



COMPARISON

ESSAY

ONE

# Review of Level I Comparison Invention

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**Tools for the Writer:**

Comparison Invention Worksheet

**Skills to be Mastered:**

Using the topic of comparison to find similarities and differences

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## Definitions

**Comparison:** One of the five common topics of invention, comparison asks how two terms (things, characters, places, ideas, etc.) are similar and different by noting what both terms “have”, “are”, and “do”

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## Background

**Purpose:** By comparing two terms, we uncover information that allows us to understand or evaluate the terms.

**Logos:** In order to understand or evaluate two terms, gather information pertaining to their similarities and differences.

In LTW I, we learned the common topics. In LTW CE, we use the topic of comparison to think and write about two terms.

**Nota Bene (note well or take note):** This comparison chart is different from the chart in Level I. This one provides more space to write more answers not only for similarities, but also for “differences of degree” and for “differences of kind.”

**NB:** For differences of degree, use any comparative words. All these work: better/worse, older/younger, faster/slower, taller/shorter, colder/hotter, wider/narrower, and more.

**NB:** To use the terms, “less” and “fewer” correctly, apply “less” to nouns that cannot be counted, such as, “milk”; apply “fewer” to nouns that can be counted, such as, “cows.”

**NB:** For both kinds of difference, feel free to explain and describe the difference as needed. You might say what thing (noun) is more or less. You might explain the time when things are different, the circumstances where the difference is observed, the causes of the difference (with fever, without fever), or even who stated the difference. Allow these questions to generate every idea they can.

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## Steps to Review Comparison

**Review** the three categories of similarities and the two kinds of differences.

**Reflect** on times we compare two things or two people and what understanding we gain from that.

**Examine** each example below, in which you see the process of comparing. Pay attention to the steps so that you can imitate them.

**Compare** the two examples. What questions are asked and answered each time?

**Define** comparing.

**Describe** the process by which you compare.

**Complete** the comparison chart.

## Comparison Examples

### Example A: *The Silver Chair*

**1. Write two terms to compare (for understanding)**

Term 1: *Puddleglum*

Term 2: *Eustace*

**2. Fill in the chart of similarities and differences using these steps:**

**First, Work Down** List all the similarities from top to bottom, down the far left column.

**Second, Work Across** Then, start at the top with a similarity and ask these two questions about it (moving from left to right):

1. Does one term [are]/have/do more or less of this similarity?
2. Does one term [are]/have/do a different kind of this similarity?

*Hint: Use “less” for nouns we cannot count, as in “less milk”.*

*Use “fewer” for nouns we can count, as in “fewer cows”.*

ARE				
Similarities	More/Less		Kinds	
A and B Both ARE:	Term A <i>Puddleglum</i> Write the appropriate comparative words. Explain as needed.	Term B <i>Eustace</i> Write the appropriate comparative words. Explain as needed.	Term A <i>Puddleglum</i> Write the kinds in the boxes below. Explain as needed.	Term B <i>Eustace</i> Write the kinds in the boxes below. Explain as needed.
<i>Creatures</i>	---	---	<i>Marsh-wiggle</i>	<i>Human</i>
<i>Courageous</i>	<i>more</i>	<i>less</i>	<i>With the emerald lady</i>	<i>About the difficult travel</i>
<i>Dutiful</i>	---	---	<i>To Aslan, the children, and their task</i>	<i>To Puddleglum</i>
<i>Kind</i>	<i>more</i>	<i>less</i>	<i>From the beginning</i>	<i>After some adventures</i>

HAVE				
Similarities	More/Less		Kinds	
<b>A and B Both HAVE:</b>	<b>Term A</b> <u>Puddleglum</u> Write the appropriate comparative words. Explain as needed.	<b>Term B</b> <u>Eustace</u> Write the appropriate comparative words. Explain as needed.	<b>Term A</b> <u>Puddleglum</u> Write the kinds in the boxes below. Explain as needed.	<b>Term B</b> <u>Eustace</u> Write the kinds in the boxes below. Explain as needed.
<i>Experience in Narnia</i>	<i>more</i>	<i>less</i>	<i>Narnian born</i>	<i>Narnian visitor</i>
<i>Jobs to do</i>	---	---	<i>Guide the children</i>	<i>Find the prince</i>
<i>Age</i>	<i>older</i>	<i>younger</i>	<i>Narnian time</i>	<i>Earth time</i>
<i>Feet</i>	---	---	<i>Like a frog's (put out a fire with them)</i>	<i>Human (walked with them)</i>

DO				
Similarities	More/Less		Kinds	
<b>A and B Both DO:</b>	<b>Term A</b> <u>Puddleglum</u> Write the appropriate comparative words. Explain as needed.	<b>Term B</b> <u>Eustace</u> Write the appropriate comparative words. Explain as needed.	<b>Term A</b> <u>Puddleglum</u> Write the kinds in the boxes below. Explain as needed.	<b>Term B</b> <u>Eustace</u> Write the kinds in the boxes below. Explain as needed.
<i>Suffer hardships</i>	---	---	<i>Crossed a bridge he didn't trust</i>	<i>Fell off a cliff</i>
<i>Enter the giants' castle</i>	---	---	<i>Boldly announced their group to the giants</i>	<i>Fearfully hid behind Puddleglum, admiring his "pluck and cheek"</i>
<i>Kill the witch - snake</i>	<i>more deadly</i>	<i>less deadly</i>	<i>First blow pierced its neck</i>	<i>First blow not effective</i>
<i>Show courage</i>	<i>more</i>	<i>less</i>	<i>The kind that required his own pain</i>	<i>The kind that overcame a small fear</i>

## Example B: *The Tempest*

### 1. Write two terms to compare (for understanding)

Term 1: Prospero

Term 2: Miranda

### 2. Fill in the chart of similarities and differences using these steps:

**First, Work Down** List all the similarities from top to bottom, down the far left column.

**Second, Work Across** Then, start at the top with a similarity and ask these two questions about it (moving from left to right):

1. Does one term [are]/have/do more or less of this similarity?
2. Does one term [are]/have/do a different kind of this similarity?

*Hint: Use “less” for nouns we cannot count, as in “less milk”.  
Use “fewer” for nouns we can count, as in “fewer cows”.*

ARE				
Similarities	More/Less		Kinds	
A and B Both ARE:	Term A <u>Prospero</u> Write the appropriate comparative words. Explain as needed.	Term B <u>Miranda</u> Write the appropriate comparative words. Explain as needed.	Term A <u>Prospero</u> Write the kinds in the boxes below. Explain as needed.	Term B <u>Miranda</u> Write the kinds in the boxes below. Explain as needed.
<i>Human</i>	---	---	<i>Male</i>	<i>Female</i>
<i>On the island</i>	---	---	<i>As leader</i>	<i>As follower/heir of Prospero</i>
<i>In the same family</i>	---	---	<i>Father</i>	<i>Daughter</i>
<i>Content with life</i>	<i>less</i>	<i>more</i>	<i>Has known another life</i>	<i>Knows nothing else</i>

HAVE				
Similarities	More/Less		Kinds	
<b>A and B Both HAVE:</b>	<b>Term A</b> <u>Prospero</u> Write the appropriate comparative words. Explain as needed.	<b>Term B</b> <u>Miranda</u> Write the appropriate comparative words. Explain as needed.	<b>Term A</b> <u>Prospero</u> Write the kinds in the boxes below. Explain as needed.	<b>Term B</b> <u>Miranda</u> Write the kinds in the boxes below. Explain as needed.
<i>Memories of family</i>	<i>more</i>	<i>fewer</i>	<i>Troublesome</i>	<i>Caring</i>
<i>Help</i>	<i>more</i>	<i>less</i>	<i>Servants</i>	<i>Her father</i>
<i>Hair</i>	<i>less</i>	<i>more</i>	---	---
<i>Hands</i>	<i>larger</i>	<i>smaller</i>	<i>Fatherly</i>	<i>Girlish</i>

DO				
Similarities	More/Less		Kinds	
<b>A and B Both DO:</b>	<b>Term A</b> <u>Prospero</u> Write the appropriate comparative words. Explain as needed.	<b>Term B</b> <u>Miranda</u> Write the appropriate comparative words. Explain as needed.	<b>Term A</b> <u>Prospero</u> Write the kinds in the boxes below. Explain as needed.	<b>Term B</b> <u>Miranda</u> Write the kinds in the boxes below. Explain as needed.
<i>Work</i>	<i>more</i>	<i>less</i>	<i>Arranging their lives</i>	<i>Helping around the house</i>
<i>Read</i>	<i>more</i>	<i>less</i>	<i>About magic</i>	<i>Stories</i>
<i>Talk</i>	<i>more</i>	<i>less</i>	<i>To Miranda, Caliban, and Ariel, the men who arrive</i>	<i>To Prospero and Antonio</i>
<i>Play</i>	<i>less</i>	<i>more</i>	<i>In his work</i>	<i>As a child</i>

Invention Worksheet

# Review of Level I Comparison

**1. Write two terms to compare (for understanding).**

*(Hint: Compare two people, places, or things.)*

Term 1: \_\_\_\_\_

Term 2: \_\_\_\_\_

**2. Fill in the chart of similarities and differences using these steps:**

**First, Work Down** List all the similarities from top to bottom, down the far left column.

**Second, Work Across** Then, start at the top with a similarity and ask these two questions about it (moving from left to right):

1. Does one term [are]/have/do more or less of this similarity?
2. Does one term [are]/have/do a different kind of this similarity?

*Hint: Use “less” for nouns we cannot count, as in “less milk”.  
Use “fewer” for nouns we can count, as in “fewer cows”.*

ARE				
Similarities	More/Less		Kinds	
A and B Both ARE:	Term A	Term B	Term A	Term B
	Write the appropriate comparative words. Explain as needed.	Write the appropriate comparative words. Explain as needed.	Write the kinds in the boxes below. Explain as needed.	Write the kinds in the boxes below. Explain as needed.



HAVE				
Similarities	More/Less		Kinds	
A and B Both HAVE:	Term A	Term B	Term A	Term B
	Write the appropriate comparative words. Explain as needed.	Write the appropriate comparative words. Explain as needed.	Write the kinds in the boxes below. Explain as needed.	Write the kinds in the boxes below. Explain as needed.

DO				
Similarities	More/Less		Kinds	
A and B Both DO:	Term A	Term B	Term A	Term B
	Write the appropriate comparative words. Explain as needed.	Write the appropriate comparative words. Explain as needed.	Write the kinds in the boxes below. Explain as needed.	Write the kinds in the boxes below. Explain as needed.

## Assessment

Confirm that:

- All the boxes are filled in
- Differences in degree are comparative words
- Differences in kind are not comparative words

# Block Outline

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## **Tools for the Writer:**

Comparison, Arrangement  
Worksheet A  
Crafting the Introduction,  
Arrangement Worksheet B  
Outline Template, Arrangement C

## **Skills to be Mastered:**

Organizing material gathered  
in invention to create a block  
comparison outline

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## Definitions

**Block outline:** contains a block of similarities and a block of differences

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## Background

**Purpose:** By selecting an appropriate number of ideas from the information gathered in the comparison charts and putting them into an outline, we can order our thoughts for our readers and better understand our terms.

**Logos:** Ordering the similarities and differences in a block outline enables us to better understand the two things being compared.

In LTW I, we learned how to create an outline for a persuasive essay. In this lesson, we learn the structure of a comparison outline.

**Nota Bene:** Since the purpose of the block outline comparison essay is better understanding of the terms, you should choose the similarities and differences that best explain the two terms. (For example, choose a similarity in character—e.g., the two people are short-tempered—rather than that each person has two legs—a trait that is obvious in most cases.)

**NB:** the purpose of this comparison is to explore information to gain more insight or understanding. Be willing to think about both terms positively, negatively, and neutrally.

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## Steps to Learn a Block Outline

**Review** the outline of a persuasive essay.

**Reflect** on the nature of an outline. What do all outlines have in common? What do they do for our writing?

**Examine** each example below, in which you see the process of filling in arrangement worksheets and the template. Pay attention to the steps so that you can imitate them.

**Compare** the two examples. What questions are asked and answered each time?

**Define** outline.

**Describe** the process by which you create an outline.

**Complete** the two arrangement worksheets, then fill in the template to create an outline.

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## Creating a Block Outline

Gather ideas from invention. Whole sentences may be used here.

### Example A *The Silver Chair*

#### 1. Main Reasons and Summary

**List the two terms you compared:**

Term 1: *Puddleglum*

Term 2: *Eustace*

**List three similarities**

1. *suffered hardships*

2. *were dutiful*

3. *showed great courage*

**List three differences**

1. *Marsh-wiggle and human*

2. *older and younger*

3. *Narnian born and a previous visitor in Narnia*

**State a conclusion that includes an overarching similarity and a difference.** *though from different lands, were good companions*

**Amplification: who cares and why:** *we learn about becoming friends*

#### 2. Crafting the Introduction

**State the overarching similarity (or two) that you found in your conclusion:** *from different lands, but were good companions*

**Exordium (as learned in Level I):**

Write a question to your audience to start their thinking about the items you compared: *Have you ever had to work with a stranger on a big project?*

**State a challenge to your audience to start their thinking about your items:** *Imagine being thrown together with a foreigner to complete an important task.*

**Present a quotation about your items:** *"Got to start by finding it, have we? ....Not allowed to start by looking for it, I suppose?" Puddleglum*

## Example B *The Tempest*

Whole sentences may be used here.

### 1. Main Reasons and Summary

**List the two terms you compared:**

Term 1: *Miranda*

Term 2: *Prospero*

**List three similarities**

1. *human*
2. *on the island*
3. *in the same family*

**List three differences**

1. *she's never been off the island but he has*
2. *she doesn't remember much about her mom but he does*
3. *she doesn't know Alonso but he does*

**State a conclusion that includes an overarching similarity and a difference.** *father and daughter live happily, though he is older and wiser, planning for their future*

**Amplification: who cares and why:** *we're happy to see a loving father*

### 2. Crafting the Introduction

**State the overarching similarity (or two) that you found in your conclusion:** *father and daughter live happily, though he is older and wiser, planning for their future*

**Exordium (as learned in Level I):**

Write a question to your audience to start their thinking about the items you compared: *How many times have you enjoyed a peaceful time at home with only your family?*

**Present a challenge to your audience to start their thinking about your items:** *Imagine living on an island with your father and no other humans.*

**Present a quotation about your items:** *"It is not good for a man to be alone."*

## Arrangement Worksheet

# Creating a Block Outline

### Main Reasons and Summary

**1. List the two terms you compared:**

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**2. List three similarities**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**3. List three differences**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**4. State a conclusion that includes an overarching similarity and a difference.**

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**5. Amplification (who cares and why):** \_\_\_\_\_

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### Crafting the Introduction

**1. State the overarching similarity (or two) that you found in your conclusion:**

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**2. Exordium (as learned in Level I):** Write a question to your audience to start their thinking about the items you compared:

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**3. Present a challenge to your audience to start their thinking about your items:**

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**4. Present a quotation about your items:** \_\_\_\_\_

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## Arrangement Template for Comparison Essay I

No whole sentences here.

### I. Introduction

- A. Exordium\*
- B. Narratio
  - 1. \*
  - 2. \*
  - 3. \*
- C. Thesis
  - 1. Term A\*
  - 2. Term B\*
  - 3. Possess similarities and differences (may reword)

### II. Similarities

- A. Similarity one\*
- B. Similarity two\*
- C. Similarity three\*

### III. Differences

- A. Difference one\*
- B. Difference two\*
- C. Difference three\*

### IV. Conclusion

- A. Term A\*
- B. Term B\*
- C. Amplification
  - 1. Who Cares?\*
  - 2. Why?\*

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## Assessment

Confirm that:

- No lines were left blank in the worksheet or outline
- No complete sentences appear in the outline



# Writing the Essay & Metaphor I

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- Write the essay by turning your outline points into sentences.
- Complete the Metaphor exercises.

## Tools for the Writer:

Metaphor Worksheet

## Skills to be Mastered:

Creating metaphor to better express ideas in our writing

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## Definitions

**Metaphor:** A rhetorical trope that makes an indirect comparison of two different kinds of things that share a similar trait

**Indirect comparison:** The comparison is made without using a comparison word, e.g., “like” or “as”

**Trope:** A figure of speech that appeals to the imagination

**Tenor:** The term we choose (from our essay) to emphasize or explain with the metaphor

**Grounds:** The trait (in the tenor) that we want to bring out or explore, which we will also find in another item

**Vehicle:** the different kind of thing (the second term), containing or carrying the same trait (or grounds) that the tenor possesses

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## Background

**Purpose:** We can understand an unknown item better when we compare it to a known item if the two items are different in kind but share a similar trait.

**Logos:** In metaphor, a term that needs to be explained is identified, then its trait is identified, then the term is compared indirectly to a different kind of thing that shares its trait.

In LTW I, we learned simile, which is the foundation of all tropes. Here we employ the next trope, metaphor (also taught in Level I), which uses comparison to express or explain what something is.

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## Examples from Great Literature, Etc.

From Shakespeare's *Romeo and Juliet*:

*But soft! What light through yonder window breaks? It is the East, and Juliet is the sun!*

From Psalm 18:2:

*The LORD is my rock, and my fortress, and my deliverer; my God, my strength, in whom I will trust.*

From John Donne:

*No man is an island.*

From Psalm 100:3:

*Know ye that the LORD he is God: it is he that hath made us, and not we ourselves; we are his people, and the sheep of his pasture.*

From Shakespeare's *Romeo and Juliet*:

*Death is my son-in-law.*

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## Steps to Learn Metaphor I

**Review** similarities in traits. Review differences in kind.

**Reflect** on times we compare a new thing with something familiar to explain the new to someone, and what understanding is gained from that.

**Examine** each example below, in which you see the process of creating metaphor. Pay attention to the steps so that you can imitate them.

**Compare** the two examples. What questions are asked and answered each time?

**Define** metaphor.

**Describe** the process by which you create metaphor.

**Complete** the Metaphor Worksheet. Add a metaphor to your essay.

## Creating Metaphor I Examples

### Example A: Silver Chair

1. Select a word or idea (a tenor) to emphasize: *Puddleglum*
2. Find a trait (the grounds) to emphasize: *his being a strong guide for the children*
3. State another thing, of a different kind (a vehicle) that possesses that same trait/grounds: *a monument*
4. Write that one thing is the other (that the tenor is the vehicle): *Puddleglum was a monument.*

### Example B: Silver Chair

1. Select a word or idea (a tenor) to emphasize: *Eustace*
2. Find a trait (the grounds) to emphasize: *steady and reliable*
3. State another thing of a different kind (a vehicle) that possesses that same trait/grounds: *a rock*
4. Write that one thing is the other (that the tenor is the vehicle): *Eustace was a rock.*

### Example C: The Tempest

1. Select a word or idea (a tenor) to emphasize: *Antonio*
2. Find a trait (the grounds) to emphasize: *treacherous*
3. State another thing of a different kind (a vehicle) that possesses that same trait/grounds: *a snake*
4. Write that one thing is the other (that the tenor is the vehicle): *Antonio, a snake...*

### Example D: The Tempest

1. Select a word or idea (a tenor) to emphasize: *the island*
2. Find a trait (the grounds) to emphasize: *sustained Prospero*
3. State another thing of a different kind (a vehicle) that possesses that same trait/grounds: *bread*
4. Write that one thing is the other (that the tenor is the vehicle): *The island was Prospero's bread.*

### Example E: Student Work

1. Her horse is medicine.
2. Conversation is her food.
3. His bicycle is a cheetah.
4. My boss is a bear.

## Elocution Worksheet

# Metaphor

### Steps to Writing a Metaphor

1. Select a thing, a tenor, that you will develop with a metaphor.
2. Identify a trait, the grounds, of the thing selected.
3. Identify a thing of a different kind, a vehicle, that possesses or seems to possess the same trait. (The more concrete and different from the first thing, the better.)
4. Combine the two things in one sentence, stating that one thing is the other.

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## Practice

### Exercise I

**Write a metaphor about someone you know, such as a family member or friend.**

Identify someone (a tenor) to write a metaphor about. \_\_\_\_\_

Identify a trait or action (grounds) displayed by that person (the tenor). \_\_\_\_\_

Identify a thing of a different kind (a vehicle) that shares that trait or action (the grounds).

\_\_\_\_\_

Write a metaphor by saying that one thing is the other (that the tenor is the vehicle).

\_\_\_\_\_

\_\_\_\_\_

## Exercise 2

**Write a metaphor about something you can see or imagine.**

Identify someone (a tenor) to write a metaphor about. \_\_\_\_\_

Identify a trait or action (grounds) displayed by that person (the tenor). \_\_\_\_\_

Identify a thing of a different kind (a vehicle) that shares that trait or action (the grounds).

\_\_\_\_\_

Write a metaphor by saying that one thing is the other (that the tenor is the vehicle).

\_\_\_\_\_

\_\_\_\_\_

## Exercise 3

**Write a metaphor about a character in a favorite book.**

Identify someone (a tenor) to write a metaphor about. \_\_\_\_\_

Identify a trait or action (grounds) displayed by that person (the tenor). \_\_\_\_\_

Identify a thing of a different kind (a vehicle) that shares that trait or action (the grounds).

\_\_\_\_\_

Write a metaphor by saying that one thing is the other (that the tenor is the vehicle).

\_\_\_\_\_

\_\_\_\_\_

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## For Your Address

1. Identify someone (a tenor) to write a metaphor about. \_\_\_\_\_

2. Identify a trait or action (grounds) displayed by that person (the tenor).

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3. Identify a thing of a different kind (a vehicle) that shares that trait or action (the grounds).

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4. Write a metaphor by saying that one thing is the other (that the tenor is the vehicle).

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5. Add your own example of metaphor to Essay One.

6. Check your writing: add stronger verbs and correct mistakes in spelling, grammar, and punctuation.

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## Assessment

Confirm that:

- The worksheet metaphors contain a tenor and vehicle that share grounds but are different in kind, and that state that the tenor is the vehicle.
- One metaphor is in the essay