about what the circumstances imply.

Understand

- That people, places, and events surrounding an issue give us information about the issue.

Know

- That actions and events occurring at the time of the issue provide information concerning the issue.

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

Invention Exercise Form 3: Circumstance

When they complete this module, your students will:

Be able to

- Ask the two questions of circumstance, and put the information onto an ANI chart.
- Follow up these two questions about what the circumstances imply.
- Use the information gathered in the topic of circumstance to help make their decision about the issue.

Understand

- That people, places, and events surrounding an issue give us information about the issue.

Know

- That actions and events occurring at the time of the issue provide information concerning the issue.

Presenting the Material

Pre-Grammar: Preparation

Subject matter	Presentation
<p>The circumstances surrounding an issue</p> <p>Goal:</p> <ol style="list-style-type: none"> 1. Review previous Invention topics. 2. Raise awareness that we use circumstances to help make decisions. <p>Using a question from a former lesson, ask the same questions about characters in the issue.</p>	<p><u>Option A:</u> <i>What decisions have you had to make lately?</i></p> <p><i>Where were you when you had to make this decision? What time was it? What was happening around you? Did any of that matter? Should it have mattered? Was anything happening anywhere that you needed to take into consideration? What was happening nearby? At your grandparents' house? Friends? Etc.</i></p> <p><u>Option B:</u> <i>For instance,</i> <i>Where was Julius Caesar when he was assassinated?</i></p> <p><i>What was happening nearby?</i> <i>What was happening in Gaul?</i> <i>What was happening in China?</i></p> <p><i>Did any of that matter? Etc.</i></p>
<p>Transition to Grammar</p>	<p><i>When we try to settle an essay issue, we can gain helpful information by asking the same sorts of questions.</i></p>

Grammar:

Subject matter	Presentation
<p>The questions of the topic of circumstance.</p> <p>Goal: Give your student clear types, or examples, of the process of asking the questions concerning the circumstances around an issue.</p> <p>Model asking the circumstance questions and entering their answers on the ANI chart.</p> <p>First type:</p> <p>Issue: Whether Brutus should have stabbed Caesar.</p> <ul style="list-style-type: none"> • Identify Term 1 in time and place. • Identify Term 2 in time and place. • Identify the issue in time and place. <p>Spend more time on the first type so they can ask the questions you are asking.</p> <p>You can go further and ask even more questions.</p>	<p><i>Let's try an issue from literature: whether Brutus should have stabbed Caesar. What are our terms?</i></p> <ul style="list-style-type: none"> • Brutus, Caesar, and the stabbing <p><i>Let's find information about events surrounding the issue by asking questions:</i></p> <p><i>When and where did Brutus live when he decided to do this?</i></p> <p><i>When and where did Brutus assassinate Caesar?</i></p> <p><i>What was happening around then? Did it matter? What was happening in the Senate? What was happening in Rome at the time? What was happening at Pompey's theatre? In Italy? In Asia Minor? In Gaul? In China? Did any of that matter to the issue?</i></p> <p><i>What argues for the Affirmative (A)?</i></p> <p><i>What argues for the Negative (N)?</i></p> <p><i>Put the rest in Interesting (I).</i></p> <p><u>You can ask further questions:</u></p> <p><i>When did Brutus live?</i></p>

<p>Second type:</p> <p>Issue: Whether the Apostle Peter should have cut off the soldier's ear.</p> <p>Ask the same sorts of questions.</p> <p>What was happening at the time and place with the terms?</p> <p>Third type:</p> <p>Choose something from the students' experiences. We'll use this example:</p> <p>Issue: Whether I should have played golf last week.</p>	<p><i>What was happening during his life? In Rome? In Italy?</i></p> <p><i>When did Caesar live? What was happening at that time?</i></p> <p><i>Let's try another issue: Whether the Apostle Peter should have cut off the soldier's ear.</i></p> <p><i>When did Peter live? Where?</i></p> <p><i>When did the soldier event occur? What was happening then? Did it matter to the issue?</i></p> <p><i>What was happening in Jerusalem? What was happening in Judea? What was happening in Samaria? (Let them name the places).</i></p> <p>Did what was happening anywhere else matter?</p> <p>What argues for Affirmative (A)?</p> <p>What argues for Negative (N)?</p> <p>Put the rest in the Interesting (I) column.</p> <p><i>Let's try another issue: Whether I should have played golf last week.</i></p>
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<p>Have the students come up with the questions this time.</p> <p>NB: The “Advanced” questions only apply to a persuasive essay that is about the future (we will call this a “deliberative essay” in Level II).</p> <p>To teach them, offer the students a “deliberative issue” such as “Whether we should change our school uniform” or “Whether we should buy a new school bus.”</p> <p>Go through the same questions as for a persuasive essay that looks to the past. Then ask the advanced questions:</p> <ol style="list-style-type: none">1. Is it possible to change our school uniform? Is it possible to buy a new school bus? Why?2. Is it probable that we change our school uniform? Is it probable that we will buy a new school bus? If not, should we....anyway? <p>Repeat this process as many times as you</p>	<p><i>Where was I last week? How long was I there last week?</i></p> <p><i>Where was the golf course?</i></p> <p><i>What was happening at school last week? What was happening with my job? What was happening in the country last week? What was happening with my church last week? What was happening with my family? With my friends?</i></p> <p><i>Did any of this matter to the issue?</i></p> <p><i>What argues for Affirmative (A)?</i></p> <p><i>What argues for Negative (N)?</i></p> <p><i>Put the rest in the Interesting (I) column.</i></p>
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<p>the issue.</p> <p>Let them identify specific differences that they notice. The main thing they need to see is that we are now considering anything that was happening at the time of the issue.</p>	<p><i>How are the questions we practiced today different from those used on earlier essays?</i></p>
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Rhetoric A: Explanation

Subject matter	Presentation
<p>Student states the concept.</p> <p>Put the students’ answers to these questions on the board if it helps to do so.</p> <p>If they say “circumstances” ask why they say it. Let them make up a name that they think fits.</p>	<p><i>In each of these issues, what kinds of questions did I ask?</i></p> <p><i>What were the questions about? What pattern did the questions follow?</i></p> <p><i>What should we call this type of question?</i></p> <p><i>In the Lost Tools of Writing, they call these questions “circumstances.” Why do you think they do that?</i></p> <p><i>How do the circumstances contribute to our decision? What questions do we ask to learn about circumstances?</i></p>

Rhetoric B: Practice/ Application

Subject matter	Presentation
<p>Students will add to their ANI charts about the issues they are currently writing about by applying this lesson.</p>	

Practice

Use Invention Worksheet Form 3: Circumstance for the practice essay, asking the same sorts of questions we learned to ask during this lesson.

Application

Use the worksheet for the current essay.

Assessment

Check to see that their ANI charts include this new information. You can read those more closely when you collect the ANI's with their essays.