

Invention Module 8: Relation—Antecedent and Consequent

This module is designed for use in Lesson 8 (see chart, Year-at-a-Glance). You should expect to use two class periods to complete this module.

Getting Ready

To teach this module, you will need to:

Be able to

- Show the students how to gather information by examining events, actions, and conditions antecedent (before) and consequent (after) to an issue.

Understand

- That things that happen before and after an event can provide information when considering an issue.

Know

- That an antecedent is an event, action, or condition that comes before the event, action, or condition being considered.
- That a consequent is an event, action, or condition that comes after the event, action, or condition being considered.
- The fallacy of post hoc ergo propter hoc.
- That “ante” means before.
- That “cedent” comes from “cedo”: to go.
- That “con” is a prefix and preposition that means a multitude of things.
- That “sequent” comes from “sequor:” to follow.

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

Invention Exercise Form 4A: Relations Worksheet

When they complete this module, your students will:

Be able to

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Presenting the Material

Pre-Grammar: Preparation

Subject matter	Presentation
<p>Review Quickly review the topics of inventions studied to date.</p> <p>Review the purpose of invention and each topic of invention.</p> <p>Introduce your students to the idea that there are many things that occur before and after each event. Admittedly, this is a very simple concept, but we want to develop the idea that we need to carefully consider these events.</p>	<p><i>What topics of invention have we studied so far?</i></p> <p><i>Why do we use invention?</i></p>

Transition to Grammar	<i>We all know these are very common questions. We are going to see how they apply to our study of invention today.</i>
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Grammar:

Subject matter	Presentation
<p>Goal: Give your student clear types, or examples, to demonstrate that the antecedent and consequent to an issue should be examined.</p> <p>First type:</p> <p>Use a simple issue to develop a time and place to be considered. If you judge it best, start with an issue close to the student.</p> <p>Issue-Should you have arrived at school on time this morning? Event-the arrival at school</p> <p>In using this relation question, you are guiding the student to consider as many things as they can that happened before the event. You get to decide how long to let this go on!</p> <p>Do not let the students focus solely on the cause and effect of this event. Instead, let them list many antecedents and consequents (15 to 20 of each will work well), and remember that in the next relation lesson they will learn about cause and effect.</p> <p>Antecedent Questions- What happened right before this? What else happened? What else happened before that?</p> <p>Keep asking them “what else” until they start listing things not directly related (e.g., “the Chinese milkman arrived in Beijing”)</p>	<p><i>Let’s create a situation to think about now. Let’s ask this question: Should I have arrived at school on time this morning?</i></p> <p><i>Tell me some questions we would have asked in previous classes. (Get answers)</i></p> <p><i>Today, we’re going to add a new topic, or question, to our toolbox.</i></p> <p><i>First, let’s clarify something. Did you arrive on time?</i></p> <p><i>OK, now let me ask you this: What happened right before you arrived? What else happened? What happened before that?</i></p> <p><i>If they ask, “How long before?”, say It doesn’t matter, but remember what we’re</i></p>

<p>Consequent Questions- What happened next? What after that?</p> <p>Help the students see that our topics of invention help us make decisions. Not all of the information will be ANI material, but remember that this is good; we want the student to practice thinking deeply about something. They might discover a surprisingly relevant antecedent or consequent if they are encouraged to think beyond the obvious and immediate.</p> <p>Second type: Establish a new issue to work with.</p> <p>Return to the common antecedent and consequent questions.</p> <p>Antecedent Questions- What happened right before this? What else happened? What else happened before that?</p> <p>Consequent Questions- What happened next? What happened after that?</p> <p>Show the ability to discover this information and move relevant data to the correct column of the ANI</p>	<p><i>doing. We're trying to figure out whether we should have arrived at school on time this morning.</i></p> <p><i>Great list. Now let's change the question just a bit.</i></p> <p><i>What happened after you arrived? What else happened? What happened after that?</i></p> <p><i>Should you have brushed your teeth this morning?</i> <i>What event is this issue asking about?</i></p> <p><i>What happened before you brushed your teeth? What else happened before this? What else?</i></p> <p><i>What happened after you brushed your teeth? What was next? What else happened?</i></p> <p><i>Did anything that happened before argue that you should have brushed your teeth this morning? Not?</i></p> <p><i>Did anything that happened after argue that you should have brushed your teeth this morning? Not?</i></p>
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Invention Module 8: Antecedent and Consequent

<p>We call things that precede the event the “antecedent.”</p> <p>We call what comes after, the “consequent.” Why do you think we do that?</p> <p>Third type: Issue-Whether Edmund should have followed the White Witch</p> <p>NB—Keep the notes from this discussion, including invention ideas.</p> <p>What happened before he followed the White Witch? What else? What else?</p> <p>What happened after he followed the White Witch? Then what? Then what?</p> <p>Ask if any of this invention can be moved from I to A or N.</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>Does anybody know the Latin term for “before”? Ante</i></p> <p><i>Should Edmund have followed the White Witch? What event is this issue asking about?</i></p> <p><i>Some sample antecedents:</i> <i>He followed Lucy through the wardrobe. He lost her. It was raining so they could not go outside and play.</i></p> <p><i>Some sample consequents:</i> <i>Edmund got cold. Tumnus got kidnapped. Edmund was imprisoned. The snow melted.</i></p> <p><i>Did anything that happened before argue that Edmund should have followed the White Witch? Not?</i></p> <p><i>Did anything that happened after argue that Edmund should have followed the White Witch? Not?</i></p>
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Dialectic:

Subject matter	Presentation
<p>Compare the steps you took each time</p> <p>Each time we asked what happened before the event and what happened after the event</p> <p>If they mention things done once or twice but not every time, ask what we did all three times.</p> <p>If they mention something unrelated to what you are showing them, develop a new type that doesn't include that extraneous element.</p> <p>Confirmation</p>	<p><i>In each of the examples we looked at today, we had to make a decision by gathering information.</i></p> <p><i>How did we gather information the first time?</i></p> <p><i>What did we do the second time?</i></p> <p><i>Did we do that all three times?</i></p> <p><i>What can we do when we need to get useful information to make a decision in the future?</i></p> <p><i>What did we do each time to help us make a decision on our ANI?</i></p>

Rhetoric A: Explanation

Subject matter	Presentation
<p>Student states the concept</p> <p>Have the students summarize in their own words the process taken-when we are thinking about an issue it is helpful to think about what happened before and after</p> <p>Ask a few students to summarize the concept learned with various questions.</p> <p>Now that the students know the ideas, they can learn the names-antecedent and consequent. We suggest that you use this naming time to discover and make connections between these terms and their Latin vocabulary.</p>	<p><i>When we need to make a decision or write an essay, there are many ways we can find information.</i></p> <p><i>What "new" way did we learn today?</i></p> <p><i>Where did we learn that we can look for information? How do we do it?</i></p> <p><i>What terms did we learn to describe these places to look?</i></p>

