

ESSAY ONE

Essay One Invention

FROM ISSUE TO ANI

Tools For the Teacher

Invention One Worksheet: The ANI chart (Student Workbook pg. 3)
Samples from this lesson guide for class discussion

Definitions

- ❖ **Issue:** A question converted to a whether statement. The Issue serves to generate questions about both the affirmative and negative responses to the question. Students generate a new Issue for each new essay.
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Background for the Teacher

- ❖ **Idea:** Through Essay One: Invention your students learn to respond to stories by asking whether an action should be or should have been done and to gather information for and against that action. They will collect the information on a three-column ANI chart, which stands for Affirmative, Negative, and Interesting.
- ❖ **Why do we start with a “should” question?**
When your students ask a “should” question, they begin to examine the propriety of a character’s actions. Stories, like life, turn on decisions and actions. So the “should” question takes the reader into the heart of the story.

Furthermore, LTW teaches classical rhetoric, and rhetoric concerns itself with decision-making and persuasion. By teaching your students to ask questions about characters they are reading about and to use powerful tools to answer those questions, you both introduce them to the art of rhetoric and equip them with decision-making tools they can use throughout their lives.

❖ **How do I know it's a good "should" question or issue?**

Don't worry about it! If you and your students ask whether a character should have done something, you will find yourselves reading the story closely, even if you choose a minor action by a marginal character. But let's say, for some reason, a given question does not work for your student. Simply generate a new "should" question. Remember, you can ask about any action by any character.

Your Students Will Learn to:

- ✓ Ask a "should" question.
 - ✓ Turn the question into an issue using the cue word "whether."
 - ✓ Complete an ANI chart.
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Steps to Teach the Lesson

□ Your students already constantly ask "should" questions, so this lesson is not as new as they might think. Help them realize this – and increase their comfort with the lesson – by asking them about decisions they have made in the last day, week, or month. Simple questions like, "Why did you come to school? Should you have?" "What are you wearing? Should you be?" "What are you eating for lunch? Why?" etc., make excellent examples.

After you have collected a few decisions (all of which boil down to whether something should be done), ask your students to describe how they made them. Draw their attention to their use of reasons for (affirmative) and against (negative).

Note that you are not yet presenting the lesson; you are showing them that it isn't as entirely new and irrelevant as they might have thought. Indeed, you are about to show them how to better use tools they already use in their lives to write an essay.

□ To show students how to generate an Issue and an ANI chart, **model and practice** the process with them using multiple examples. Several samples are provided below. Generate additional questions from your own reading and that of your students. Fairy Tales, fables, folk tales, myths, Bible Stories, short stories, novels, literature and/or historical narratives all work well – as does any story that

involves a decision.

- Select a story source. We have generated examples from *The Lion, the Witch and the Wardrobe*, “*The Gift of the Magi*,” the *Iliad*, and “*The King and His Hawk*.” Any story will do.
- Generate one “should” question about a character from your source and show the question to your students in this form:

Should _____(character) have (or do) _____(action)?

- Show your students how to convert each “should” question into an Issue by moving the word “should” after the character and adding the word “Whether” to the beginning:

Whether _____ (character) should have _____(action).

- Complete an ANI chart by generating reasons why this action should (A column) or should not (N column) have been done.
 - *The A column is for affirmative reasons.*
 - *The N column is for negative reasons.*
 - *The I column is for any other interesting but not clearly A or N ideas that come up during your thinking.*

Practice completing ANI charts as many times as needed by generating a new question, converting it to an Issue, and arguing for and against the Issue.

Review this lesson by asking students to compare what they did each time they completed the process. The following questions help guide them to the idea: “*What type of question did you start with each time? How did you turn that question into an issue? How did you complete the ANI chart?*”

Assign the Invention Worksheet, page 3 in the Student Workbook

- Depending on the ability and needs of your students, you can either select a common Issue for the whole class, or each student can generate his own Issue. In either case, they must complete the ANI chart.
- You should decide how many items students must add to each column of the ANI chart in Lesson One, but remember that this is the first of many ANIs. Asking students to find 10 A’s, 10 N’s, and a few I’s usually works very well for the

Teaching Tip

The issue is not the thesis, as no one has picked a side yet, but it expresses the question that leads to the thesis. Remember that the word “whether” serves as our cue to **think** about the question from both sides.

first ANI. You'll be delighted to see how much they generate in later lessons when teaching them the Topics of Invention – and so will they!

Examples

Example A
from The Lion, the Witch, and the Wardrobe

- ❖ **Should Question:** *Should Edmund have followed the White Witch?*
- ❖ **Issue:** *Whether Edmund should have followed the White Witch*

AFFIRMATIVE	NEGATIVE	INTERESTING
<i>She was pretty</i>	<i>Lucy had warned him WW was evil</i>	<i>She had a sled</i>
<i>He was cold</i>	<i>She was mean to the dwarf</i>	<i>A dwarf was with her</i>
<i>She had candy</i>	<i>She looked mean sometimes</i>	<i>It was winter</i>
<i>Promised him power</i>	<i>She wasn't kind to her horses</i>	<i>Edmund was lost</i>
<i>Edmund was lost</i>	<i>She yelled at Edmund</i>	<i>Edmund is staying with a professor</i>
<i>She was nice to him</i>	<i>She scared Edmund</i>	<i>Children were bored</i>
<i>She was queen</i>	<i>She only gave him Turkish Delight when she wanted something from him</i>	<i>Playing hide and go seek</i>
<i>She knows her way in Narnia</i>	<i>He acted in secret</i>	<i>Ed has brother Peter</i>
<i>She took care of him</i>	<i>He snuck away</i>	<i>Sister Lucy</i>
<i>She tells him they are in Narnia</i>	<i>He lied to his siblings about seeing WW</i>	<i>Sister Susan</i>
	<i>He left Lucy and the Beavers</i>	<i>Witch was tall</i>

Example B
from "The Gift of the Magi"

❖ **Should question:** *Should Della cut her hair?*

❖ **Issue:** *Whether Della should cut her hair*

AFFIRMATIVE	NEGATIVE	INTERESTING
<i>Only way she can afford a gift</i>	<i>Need other things more</i>	<i>It's Christmas</i>
<i>She has something of value</i>	<i>She does have some money</i>	<i>Live in NYC</i>
<i>Big gesture = great love</i>	<i>Jim wears shabby clothes</i>	<i>What's a flat?</i>
<i>Extravagant</i>	<i>Jim needs a coat</i>	<i>Gray cat sounds depressing</i>
<i>Willing to sacrifice</i>	<i>Too emotional to make big decision</i>	<i>What's a pier glass?</i>
<i>Jim is worth it</i>	<i>Not a wise decision</i>	<i>She is cooking chops</i>
<i>He needs to look professional</i>	<i>Jim might not like her with short hair</i>	<i>I wonder if she ever cut her hair before?</i>
<i>Sacrificed her chance at the combs</i>	<i>Permanent decision</i>	<i>Magi = 3 wise men</i>
<i>Wanted to make Jim happy</i>	<i>There are cheaper gifts</i>	<i>Jim works hard</i>
<i>Would look cute with short hair</i>	<i>Needs to be patient</i>	<i>Della loves Jim</i>

Example C
from *The King and His Hawk*

❖ **Should question:** *Should Genghis Kahn have killed his hawk?*

❖ **Issue:** *Whether Genghis Kahn should have killed his hawk*

AFFIRMATIVE	NEGATIVE	INTERESTING
<i>Genghis Kahn was an emperor</i>	<i>Pets are companions</i>	<i>Genghis Kahn is a man</i>
<i>Could use feathers for a hat</i>	<i>Hawk was protective</i>	<i>He was a warrior</i>
<i>Genghis Kahn was mean</i>	<i>Good sense of smell to detect danger</i>	<i>They were going home</i>
<i>The hawk saved him</i>	<i>Felt grief</i>	<i>Hawks have excellent vision</i>
<i>Guilt produced a change in him</i>	<i>They were friends</i>	<i>Genghis Kahn was a feared ruler</i>
<i>Made him feel powerful</i>	<i>Hawk could help him find food</i>	<i>Genghis Kahn was separated from his hunting party</i>
<i>He could eat the bird</i>	<i>Hawk is a living thing</i>	<i>They did not have a good hunt</i>
<i>He could have died of thirst</i>	<i>Unsportsmanlike</i>	
<i>He couldn't see the snake</i>	<i>Found a poisonous snake</i>	
<i>No one should disrespect the king for any reason</i>	<i>Hawk saved his life</i>	
	<i>Waste of good hawk training</i>	

Assessment

Confirm that students have:

- ✓ Correctly converted a question to an Issue
- ✓ Completed the ANI chart

SAMPLE STUDENT WORKSHEET

Essay One Invention

THE ANI CHART

Write your Issue.

Fill out the form below.

AFFIRMATIVE (A)	NEGATIVE (N)	INTERESTING (I)

Essay One Arrangement

FROM ANI TO OUTLINE

Tools for The Teacher

Arrangement One Worksheet (Student Workbook pg. 4)
Arrangement One Template (Student Workbook pg. 6)
Samples from this lesson guide for class discussion

Definitions

- ❖ **Introduction**
The opening of the essay, developed after the student has developed the Proof and the Conclusion
- ❖ **Conclusion**
The ending of the essay, developed after the Proof and before the Introduction
- ❖ **Thesis**
The proposition defended by the essay
- ❖ **Enumeration**
The number of reasons used to support the Thesis statement
- ❖ **Exposition**
A statement of the main Proofs in the essay
- ❖ **Arrangement Template**
The pattern on which the outline is modeled; the structure of the essay in outline form
- ❖ **Worksheet**
In this curriculum, a worksheet is a form that guides the students through a thought-pattern so they can imitate it. When students internalize the thought-pattern, the worksheet is no longer needed.

Background for the Teacher

- ❖ **Idea:** You form your Thesis statement by picking a side, A or N, and converting the issue to an affirmative or negative statement.
- ❖ **Skills:** Students will learn to generate a simple outline that includes the rudimentary parts of an essay (the Rudimentary Persuasive Essay Outline: RPE)
- ❖ **Why are students required to write such a simple outline?**
By generating an RPE, students easily master the essential, foundational essay parts. They learn the elements and how to order them in a simple structure that subsequent lessons build upon. Finally, they prepare for later lessons, as the challenges of those lessons would not be manageable without this solid structure.

Students Will Learn to:

- ✓ Write a Thesis statement
- ✓ Select proofs from the A and N columns to support the Thesis
- ✓ Use the Arrangement Worksheet to order their ANI materials
- ✓ Use the RPE template to create a Rudimentary Outline

Steps to Teach the Lesson

□ To help students realize how universal structure and form are, start with a brief discussion on a well-known structure or form, such as the field a game is played on, the framing of a house, or a skeleton.

You might ask questions like, “What would happen if... you tried to build a house without a frame, or a bookcase was made like a table, or the basketball hoops were put underground?”

Other questions you might use include, “Can X fit in Y?” (e.g. Can an elephant fit

in a mouse's skeleton?) How would you feel if...(e.g. somebody moved the goal posts as you kicked a field goal?)

Ask simple questions that help your students see that everything has its own unique structure and that, in most cases, if you change the structure you either destroy or change the thing.

□ To show your students how to generate an outline from the ANI chart, model and practice the process with them using multiple examples. Several are provided below. You should also generate examples from your own reading.

- *Refer to a completed ANI chart, one either from the first Invention lesson or quickly generated for this discussion.*
- *Pick three compelling reasons (Proofs) for each side from the A and N columns.*
- *Choose a side to defend.*
- *Write a Thesis statement.*
 - *Restate the Issue as a statement representing the affirmative or negative position.*
- *Complete Arrangement Worksheet 1*
 - *Be sure to explain the new essay terms as you complete this worksheet and the following template together.*
- *Generate a very simple (Rudimentary) outline following the pattern on Template One. Demonstrate how to move the information from the worksheet onto the outline.*

Teaching Tip

Depending on the ability and needs of your class, they should either complete the worksheet and outline independently or complete the lesson together.

□ Review this lesson by asking your students to compare what they did each time they completed the process.

“How did you generate a Thesis statement each time? How did you defend it? Where did your proofs come from each time? In what order did you generate the parts of the outline? How did you reorder them to match the template?”

□ Assign the Essay One Worksheet and Rudimentary Template (Page 4 in the Student Workbook) for the student's current Issue.

Examples

Example A

from The Lion, the Witch, and the Wardrobe

❖ **Issue:** *Whether Edmund should have followed the White Witch*

AFFIRMATIVE	NEGATIVE	INTERESTING
She was pretty	Lucy had warned him WW was evil	She had a sled
He was cold	She was mean to the dwarf	A dwarf was with her
She had candy	She looked mean sometimes	It was winter
Promised him power	She wasn't kind to her horses	Edmund was lost
Edmund was lost	She yelled at Edmund	Edmund is staying with a professor
She was nice to him	She scared Edmund	Children were bored
She was queen	She only gave him Turkish Delight when she wanted something from him	Playing hide and go seek
She knows her way in Narnia	He acted in secret	Ed has brother Peter
She took care of him	He snuck away	Sister Lucy
She tells him they are in Narnia	He lied to his siblings about seeing WW	Sister Susan
	He left Lucy and the Beavers	Witch was tall

- ✓ *Select three compelling reasons (proofs) for the A and N columns.*
- ✓ *Choose a side.*
- ✓ *Write a thesis statement.*
- ✓ *Complete Arrangement Worksheet 1.*
- ✓ *Write an outline using the form of Arrangement Template 1.*

❖ **Sample Outline**

I. Introduction

- A. Edmund should not have followed her
- B. 3 reasons
- C. Exposition
 - 1. Ignored a warning
 - 2. Overlooked the evil
 - 3. Acted in secret

II. Proof

- A. Ignored a warning
- B. Overlooked the evil
- C. Acted in secret

III. Conclusion

- A. Thesis: Edmund should not have followed the White Witch
- B. Summary of Proof
 - 1. Ignored a warning
 - 2. Overlooked the evil
 - 3. Acted in secret

Example B
from The Gift of the Magi

❖ **Issue:** *Whether Della should cut her hair*

❖ **Sample ANI**

AFFIRMATIVE	NEGATIVE	INTERESTING
It's the only way she can afford a gift	Need other things more	It's Christmas
She has something of value	She does have some money	Live in NYC
Big gesture = great love	Jim wears shabby clothes	What's a flat?
Extravagant	Jim needs a coat	Gray cat sounds depressing
Willing to sacrifice	Too emotional to make big decision	What's a pier glass?
Jim is worth it	Not a wise decision	She is cooking chops

He needs to look professional	Jim might not like her with short hair	I wonder if she ever cut her hair before?
Sacrificed her chance at the combs	Permanent decision	Magi = 3 wise men
Wanted to make Jim happy	There are cheaper gifts	Jim works hard
Would look cute with short hair	Needs to be patient	Della loves Jim

- ✓ *Select three compelling reasons (proofs) for the A and N columns.*
- ✓ *Choose a side.*
- ✓ *Write a Thesis statement.*
- ✓ *Complete Arrangement Worksheet 1.*
- ✓ *Write an outline using the form of Arrangement Template 1.*

❖ **Sample Outline**

I. Introduction

- A. Della should cut her hair.
- B. 3 reasons
- C. Exposition
 1. sacrifice
 2. love
 3. Christmas

II. Proof

- A. sacrifice
- B. love
- C. Christmas

III. Conclusion

- A. Della should cut her hair.
- B. Summary of Proof
 1. sacrifice
 2. love
 3. Christmas

Assessment

Confirm that students have:

- ✓ Selected the A or N side
- ✓ Formed a clear, simple Thesis statement
- ✓ Completed Arrangement Worksheet One
- ✓ Imitated Template One to generate a Rudimentary Outline

SAMPLE STUDENT WORKSHEET

Arrangement Template One

RUDIMENTARY PERSUASIVE OUTLINE

Transcribe your outline onto a separate page, imitating the template provided below. Do not use complete sentences.

Replace lines that have an asterisk with your information from the Arrangement Worksheet on the previous pages.

I. Introduction

*A. Thesis**

*B. Enumeration**

C. Exposition

*1. Proof I**

*2. Proof II**

*3. Proof III**

II. Proof

*A. Proof 1**

*B. Proof 2**

*C. Proof 3**

III. Conclusion

*A. Thesis**

B. Summary of Proof

*1. Proof I**

*2. Proof II**

*3. Proof III**

Essay One Elocution

FROM OUTLINE TO ESSAY

Tools for the Teacher

Samples from this lesson guide for class discussion

Definitions

❖ **Complete Sentence**

A sentence is a complete thought (a subject, predicate, and correct punctuation).

❖ **Outline Point**

A cue or reminder of the information and ideas that become sentences when the students write their essays

Background for the Teacher

- ❖ **Idea:** Students will learn how to transform an outline into an essay by converting Arrangement outline points to complete sentences.

❖ **Why are students required to write such a simple essay?**

The simple form of the Rudimentary Persuasive Essay lays a foundation for every future essay your students will write. To direct their attention to that foundation, this essay remains deliberately simple, exact, and even tedious, which enables students to see clearly its most essential and fundamental parts. In the short term, your students will not be confused about the order of the essay's parts, which promotes confidence. In the long term, they'll build a strong tower on this firm foundation.

If students are concerned about the simplicity of this essay, assure them that this is the only Rudimentary Essay. Each later essay becomes more detailed and complex, which is possible because this structure is strong enough to handle the weight we put on it.

Students Will Learn How To:

- ✓ Write a Rudimentary Persuasive Essay (RPE) by turning their outline points into sentences and imitating the most basic essay form: Introduction, Proof, and Conclusion.
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Steps to Teach the Lesson

□ To prepare students for this lesson, **review** complete sentences. They should demonstrate their ability to form sentences that express complete thoughts with a subject, verb, and proper punctuation.

Some questions you might ask include:

- *What is a sentence?*
- *What are the parts of a sentence?*
- *What happens when the parts don't agree with each other (e.g. a plural verb goes with a singular subject)?*
- *Can you attach any phrase you want to a sentence?*
- *What happens if it doesn't belong there?*

Show your students outline points from the Arrangement Template and ask whether they are clear and whether they communicate a complete thought.

□ To teach students how to convert outline points into essay sentences, **practice** the process with them multiple times. Several samples are provided here, and you can and should use additional examples from your own reading.

- *Refer to your outline samples and your students' work from the Essay One Arrangement lesson. Students need to remember the parts of the Rudimentary outline.*
- *Emphasize the role the ANI chart and the outline play when they are challenged to write the essay. They have already completed most (and often the hardest part) of the essay because they have already generated information (Invention) and ordered it (Arrangement). Now they use their outlines to write sentences and form paragraphs.*
- *Show them how to turn the Introduction from the outline into one or two complete sentences in the essay. Note from the samples above that this sentence should include the Enumeration (simply the phrase "three reasons").*
- *Next, turn the Proof from the outline into three sentences in the essay. Students repeat the Thesis with each Proof.*
- *Finally, turn the Conclusion in the outline into a single sentence in the essay. Note that the Enumeration is NOT repeated in the Conclusion.*

- As you complete this exercise together, be sure to **review** the new essay terms from the Arrangement One lesson as they arise. Students need to become familiar with the names for the parts of the essay, what those names mean, and where each part goes in the essay.
 - **Emphasize** with your students that this is the Rudimentary Persuasive Essay. All of them must demonstrate their mastery of this basic form. Although many will be tempted to add more, this RPE demands simplicity and attention to detail. The essay will grow, improve, and become much more interesting with each subsequent lesson.
 - **Review** by asking your students to compare how they turned outlines into written essays in each model:
 - *How did they write the Introduction each time?*
 - *How did they write the Proof each time?*
 - *How did they write the Conclusion each time?*
 - *How will you turn your outline into an essay?*
 - **Assign** the first essay, the Rudimentary Persuasive Essay.
 - **Ensure** that students know where the sample essays can be found for reference (page 117 in the Student Workbook) and guide them to the Self-Edit Guide for Essay One on page 107 in the Student Workbook.
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Examples

Example A

from The Lion, the Witch, and the Wardrobe

❖ **Issue:** *Whether Edmund should have followed the White Witch*

❖ **Outline**

I. Introduction

- A. Edmund should not have followed the White Witch
- B. 3 reasons
- C. Exposition
 - 1. Ignored a warning
 - 2. Overlooked evil
 - 3. Acted in secret

II. Proof

- A. Ignored a warning
- B. Overlooked evil
- C. Acted in secret

III. Conclusion

- A. Edmund should not have followed the White Witch.
- B. Summary of Proof
 - 1. Ignored a warning
 - 2. Overlooked evil
 - 3. Acted in secret

❖ **Sample Rudimentary Persuasive Essay:**

Edmund should not have followed the White Witch for three reasons. Edmund's sister Lucy warned him that the White Witch was evil, he should have seen that the White Witch was evil, and he acted in secret.

The first reason Edmund should not have followed the White Witch was that his sister Lucy warned him that the White Witch was evil. The second reason Edmund should not have followed the White Witch was that he should have seen that the White Witch was evil. The third reason Edmund should not have followed the White Witch was that he acted in secret.

Edmund should not have followed the White Witch because his sister Lucy warned him that the White Witch was evil, he should have seen that the White Witch was evil, and he acted in secret.

<p>Example B <i>from "The Gift of the Magi"</i></p>
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❖ **Issue:** *Whether Della should cut her hair*

❖ **Outline**

I. Introduction

- A. Della should cut her hair.
- B. 3 reasons
- C. Exposition
 - 1. sacrifice
 - 2. love
 - 3. Christmas

II. Proof

- A. sacrifice
- B. love
- C. Christmas

III. Conclusion

- A. Della should cut her hair.
- B. Summary of Proof
 - 1. sacrifice
 - 2. love
 - 3. Christmas

❖ **Sample Rudimentary Persuasive Essay:**

Della should cut her hair for three reasons. She had something she could sacrifice, for love, and it is for Christmas.

The first reason Della should cut her hair is she had something she could sacrifice. The second reason Della should cut her hair is for love. The third reason Della should cut her hair is it is for Christmas.

Della should cut her hair because she had something she could sacrifice, for love, and it is for Christmas.

Assessment

Confirm that students have:

- ✓ Correctly written their own Rudimentary Persuasive Essay, referring to the Essay One checklist for self-editing