

Lost Tools of Writing Workbook

Challenge B

- **Essay 2 – The Phantom Tollbooth**
- **Essay 4 – Little Britches: Father and I Were Ranchers**
- **Essay 5 – Where the Red Fern Grows**
- **Essay 6 – The Hiding Place**
- **Essay 7 – Tanglewood Tales**

Lost Tools of Writing

Workbook pages

Essay 2

Book: _____

Student: _____

LTOW – Issue Creation Sheet

Book: _____

List 3 characters:

List 3 decisions each character made:

1. _____

2. _____

3. _____

❖ Generate a “should” question:

Should _____ (character) have done _____ (action)?

❖ Convert that into your ISSUE:

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

Invention – Essay 2 5 Common Topics

Comparison – Compare the terms

- How is X similar to Y?
- How is X different from Y?

Definition – Define the terms

- Who or what is X?
- What kind of thing is X?
- What are the parts of X?

Circumstance

- What was happening in the same place and time as your issue or situation?
- What was happening at the same time as, but in a different place from your issue or situation?
 - Where are they?
 - Who else is there?
 - What else is happening?

Relation

- What led to the situation in which a decision needs to be made?
- What followed the decision?
- What preceded the decision?
- What were/would be the effects of the choice?

Testimony – Who is a witness?

- What do witnesses say about the character and his actions?
- Why do witnesses think that?
- What do they know to give this testimony?

Lost Tools of Writing: Arrangement

Arrangement – Essay 2

Sorting

Sorting helps us to take the information in the ANI chart and put it into groups of related ideas.

- Place a symbol by the first item in your A column. (Do not use numbers)
- Look at the next item in the list and consider whether you would put these two items in the same group. Do they have a similar theme or idea? If so, give the second item the same symbol as the first. If not, move on.
- Continue through the list comparing each new item to the first and giving the initial symbol to any that are similar in theme.
- Move to the next item in the list that does not have a symbol and give it a unique symbol.
- Repeat the process of comparing each unmarked item to theme of the item with the new symbol. Give this symbol to any items that are similar in theme.
- Continue this process until all items have been placed into a group.
- Repeat the same process for your N column.

Give each symbol a theme, or a word that summarizes the ideas in that group. Write the themes below:

Groups in A column	Groups in N column
<u>Symbol</u> - <u>Group Theme</u>	<u>Symbol</u> - <u>Group Theme</u>

- Circle your three most compelling groups (themes) in each column.
- Determine if you will defend the A column or the N column.
- Write the thesis you will defend:

_____ should / should not have _____
 (character) (action)

Below, list the three most compelling themes that you circled from the side you have chosen to defend. Fill in the ideas from your ANI that were grouped with each theme. Once you're done, circle the three strongest ideas within each theme. Each theme is a proof, and each circled idea beneath it is a sub-proof.

Proofs & Sub-Proofs for chosen position	
Theme 1: _____ (Proof)	
❖ _____	
❖ _____	
❖ _____	
❖ _____	
❖ _____	
Theme 2: _____ (Proof)	
❖ _____	
❖ _____	
❖ _____	
❖ _____	
❖ _____	
Theme 3: _____ (Proof)	
❖ _____	
❖ _____	
❖ _____	
❖ _____	
❖ _____	

LTOW Essay 2 Arrangement Worksheet

Your issue: _____

Thesis & Proof

Write your issue as a thesis statement: _____

Write your first proof:

- List 3 Sub-proofs:

Write your second proof:

- List 3 Sub-proofs:

Write your third proof:

- List 3 Sub-proofs:

Conclusion

(Summarize your argument)

Repeat your thesis:

Repeat the main proofs:

Introduction

(Introduce your argument)

Write your Thesis:

Add the Enumeration: __ (for three reasons) _____

List your 3 main proofs:

LTOW Basic Persuasive Essay Template

Essay 2

Write an outline using the template below. **Bold** components are to be filled in with your information from the Arrangement Worksheet. Underlined components have been most recently learned.

I. Introduction

A. Thesis: _____

B. Enumeration: __ (for 3 reasons) _____

C. Exposition

1. Proof I: _____

2. Proof II: _____

3. Proof III: _____

II. Proof

A. Proof I: _____

1. Sub-Proof 1: _____

2. Sub-Proof 2: _____

3. Sub-Proof 3: _____

B. Proof II: _____

1. Sub-Proof 1: _____

2. Sub-Proof 2: _____

3. Sub-Proof 3: _____

C. Proof III: _____

1. Sub-Proof 1: _____

2. Sub-Proof 2: _____

3. Sub-Proof 3: _____

III. Conclusion

A. Thesis: _____

B. Summary of Proof

1. Proof I: _____

2. Proof II: _____

3. Proof III: _____

Lost Tools of Writing: Elocution

Elocution - Essay 2

Parallelism 1: Words

Parallelism: a similarity of structure in pair or series of related words, phrases, or clauses.

List three terms from your essay:

A: _____ B: _____ C: _____

List parts of speech that relate to each term in the boxes below:

PART OF SPEECH	A _____	B _____	C _____
Nouns (list people, places, or things related to the term)			
Verbs (list actions related to the term)			
Adjectives: (list adjectives related to the term)			
Adverbs: (list adverbs that relate to a verb or adjective above)			

Use two or three words from the boxes above and create sentences with parallel word structure.

Examples:

- Friends, Romans, Countrymen, lend me your ears.
- Edmund followed the White Witch quickly, willingly, and foolishly.
- Everyday Cinderella cleaned, worked, and slept in the ashes.

Add Parallelism of words to your essay. Use an example from above or come up with another as your essay develops.

Essay 2 Checklist

- Essay follows Template 2
- Introduction has a thesis with enumeration and exposition
- Main proofs are written clearly
- Each main proof is supported by three sub-proofs
- Conclusion restates the thesis and summarizes the proofs in a single sentence without the enumeration
- Marked and labeled each scheme:
 - Parallelism 1: words
- Checked spelling of uncertain words in dictionary
- Checked grammar:
 - Verb tense is consistent
 - Subjects and verbs agree
 - Repaired fragments and run-ons
- Checked punctuation:
 - Capital letters are used correctly
 - Commas, colons, semicolons, and hyphens are used correctly
 - Correct end punctuation is used

Lost Tools of Writing

Workbook pages

Essay 4

Book: _____

Student: _____

LTOW – Issue Creation Sheet

Book: _____

List 3 characters:

List 3 decisions each character made:

1. _____

2. _____

3. _____

❖ Generate a “should” question:

Should _____ (character) have done _____ (action)?

❖ Convert that into your ISSUE:

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

Invention – Essay 2 5 Common Topics

Comparison – Compare the terms

- How is X similar to Y?
- How is X different from Y?

Definition – Define the terms

- Who or what is X?
- What kind of thing is X?
- What are the parts of X?

Circumstance

- What was happening in the same place and time as your issue or situation?
- What was happening at the same time as, but in a different place from your issue or situation?
 - Where are they?
 - Who else is there?
 - What else is happening?

Relation

- What led to the situation in which a decision needs to be made?
- What followed the decision?
- What preceded the decision?
- What were/would be the effects of the choice?

Testimony – Who is a witness?

- What do witnesses say about the character and his actions?
- Why do witnesses think that?
- What do they know to give this testimony?

Invention – Essay 3

Comparison 1 - Similarities

Compare two terms (people, places, things, etc. from the essay) and see how they are similar regarding what they have, what they are, and what they do.

	What they both have (nouns)	What they both are (adjectives / nouns)	What they both do (verbs)
<u>Terms</u> A: _____ B: _____			
(Choose new terms) A: _____ B: _____			
(Choose new terms) A: _____ B: _____			
(Choose new terms) A: _____ B: _____			
(Choose new terms) A: _____ B: _____			
(Choose new terms) A: _____ B: _____			

- Place these comparisons in your ANI chart in the appropriate columns.
- Review you I column and move any appropriate items to the A or N columns.

Invention - Essay 4

Comparison II - Differences

List two terms you will compare:

A: _____ B: _____
Example: [Edmund] [White Witch]

Both A & B DO (list verbs)	But A/B does more/less _____ (verb) than A/B	But A/B does _____ (verb) better/worse than A/B
[Both want power & wear coats]	[But Edmund wants less power than the WW]	[But WW wears a warmer coat than Edmund]
Both A & B HAVE (list nouns both have)	But A/B has more/less _____ (noun) than A/B (describe the difference)	But A/B has better/worse _____ (noun) than A/B (describe the difference)
[Both have hair & acquaintances]	[But WW has more acquaintances than E]	[But WW has better hair than Edmund]
Both A & B ARE (List adjectives both share)	But A/B is more/less _____ (Adj) than A/B (describe the difference)	
[Both are manipulative]	[But WW is more manipulative than E]	
Both A & B ARE (List groups both belong to)	While A is _____ (group/kind) B is _____ (different group/kind)	
[Both are creatures]	[While Edmund is a human boy, the White Witch is a native of Charn.]	

Choose NEW terms → A: _____ B: _____

Both A & B DO (list verbs)	But A/B does more/less _____ (verb) than A/B	But A/B does _____ (verb) better/worse than A/B
Both A & B HAVE (list nouns both have)	But A/B has more/less _____ (noun) than A/B (describe the difference)	But A/B has better/worse _____ (noun) than A/B (describe the difference)
Both A & B ARE (List adjectives both share)	But A/B is more/less _____ (Adj) than A/B (describe the difference)	
Both A & B ARE (List groups both belong to)	While A is _____ (group/kind) B is _____ (different group/kind)	

Place your comparisons in your ANI chart in the appropriate columns.

Lost Tools of Writing: Arrangement

Arrangement – Essay 2

Sorting

Sorting helps us to take the information in the ANI chart and put it into groups of related ideas.

- Place a symbol by the first item in your A column. (Do not use numbers)
- Look at the next item in the list and consider whether you would put these two items in the same group. Do they have a similar theme or idea? If so, give the second item the same symbol as the first. If not, move on.
- Continue through the list comparing each new item to the first and giving the initial symbol to any that are similar in theme.
- Move to the next item in the list that does not have a symbol and give it a unique symbol.
- Repeat the process of comparing each unmarked item to theme of the item with the new symbol. Give this symbol to any items that are similar in theme.
- Continue this process until all items have been placed into a group.
- Repeat the same process for your N column.

Give each symbol a theme, or a word that summarizes the ideas in that group. Write the themes below:

Groups in A column	Groups in N column
<u>Symbol</u> - <u>Group Theme</u>	<u>Symbol</u> - <u>Group Theme</u>

- Circle your three most compelling groups (themes) in each column.
- Determine if you will defend the A column or the N column.
- Write the thesis you will defend:

_____ should / should not have _____
 (character) (action)

Below, list the three most compelling themes that you circled from the side you have chosen to defend. Fill in the ideas from your ANI that were grouped with each theme. Once you're done, circle the three strongest ideas within each theme. Each theme is a proof, and each circled idea beneath it is a sub-proof.

Proofs & Sub-Proofs for chosen position	
Theme 1: _____ (Proof)	
❖ _____	
❖ _____	
❖ _____	
❖ _____	
❖ _____	
Theme 2: _____ (Proof)	
❖ _____	
❖ _____	
❖ _____	
❖ _____	
❖ _____	
Theme 3: _____ (Proof)	
❖ _____	
❖ _____	
❖ _____	
❖ _____	
❖ _____	

Arrangement - Essay 3 **Exordium**

Exordium: The opening of an essay or speech placed at the beginning of the introduction. Its purpose is to make the audience members receptive to the speech or essay so they will listen.

Brainstorm ideas in these three categories to help you come up with an Exordium for your essay.

Ask three questions:

Write two things you can challenge your reader to do:

Provide a quotation relevant to the issue:

- Source:

- Quotation:

Arrangement - Essay 4 **Amplification**

Amplification: Part of the essay's conclusion in which the writer states to whom his Issue matters and why it matters to that person or group.

Write your thesis statement: _____

Identify your **audience**. This can be an actor in the Issue, or another person or group who can judge the decision being made in the Issue. This is the person/group you are trying to convince of your position.

Select a **person or group the audience cares about**, and explain how they will be affected by the decision. Consider a few options such as: animals or an animal, family or family members, friends of your audience, ancestors, descendants, a specific group of people (identify), local community, community leaders, government (local, state, national), voluntary organizations (church, Boy Scouts), God, etc.

Person/group:

How the decision affects them
(why the **audience** cares):

Choose the one person or group from above on whom your Thesis would have the most impact.

- To whom your Thesis matters:

- Why your Thesis matters to them:

Express this Amplification as a complete sentence in your essay:

LTOW Essay 4 Arrangement Worksheet

Your issue: _____

Thesis & Proof

Write your issue as a thesis statement: _____

Write your first proof:

- List 3 Sub-proofs:

Write your second proof:

- List 3 Sub-proofs:

Write your third proof:

- List 3 Sub-proofs:

Conclusion

(Summarize your argument)

Repeat your thesis:

Repeat the main proofs:

Amplification

Outline an amplification, showing to whom your thesis matters and why:

It matters to _____,

because _____

Introduction

(Introduce your argument)

Write your Thesis:

Add the Enumeration: __ (for three reasons) _____

List your 3 main proofs:

Choose and add an exordium:

LTOW Basic Persuasive Essay Template

Essay 4

Write an outline using the template below. **Bold** components are to be filled in with your information from the Arrangement Worksheet. Underlined components have been most recently learned.

I. Introduction

A. Exordium: _____

B. Thesis: _____

C. Enumeration: __ (for 3 reasons) _____

D. Exposition

1. Proof I: _____

2. Proof II: _____

3. Proof III: _____

II. Proof

A. Proof I: _____

1. Sub-Proof 1: _____

2. Sub-Proof 2: _____

3. Sub-Proof 3: _____

B. Proof II: _____

1. Sub-Proof 1: _____

2. Sub-Proof 2: _____

3. Sub-Proof 3: _____

C. Proof III: _____

1. Sub-Proof 1: _____

2. Sub-Proof 2: _____

3. Sub-Proof 3: _____

III. Conclusion

A. Thesis: _____

B. Summary of Proof

1. Proof I: _____

2. Proof II: _____

3. Proof III: _____

C. Amplification

1. To whom it matters: _____

2. Why it matters to that person/group: _____

Lost Tools of Writing: Elocution

Elocution - Essay 2

Parallelism 1: Words

Parallelism: a similarity of structure in pair or series of related words, phrases, or clauses.

List three terms from your essay:

A: _____ B: _____ C: _____

List parts of speech that relate to each term in the boxes below:

PART OF SPEECH	A _____	B _____	C _____
Nouns (list people, places, or things related to the term)			
Verbs (list actions related to the term)			
Adjectives: (list adjectives related to the term)			
Adverbs: (list adverbs that relate to a verb or adjective above)			

Use two or three words from the boxes above and create sentences with parallel word structure.

Examples:

- Friends, Romans, Countrymen, lend me your ears.
- Edmund followed the White Witch quickly, willingly, and foolishly.
- Everyday Cinderella cleaned, worked, and slept in the ashes.

Add Parallelism of words to your essay. Use an example from above or come up with another as your essay develops.

Elocution - Essay 3 **Verbs: Precise & Active**

- Check your essay for vague verbs and make them more precise.** (Vague verbs include have/had/has, go/went, get/got, say/said, etc.)
- Check your essay for passive verbs and make them active.** (A passive verb is when the subject is not doing the action of the verb. “The ball was kicked by me” is passive. “I kicked the ball” is active.)

Elocution - Essay 4 **Parallelism II: Phrases/Clauses**

Parallelism: similarity of structure in a pair or series of related words, phrases, or clauses.

- Pick a phrase or clause from your writing with a structure that can be imitated (for example: prepositional phrases, infinitives, adjective/adverb clauses):

- Generate additional phrases or clauses with the same structure:

- Write a sentence (or rewrite an existing sentence) combining your initial phrase or clause with two new phrases or clauses that follow the same pattern.

Examples:

- The Romans destroyed Numantia, razed Carthage, obliterated Corinth, overthrew Fregellae.
- I came; I saw; I conquered.
- Such secrecy avoided the possibility of conflict, of rejection, and of dismissal from opposing senators.

- Add an example of Parallelism utilizing phrases or clauses to your essay. Use the example you created above or come up with another as your essay develops.**

Essay 4 Checklist

- Essay follows Template 4
- Amplification is added to the end of the essay
- Main proofs are written clearly and supported with sub-proofs
- Proofs are parallel
- Exordium is added to the beginning of the essay
- Introduction has a thesis with enumeration and exposition
- Repaired weak verbs
 - Vague
 - Passive
- Marked and labeled each scheme:
 - Parallelism 1: words
 - Parallelism 2: phrases or clauses
- Checked spelling of uncertain words in dictionary
- Checked grammar:
 - Verb tense is consistent
 - Subjects and verbs agree
 - Repaired fragments and run-ons
- Checked punctuation:
 - Capital letters are used correctly
 - Commas, colons, semicolons, and hyphens are used correctly
 - Correct end punctuation is used

Lost Tools of Writing

Workbook pages

Essay 5

Book: _____

Student: _____

LTOW – Issue Creation Sheet

Book: _____

List 3 characters:

List 3 decisions each character made:

1. _____

2. _____

3. _____

❖ Generate a “should” question:

Should _____ (character) have done _____ (action)?

❖ Convert that into your ISSUE:

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

Invention – Essay 2 5 Common Topics

Comparison – Compare the terms

- How is X similar to Y?
- How is X different from Y?

Definition – Define the terms

- Who or what is X?
- What kind of thing is X?
- What are the parts of X?

Circumstance

- What was happening in the same place and time as your issue or situation?
- What was happening at the same time as, but in a different place from your issue or situation?
 - Where are they?
 - Who else is there?
 - What else is happening?

Relation

- What led to the situation in which a decision needs to be made?
- What followed the decision?
- What preceded the decision?
- What were/would be the effects of the choice?

Testimony – Who is a witness?

- What do witnesses say about the character and his actions?
- Why do witnesses think that?
- What do they know to give this testimony?

Invention – Essay 3 Comparison 1 - Similarities

Compare two terms (people, places, things, etc. from the essay) and see how they are similar regarding what they have, what they are, and what they do.

	What they both have (nouns)	What they both are (adjectives / nouns)	What they both do (verbs)
<u>Terms</u> A: _____ B: _____			
(Choose new terms) A: _____ B: _____			
(Choose new terms) A: _____ B: _____			
(Choose new terms) A: _____ B: _____			
(Choose new terms) A: _____ B: _____			
(Choose new terms) A: _____ B: _____			

- Place these comparisons in your ANI chart in the appropriate columns.
- Review you I column and move any appropriate items to the A or N columns.

Invention - Essay 4

Comparison II - Differences

List two terms you will compare:

A: _____ B: _____
Example: [Edmund] [White Witch]

Both A & B DO (list verbs)	But A/B does more/less _____ (verb) than A/B	But A/B does _____ (verb) better/worse than A/B
<small>[Both want power & wear coats]</small>	<small>[But Edmund wants less power than the WW]</small>	<small>[But WW wears a warmer coat than Edmund]</small>
Both A & B HAVE (list nouns both have)	But A/B has more/less _____ (noun) than A/B (describe the difference)	But A/B has better/worse _____ (noun) than A/B (describe the difference)
<small>[Both have hair & acquaintances]</small>	<small>[But WW has more acquaintances than E]</small>	<small>[But WW has better hair than Edmund]</small>
Both A & B ARE (List adjectives both share)	But A/B is more/less _____ (Adj) than A/B (describe the difference)	
<small>[Both are manipulative]</small>	<small>[But WW is more manipulative than E]</small>	
Both A & B ARE (List groups both belong to)	While A is _____ (group/kind) B is _____ (different group/kind)	
<small>[Both are creatures]</small>	<small>[While Edmund is a human boy, the White Witch is a native of Charn.]</small>	

Choose NEW terms → A: _____ B: _____

Both A & B DO (list verbs)	But A/B does more/less _____ (verb) than A/B	But A/B does _____ (verb) better/worse than A/B
Both A & B HAVE (list nouns both have)	But A/B has more/less _____ (noun) than A/B (describe the difference)	But A/B has better/worse _____ (noun) than A/B (describe the difference)
Both A & B ARE (List adjectives both share)	But A/B is more/less _____ (Adj) than A/B (describe the difference)	
Both A & B ARE (List groups both belong to)	While A is _____ (group/kind) B is _____ (different group/kind)	

Place your comparisons in your ANI chart in the appropriate columns.

Invention – Essay 5 **Definition**

- Identify a term from your issue: _____
- List three or four groups this term belongs to: _____

- Select one of the groups listed: _____
- List other members (three or four) of the group you selected: _____

- What qualities do all members of this group share? _____

- What characteristic makes your term *different from these other group members*? _____

- **Write your definition.** Include the term, its group, and its difference. (State that the term is a member of its group and how it is different from all the other members.) _____

EXAMPLES:

Term: Edmund
Group: boy (Englishman, brother, son)
Difference: motivated by envy
Definition: Edmund was a boy motivated by envy.

Term: Mr. Tumnus
Group: faun
Difference: invited Lucy to tea
Definition: Mr. Tumnus is a faun who invited Lucy to tea

- Identify a term from your issue: _____
- List three or four groups this term belongs to: _____

- Select one of the groups listed: _____
- List other members (three or four) of the group you selected: _____

- What qualities do all members of this group share? _____

- What characteristic makes your term *different from these other group members*? _____

- **Write your definition.** Include the term, its group, and its difference. (State that the term is a member of its group and how it is different from all the other members.) _____

- Place these definitions (and any others you create) in your ANI chart in the appropriate columns.**
- Review you I column and move any appropriate items to the A or N columns.**

Lost Tools of Writing: Arrangement

Arrangement – Essay 2

Sorting

Sorting helps us to take the information in the ANI chart and put it into groups of related ideas.

- Place a symbol by the first item in your A column. (Do not use numbers)
- Look at the next item in the list and consider whether you would put these two items in the same group. Do they have a similar theme or idea? If so, give the second item the same symbol as the first. If not, move on.
- Continue through the list comparing each new item to the first and giving the initial symbol to any that are similar in theme.
- Move to the next item in the list that does not have a symbol and give it a unique symbol.
- Repeat the process of comparing each unmarked item to theme of the item with the new symbol. Give this symbol to any items that are similar in theme.
- Continue this process until all items have been placed into a group.
- Repeat the same process for your N column.

Give each symbol a theme, or a word that summarizes the ideas in that group. Write the themes below:

Groups in A column	Groups in N column
<u>Symbol</u> - <u>Group Theme</u>	<u>Symbol</u> - <u>Group Theme</u>

- Circle your three most compelling groups (themes) in each column.
- Determine if you will defend the A column or the N column.
- Write the thesis you will defend:

_____ should / should not have _____
 (character) (action)

Below, list the three most compelling themes that you circled from the side you have chosen to defend. Fill in the ideas from your ANI that were grouped with each theme. Once you're done, circle the three strongest ideas within each theme. Each theme is a proof, and each circled idea beneath it is a sub-proof.

Proofs & Sub-Proofs for chosen position	
Theme 1: _____ (Proof)	
❖ _____	
❖ _____	
❖ _____	
❖ _____	
❖ _____	
Theme 2: _____ (Proof)	
❖ _____	
❖ _____	
❖ _____	
❖ _____	
❖ _____	
Theme 3: _____ (Proof)	
❖ _____	
❖ _____	
❖ _____	
❖ _____	
❖ _____	

Arrangement - Essay 3 **Exordium**

Exordium: The opening of an essay or speech placed at the beginning of the introduction. Its purpose is to make the audience members receptive to the speech or essay so they will listen.

Brainstorm ideas in these three categories to help you come up with an Exordium for your essay.

Ask three questions:

Write two things you can challenge your reader to do:

Provide a quotation relevant to the issue:

- Source:

- Quotation:

Arrangement - Essay 4 **Amplification**

Amplification: Part of the essay's conclusion in which the writer states to whom his Issue matters and why it matters to that person or group.

Write your thesis statement: _____

Identify your **audience**. This can be an actor in the Issue, or another person or group who can judge the decision being made in the Issue. This is the person/group you are trying to convince of your position.

Select a **person or group the audience cares about**, and explain how they will be affected by the decision. Consider a few options such as: animals or an animal, family or family members, friends of your audience, ancestors, descendants, a specific group of people (identify), local community, community leaders, government (local, state, national), voluntary organizations (church, Boy Scouts), God, etc.

Person/group:

How the decision affects them
(why the **audience** cares):

Choose the one person or group from above on whom your Thesis would have the most impact.

- To whom your Thesis matters:

- Why your Thesis matters to them:

Express this Amplification as a complete sentence in your essay:

Arrangement - Essay 5 Division

Division: A statement of the agreement and disagreement between the two sides of an argument or debate. It includes: common opinion, thesis, and counter-thesis.

- Write your thesis.
-

- Write the counter-thesis.
-

What are some terms common to both sides? _____

Common Opinions

What are ideas or opinions surrounding the thesis that are common to both sides? (common views of the situation, and/or common wants, needs, fears, beliefs)

Regarding your issue, it is commonly agreed that ...

Agreement

From the list above, choose one point on which both sides agree:

Disagreement

Some people believe _____ (thesis).

Conversely, some other people believe _____ (counter-thesis).

Express this Division as a complete sentence in your essay.

Examples:

- Everyone agrees that Edmund followed the White Witch, but some believe that Edmund should have followed her and some believe that he should not have followed her.
- Everyone agrees that Cinderella was invited to the celebration, but some believe that she should have gone to the celebration and some believe she should not have gone.

LTOW Essay 5 Arrangement Worksheet

Your issue: _____

Thesis & Proof

Write your issue as a thesis statement: _____

Write your first proof:

- List 3 Sub-proofs:

Write your second proof:

- List 3 Sub-proofs:

Write your third proof:

- List 3 Sub-proofs:

Conclusion

(Summarize your argument)

Repeat your thesis:

Repeat the main proofs:

Amplification

Outline an amplification, showing to whom your thesis matters and why:

It matters to _____,

because _____

Division

(Clarify your argument)

State the agreement between you and your opponent:

State the two positions that can be taken:

- Affirmative:

- Negative:

Distribution

Write your Thesis:

Add the Enumeration: __ (for three reasons) _____

List your 3 main proofs:

Introduction

(Introduce your argument)

Choose and add an exordium:

LTOW Basic Persuasive Essay Template

Essay 5

Write an outline using the template below. **Bold** components are to be filled in with your information from the Arrangement Worksheet. Underlined components have been most recently learned.

I. Introduction

A. Exordium: _____

B. Division

1. **Agreement:** _____

2. Disagreement

a. **Thesis:** _____

b. **Counter-Thesis:** _____

C. Distribution

1. **Thesis:** _____

2. **Enumeration:** __ (for 3 reasons) _____

3. Exposition

a. **Proof I:** _____

b. **Proof II:** _____

c. **Proof III:** _____

II. Proof

A. Proof I: _____

1. **Sub-Proof 1:** _____

2. **Sub-Proof 2:** _____

3. **Sub-Proof 3:** _____

B. Proof II: _____

1. **Sub-Proof 1:** _____

2. **Sub-Proof 2:** _____

3. **Sub-Proof 3:** _____

C. Proof III: _____

1. **Sub-Proof 1:** _____

2. **Sub-Proof 2:** _____

3. **Sub-Proof 3:** _____

III. Conclusion

A. Thesis: _____

B. Summary of Proof

1. **Proof I:** _____

2. **Proof II:** _____

3. **Proof III:** _____

C. Amplification

1. **To whom it matters:** _____

2. **Why it matters to that person/group:** _____

Lost Tools of Writing: Elocution

Elocution - Essay 2

Parallelism 1: Words

Parallelism: a similarity of structure in pair or series of related words, phrases, or clauses.

List three terms from your essay:

A: _____ B: _____ C: _____

List parts of speech that relate to each term in the boxes below:

PART OF SPEECH	A _____	B _____	C _____
Nouns (list people, places, or things related to the term)			
Verbs (list actions related to the term)			
Adjectives: (list adjectives related to the term)			
Adverbs: (list adverbs that relate to a verb or adjective above)			

Use two or three words from the boxes above and create sentences with parallel word structure.

Examples:

- Friends, Romans, Countrymen, lend me your ears.
- Edmund followed the White Witch quickly, willingly, and foolishly.
- Everyday Cinderella cleaned, worked, and slept in the ashes.

Add Parallelism of words to your essay. Use an example from above or come up with another as your essay develops.

Elocution - Essay 3 **Verbs: Precise & Active**

- Check your essay for vague verbs and make them more precise.** (Vague verbs include have/had/has, go/went, get/got, say/said, etc.)
- Check your essay for passive verbs and make them active.** (A passive verb is when the subject is not doing the action of the verb. “The ball was kicked by me” is passive. “I kicked the ball” is active.)

Elocution - Essay 4 **Parallelism II: Phrases/Clauses**

Parallelism: similarity of structure in a pair or series of related words, phrases, or clauses.

- Pick a phrase or clause from your writing with a structure that can be imitated (for example: prepositional phrases, infinitives, adjective/adverb clauses):

- Generate additional phrases or clauses with the same structure:

- Write a sentence (or rewrite an existing sentence) combining your initial phrase or clause with two new phrases or clauses that follow the same pattern.

Examples:

- The Romans destroyed Numantia, razed Carthage, obliterated Corinth, overthrew Fregellae.
- I came; I saw; I conquered.
- Such secrecy avoided the possibility of conflict, of rejection, and of dismissal from opposing senators.

- Add an example of Parallelism utilizing phrases or clauses to your essay. Use the example you created above or come up with another as your essay develops.**

Elocution - Essay 5 **Antithesis**

Antithesis: a scheme in which strongly contrasting or opposing ideas are expressed in parallel form.

- Find an idea in your writing that you can emphasize with a contrasting phrase or clause:
-

- Generate contrasting ideas (words, phrases, or clauses):
-

- Select a contrasting idea from above, make it parallel to the original, and write a sentence (or rewrite an existing sentence) using these two contrasting ideas in parallel form.
-
-

Try another one:

- Find an idea in your writing that you can emphasize with a contrasting phrase or clause:
-

- Generate contrasting ideas (words, phrases, or clauses):
-

- Select a contrasting idea from above, make it parallel to the original, and write a sentence (or rewrite an existing sentence) using these two contrasting ideas in parallel form.
-
-

Examples:

- Edmund hoped for power, but settled for promises.
- To err is human; to forgive divine.
- That's one small step for man; one giant leap for mankind.

- Add Antithesis to your essay. Use the example you created above or come up with another as your essay develops.**

Essay 5 Checklist

- Essay follows Template 5
- Division is added to the essay
- Main proofs are written clearly and supported with sub-proofs
- Proofs are parallel
- Amplification is added to the end of the essay
- Introduction has a thesis with enumeration and exposition
- Exordium is added to the beginning of the essay
- Repaired weak verbs
 - Vague
 - Passive
- Marked and labeled each scheme:
 - Parallelism 1 & 2
 - Antithesis
- Checked spelling of uncertain words in dictionary
- Checked grammar:
 - Verb tense is consistent
 - Subjects and verbs agree
 - Repaired fragments and run-ons
- Checked punctuation:
 - Capital letters are used correctly
 - Commas, colons, semicolons, and hyphens are used correctly
 - Correct end punctuation is used
 - Quotation marks are used correctly

Lost Tools of Writing

Workbook pages

Essay 6

Book: _____

Student: _____

LTOW – Issue Creation Sheet

Book: _____

List 3 characters:

List 3 decisions each character made:

1. _____

2. _____

3. _____

❖ Generate a “should” question:

Should _____ (character) have done _____ (action)?

❖ Convert that into your ISSUE:

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

Invention – Essay 2 5 Common Topics

Comparison – Compare the terms

- How is X similar to Y?
- How is X different from Y?

Definition – Define the terms

- Who or what is X?
- What kind of thing is X?
- What are the parts of X?

Circumstance

- What was happening in the same place and time as your issue or situation?
- What was happening at the same time as, but in a different place from your issue or situation?
 - Where are they?
 - Who else is there?
 - What else is happening?

Relation

- What led to the situation in which a decision needs to be made?
- What followed the decision?
- What preceded the decision?
- What were/would be the effects of the choice?

Testimony – Who is a witness?

- What do witnesses say about the character and his actions?
- Why do witnesses think that?
- What do they know to give this testimony?

Invention – Essay 3

Comparison 1 - Similarities

Compare two terms (people, places, things, etc. from the essay) and see how they are similar regarding what they have, what they are, and what they do.

	What they both have (nouns)	What they both are (adjectives / nouns)	What they both do (verbs)
<u>Terms</u> A: _____ B: _____			
(Choose new terms) A: _____ B: _____			
(Choose new terms) A: _____ B: _____			
(Choose new terms) A: _____ B: _____			
(Choose new terms) A: _____ B: _____			
(Choose new terms) A: _____ B: _____			

- Place these comparisons in your ANI chart in the appropriate columns.
- Review you I column and move any appropriate items to the A or N columns.

Invention - Essay 4

Comparison II - Differences

List two terms you will compare:

A: _____ B: _____
Example: [Edmund] [White Witch]

Both A & B DO (list verbs)	But A/B does more/less _____ (verb) than A/B	But A/B does _____ (verb) better/worse than A/B
[Both want power & wear coats]	[But Edmund wants less power than the WW]	[But WW wears a warmer coat than Edmund]
Both A & B HAVE (list nouns both have)	But A/B has more/less _____ (noun) than A/B (describe the difference)	But A/B has better/worse _____ (noun) than A/B (describe the difference)
[Both have hair & acquaintances]	[But WW has more acquaintances than E]	[But WW has better hair than Edmund]
Both A & B ARE (List adjectives both share)	But A/B is more/less _____ (Adj) than A/B (describe the difference)	
[Both are manipulative]	[But WW is more manipulative than E]	
Both A & B ARE (List groups both belong to)	While A is _____ (group/kind) B is _____ (different group/kind)	
[Both are creatures]	[While Edmund is a human boy, the White Witch is a native of Charn.]	

Choose NEW terms → A: _____ B: _____

Both A & B DO (list verbs)	But A/B does more/less _____ (verb) than A/B	But A/B does _____ (verb) better/worse than A/B
Both A & B HAVE (list nouns both have)	But A/B has more/less _____ (noun) than A/B (describe the difference)	But A/B has better/worse _____ (noun) than A/B (describe the difference)
Both A & B ARE (List adjectives both share)	But A/B is more/less _____ (Adj) than A/B (describe the difference)	
Both A & B ARE (List groups both belong to)	While A is _____ (group/kind) B is _____ (different group/kind)	

Place your comparisons in your ANI chart in the appropriate columns.

Invention – Essay 5 Definition

- Identify a term from your issue: _____
- List three or four groups this term belongs to: _____

- Select one of the groups listed: _____
- List other members (three or four) of the group you selected: _____

- What qualities do all members of this group share? _____

- What characteristic makes your term *different from these other group members*? _____

- **Write your definition.** Include the term, its group, and its difference. (State that the term is a member of its group and how it is different from all the other members.) _____

EXAMPLES:

Term: Edmund
Group: boy (Englishman, brother, son)
Difference: motivated by envy
Definition: Edmund was a boy motivated by envy.

Term: Mr. Tumnus
Group: faun
Difference: invited Lucy to tea
Definition: Mr. Tumnus is a faun who invited Lucy to tea

- Identify a term from your issue: _____
- List three or four groups this term belongs to: _____

- Select one of the groups listed: _____
- List other members (three or four) of the group you selected: _____

- What qualities do all members of this group share? _____

- What characteristic makes your term *different from these other group members*? _____

- **Write your definition.** Include the term, its group, and its difference. (State that the term is a member of its group and how it is different from all the other members.) _____

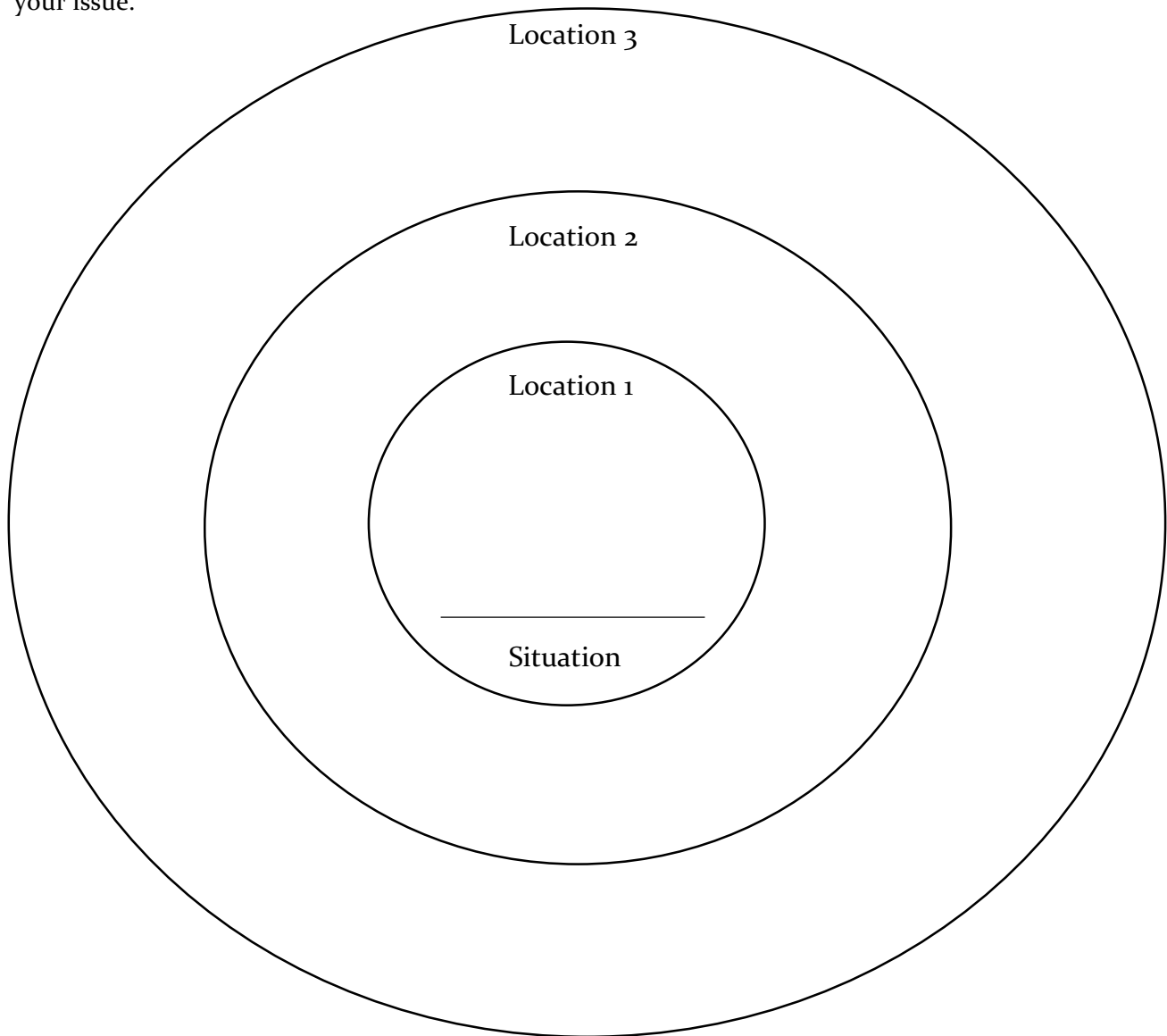
- Place these definitions (and any others you create) in your ANI chart in the appropriate columns.
- Review you I column and move any appropriate items to the A or N columns.

Invention – Essay 6 Circumstance

Your issue: Whether _____ should have _____

Describe the situation (the time/location in which your issue needs to be decided):

Use the chart to list actions and events that occur at the same time as, but in different locations from your issue.



- Place these actions and events in your ANI chart in the appropriate columns.
- Review you I column and move any appropriate items to the A or N columns.

Lost Tools of Writing: Arrangement

Arrangement – Essay 2

Sorting

Sorting helps us to take the information in the ANI chart and put it into groups of related ideas.

- Place a symbol by the first item in your A column. (Do not use numbers)
- Look at the next item in the list and consider whether you would put these two items in the same group. Do they have a similar theme or idea? If so, give the second item the same symbol as the first. If not, move on.
- Continue through the list comparing each new item to the first and giving the initial symbol to any that are similar in theme.
- Move to the next item in the list that does not have a symbol and give it a unique symbol.
- Repeat the process of comparing each unmarked item to theme of the item with the new symbol. Give this symbol to any items that are similar in theme.
- Continue this process until all items have been placed into a group.
- Repeat the same process for your N column.

Give each symbol a theme, or a word that summarizes the ideas in that group. Write the themes below:

Groups in A column	Groups in N column
<u>Symbol</u> - <u>Group Theme</u>	<u>Symbol</u> - <u>Group Theme</u>

- Circle your three most compelling groups (themes) in each column.
- Determine if you will defend the A column or the N column.
- Write the thesis you will defend:

_____ should / should not have _____
 (character) (action)

Below, list the three most compelling themes that you circled from the side you have chosen to defend. Fill in the ideas from your ANI that were grouped with each theme. Once you're done, circle the three strongest ideas within each theme. Each theme is a proof, and each circled idea beneath it is a sub-proof.

Proofs & Sub-Proofs for chosen position	
Theme 1: _____ (Proof)	
❖ _____	
❖ _____	
❖ _____	
❖ _____	
❖ _____	
Theme 2: _____ (Proof)	
❖ _____	
❖ _____	
❖ _____	
❖ _____	
❖ _____	
Theme 3: _____ (Proof)	
❖ _____	
❖ _____	
❖ _____	
❖ _____	
❖ _____	

Arrangement - Essay 3 **Exordium**

Exordium: The opening of an essay or speech placed at the beginning of the introduction. Its purpose is to make the audience members receptive to the speech or essay so they will listen.

Brainstorm ideas in these three categories to help you come up with an Exordium for your essay.

Ask three questions:

Write two things you can challenge your reader to do:

Provide a quotation relevant to the issue:

- Source:

- Quotation:

Arrangement - Essay 4 **Amplification**

Amplification: Part of the essay's conclusion in which the writer states to whom his Issue matters and why it matters to that person or group.

Write your thesis statement: _____

Identify your **audience**. This can be an actor in the Issue, or another person or group who can judge the decision being made in the Issue. This is the person/group you are trying to convince of your position.

Select a **person or group the audience cares about**, and explain how they will be affected by the decision. Consider a few options such as: animals or an animal, family or family members, friends of your audience, ancestors, descendants, a specific group of people (identify), local community, community leaders, government (local, state, national), voluntary organizations (church, Boy Scouts), God, etc.

Person/group:

How the decision affects them
(why the **audience** cares):

Choose the one person or group from above on whom your Thesis would have the most impact.

- To whom your Thesis matters:

- Why your Thesis matters to them:

Express this Amplification as a complete sentence in your essay:

Arrangement - Essay 5 **Division**

Division: A statement of the agreement and disagreement between the two sides of an argument or debate. It includes: common opinion, thesis, and counter-thesis.

- Write your thesis.
-

- Write the counter-thesis.
-

What are some terms common to both sides? _____

Common Opinions

What are ideas or opinions surrounding the thesis that are common to both sides? (common views of the situation, and/or common wants, needs, fears, beliefs)

Regarding your issue, it is commonly agreed that ...

Agreement

From the list above, choose one point on which both sides agree:

Disagreement

Some people believe _____ (thesis).

Conversely, some other people believe _____ (counter-thesis).

Express this Division as a complete sentence in your essay.

Examples:

- Everyone agrees that Edmund followed the White Witch, but some believe that Edmund should have followed her and some believe that he should not have followed her.
- Everyone agrees that Cinderella was invited to the celebration, but some believe that she should have gone to the celebration and some believe she should not have gone.

Arrangement - Essay 6 Refutation

Refutation: The response to an opposing argument. For the persuasive essay, anticipate two arguments that an opponent may have against your thesis. State those two counter-proofs and why they are inadequate.

Write your thesis.

Write your counter-thesis.

1. Counter-Proof 1: Choose one proof from the opposing side of your ANI that supports the counter-thesis:

- List the three best sub-proofs from your ANI that support this counter-proof:
-
-

- Explain why this proof is not persuasive:
-
-

2. Counter-Proof 2: Choose a 2nd proof from the opposing side of your ANI that supports the counter-thesis:

- List the three best sub proofs from your ANI to support this counter-proof:
-
-

- Explain why this proof is not persuasive:
-
-

➤ Summary of Refutation:

- In your outline write: Insufficient reason to (Counter-Thesis).
- In your paper, your summary should look something like: Neither the argument that (Counter-Proof 1) nor the argument that (Counter-Proof 2) provides sufficient reason for (Counter-Thesis).

LTOW Essay 6 Arrangement Worksheet

Your issue: _____

Thesis & Proof

Write your issue as a thesis statement: _____

Write your first proof:

- List 3 Sub-proofs:

Write your second proof:

- List 3 Sub-proofs:

Write your third proof:

- List 3 Sub-proofs:

Refutation

Write a counter-thesis: _____

Write your first counter-proof:

- List 3 sub-proofs for the first counter-proof:

- State why this is not persuasive:

Write your second counter-proof:

- List 3 sub-proofs for the second counter-proof:

- State why this is not persuasive:

Summarize your complete Refutation:

Counter-proof 1:

Counter-proof 2:

Refutation statement: (Neither counter-proof 1 nor counter-proof 2 provide sufficient reasons for counter-thesis)

Conclusion

(Summarize your argument)

Repeat your thesis:

Repeat the main proofs:

Amplification

Outline an amplification, showing to whom your thesis matters and why:

It matters to _____,

because _____

Division
(Clarify your argument)

State the agreement between you and your opponent:

State the two positions that can be taken:

- Affirmative:

- Negative:

Distribution

Write your Thesis:

Add the Enumeration: __ (for three reasons) _____

List your 3 main proofs:

Introduction
(Introduce your argument)

Choose and add an exordium:

LTOW Basic Persuasive Essay Template

Essay 6

Write an outline using the template below. **Bold** components are to be filled in with your information from the Arrangement Worksheet. Underlined components have been most recently learned.

I. Introduction

A. Exordium: _____

B. Division

1. **Agreement:** _____

2. Disagreement

a. **Thesis:** _____

b. **Counter-Thesis:** _____

C. Distribution

1. **Thesis:** _____

2. **Enumeration:** __ (for 3 reasons) _____

3. Exposition

a. **Proof I:** _____

b. **Proof II:** _____

c. **Proof III:** _____

II. Proof

A. Proof I: _____

1. **Sub-Proof 1:** _____

2. **Sub-Proof 2:** _____

3. **Sub-Proof 3:** _____

B. Proof II: _____

1. **Sub-Proof 1:** _____

2. **Sub-Proof 2:** _____

3. **Sub-Proof 3:** _____

C. Proof III: _____

1. **Sub-Proof 1:** _____

2. **Sub-Proof 2:** _____

3. **Sub-Proof 3:** _____

III. Refutation

A. Counter-Thesis: _____

B. Counter-Proof 1: _____

1. Summary of support for reason 1: _____

2. Inadequacy of reason 1: _____

C. Counter-Proof 2: _____

1. Summary of support for reason 2: _____

2. Inadequacy of reason 2: _____

D. Summary of Refutation: _____

IV. Conclusion

A. Thesis: _____

B. Summary of Proof

1. **Proof I:** _____

2. **Proof II:** _____

3. **Proof III:** _____

C. Amplification

1. **To whom it matters:** _____

2. **Why it matters to that person/group:** _____

Lost Tools of Writing: Elocution

Elocution - Essay 2

Parallelism 1: Words

Parallelism: a similarity of structure in pair or series of related words, phrases, or clauses.

List three terms from your essay:

A: _____ B: _____ C: _____

List parts of speech that relate to each term in the boxes below:

PART OF SPEECH	A _____	B _____	C _____
Nouns (list people, places, or things related to the term)			
Verbs (list actions related to the term)			
Adjectives: (list adjectives related to the term)			
Adverbs: (list adverbs that relate to a verb or adjective above)			

Use two or three words from the boxes above and create sentences with parallel word structure.

Examples:

- Friends, Romans, Countrymen, lend me your ears.
- Edmund followed the White Witch quickly, willingly, and foolishly.
- Everyday Cinderella cleaned, worked, and slept in the ashes.

Add Parallelism of words to your essay. Use an example from above or come up with another as your essay develops.

Elocution - Essay 3 **Verbs: Precise & Active**

- Check your essay for vague verbs and make them more precise.** (Vague verbs include have/had/has, go/went, get/got, say/said, etc.)
- Check your essay for passive verbs and make them active.** (A passive verb is when the subject is not doing the action of the verb. “The ball was kicked by me” is passive. “I kicked the ball” is active.)

Elocution - Essay 4 **Parallelism II: Phrases/Clauses**

Parallelism: similarity of structure in a pair or series of related words, phrases, or clauses.

- Pick a phrase or clause from your writing with a structure that can be imitated (for example: prepositional phrases, infinitives, adjective/adverb clauses):

- Generate additional phrases or clauses with the same structure:

- Write a sentence (or rewrite an existing sentence) combining your initial phrase or clause with two new phrases or clauses that follow the same pattern.

Examples:

- The Romans destroyed Numantia, razed Carthage, obliterated Corinth, overthrew Fregellae.
- I came; I saw; I conquered.
- Such secrecy avoided the possibility of conflict, of rejection, and of dismissal from opposing senators.

- Add an example of Parallelism utilizing phrases or clauses to your essay. Use the example you created above or come up with another as your essay develops.**

Elocution - Essay 5 **Antithesis**

Antithesis: a scheme in which strongly contrasting or opposing ideas are expressed in parallel form.

- Find an idea in your writing that you can emphasize with a contrasting phrase or clause:
-

- Generate contrasting ideas (words, phrases, or clauses):
-

- Select a contrasting idea from above, make it parallel to the original, and write a sentence (or rewrite an existing sentence) using these two contrasting ideas in parallel form.
-
-

Try another one:

- Find an idea in your writing that you can emphasize with a contrasting phrase or clause:
-

- Generate contrasting ideas (words, phrases, or clauses):
-

- Select a contrasting idea from above, make it parallel to the original, and write a sentence (or rewrite an existing sentence) using these two contrasting ideas in parallel form.
-
-

Examples:

- Edmund hoped for power, but settled for promises.
- To err is human; to forgive divine.
- That's one small step for man; one giant leap for mankind.

- Add Antithesis to your essay. Use the example you created above or come up with another as your essay develops.**

Elocution - Essay 6

Simile

Simile: a trope that makes an explicit comparison of two things different in kind but sharing a common characteristic. Similes use “like,” or “as,” or “seems” to make a comparison.

- Choose a term that you’d like to describe with a simile:

- List 4-5 characteristics or qualities of this term:

- Choose a thing of a different kind that shares one of these qualities:

- Join the new term to your original term with a comparative word such as “like” or “as.”
Example: “(original term) is like (new term).” OR “(original term) is as (quality) as (new term).”

Examples:

- Edmund saw the drop for a second in midair, shining like a diamond.
- A good friend is as reliable as the sunrise.

- Add a Simile to your essay. Use the example you created above or come up with another as your essay develops.**

Essay 6 Checklist

- Essay follows Template 6
- Refutation is added to the essay
- Main proofs are written clearly and supported with sub-proofs
- Proofs are parallel
- Amplification is added to the end of the essay
- Introduction has a thesis with enumeration and exposition
- Division is added to the essay
- Exordium is added to the beginning of the essay
- Repaired weak verbs
 - Vague
 - Passive
- Marked and labeled each scheme:
 - Parallelism 1 & 2
 - Antithesis
- Marked and labeled each trope:
 - Simile
- Checked spelling of uncertain words in dictionary
- Checked grammar:
 - Verb tense is consistent
 - Subjects and verbs agree
 - Repaired fragments and run-ons
- Checked punctuation:
 - Capital letters are used correctly
 - Commas, colons, semicolons, and hyphens are used correctly
 - Correct end punctuation is used
 - Quotation marks are used correctly

Lost Tools of Writing

Workbook pages

Essay 7

Book: _____

Student: _____

LTOW – Issue Creation Sheet

Book: _____

List 3 characters:

List 3 decisions each character made:

1. _____

2. _____

3. _____

❖ Generate a “should” question:

Should _____ (character) have done _____ (action)?

❖ Convert that into your ISSUE:

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

Invention – Essay 2 5 Common Topics

Comparison – Compare the terms

- How is X similar to Y?
- How is X different from Y?

Definition – Define the terms

- Who or what is X?
- What kind of thing is X?
- What are the parts of X?

Circumstance

- What was happening in the same place and time as your issue or situation?
- What was happening at the same time as, but in a different place from your issue or situation?
 - Where are they?
 - Who else is there?
 - What else is happening?

Relation

- What led to the situation in which a decision needs to be made?
- What followed the decision?
- What preceded the decision?
- What were/would be the effects of the choice?

Testimony – Who is a witness?

- What do witnesses say about the character and his actions?
- Why do witnesses think that?
- What do they know to give this testimony?

Invention – Essay 3

Comparison 1 - Similarities

Compare two terms (people, places, things, etc. from the essay) and see how they are similar regarding what they have, what they are, and what they do.

	What they both have (nouns)	What they both are (adjectives / nouns)	What they both do (verbs)
<u>Terms</u> A: _____ B: _____			
(Choose new terms) A: _____ B: _____			
(Choose new terms) A: _____ B: _____			
(Choose new terms) A: _____ B: _____			
(Choose new terms) A: _____ B: _____			
(Choose new terms) A: _____ B: _____			

- Place these comparisons in your ANI chart in the appropriate columns.
- Review you I column and move any appropriate items to the A or N columns.

Invention - Essay 4

Comparison II - Differences

List two terms you will compare:

A: _____ B: _____
Example: [Edmund] [White Witch]

Both A & B DO (list verbs)	But A/B does more/less _____ (verb) than A/B	But A/B does _____ (verb) better/worse than A/B
[Both want power & wear coats]	[But Edmund wants less power than the WW]	[But WW wears a warmer coat than Edmund]
Both A & B HAVE (list nouns both have)	But A/B has more/less _____ (noun) than A/B (describe the difference)	But A/B has better/worse _____ (noun) than A/B (describe the difference)
[Both have hair & acquaintances]	[But WW has more acquaintances than E]	[But WW has better hair than Edmund]
Both A & B ARE (List adjectives both share)	But A/B is more/less _____ (Adj) than A/B (describe the difference)	
[Both are manipulative]	[But WW is more manipulative than E]	
Both A & B ARE (List groups both belong to)	While A is _____ (group/kind) B is _____ (different group/kind)	
[Both are creatures]	[While Edmund is a human boy, the White Witch is a native of Charn.]	

Choose NEW terms → A: _____ B: _____

Both A & B DO (list verbs)	But A/B does more/less _____ (verb) than A/B	But A/B does _____ (verb) better/worse than A/B
Both A & B HAVE (list nouns both have)	But A/B has more/less _____ (noun) than A/B (describe the difference)	But A/B has better/worse _____ (noun) than A/B (describe the difference)
Both A & B ARE (List adjectives both share)	But A/B is more/less _____ (Adj) than A/B (describe the difference)	
Both A & B ARE (List groups both belong to)	While A is _____ (group/kind) B is _____ (different group/kind)	

Place your comparisons in your ANI chart in the appropriate columns.

Invention – Essay 5 **Definition**

- Identify a term from your issue: _____
- List three or four groups this term belongs to: _____

- Select one of the groups listed: _____
- List other members (three or four) of the group you selected: _____

- What qualities do all members of this group share? _____

- What characteristic makes your term *different from these other group members*? _____

- **Write your definition.** Include the term, its group, and its difference. (State that the term is a member of its group and how it is different from all the other members.) _____

EXAMPLES:

Term: Edmund
Group: boy (Englishman, brother, son)
Difference: motivated by envy
Definition: Edmund was a boy motivated by envy.

Term: Mr. Tumnus
Group: faun
Difference: invited Lucy to tea
Definition: Mr. Tumnus is a faun who invited Lucy to tea

- Identify a term from your issue: _____
- List three or four groups this term belongs to: _____

- Select one of the groups listed: _____
- List other members (three or four) of the group you selected: _____

- What qualities do all members of this group share? _____

- What characteristic makes your term *different from these other group members*? _____

- **Write your definition.** Include the term, its group, and its difference. (State that the term is a member of its group and how it is different from all the other members.) _____

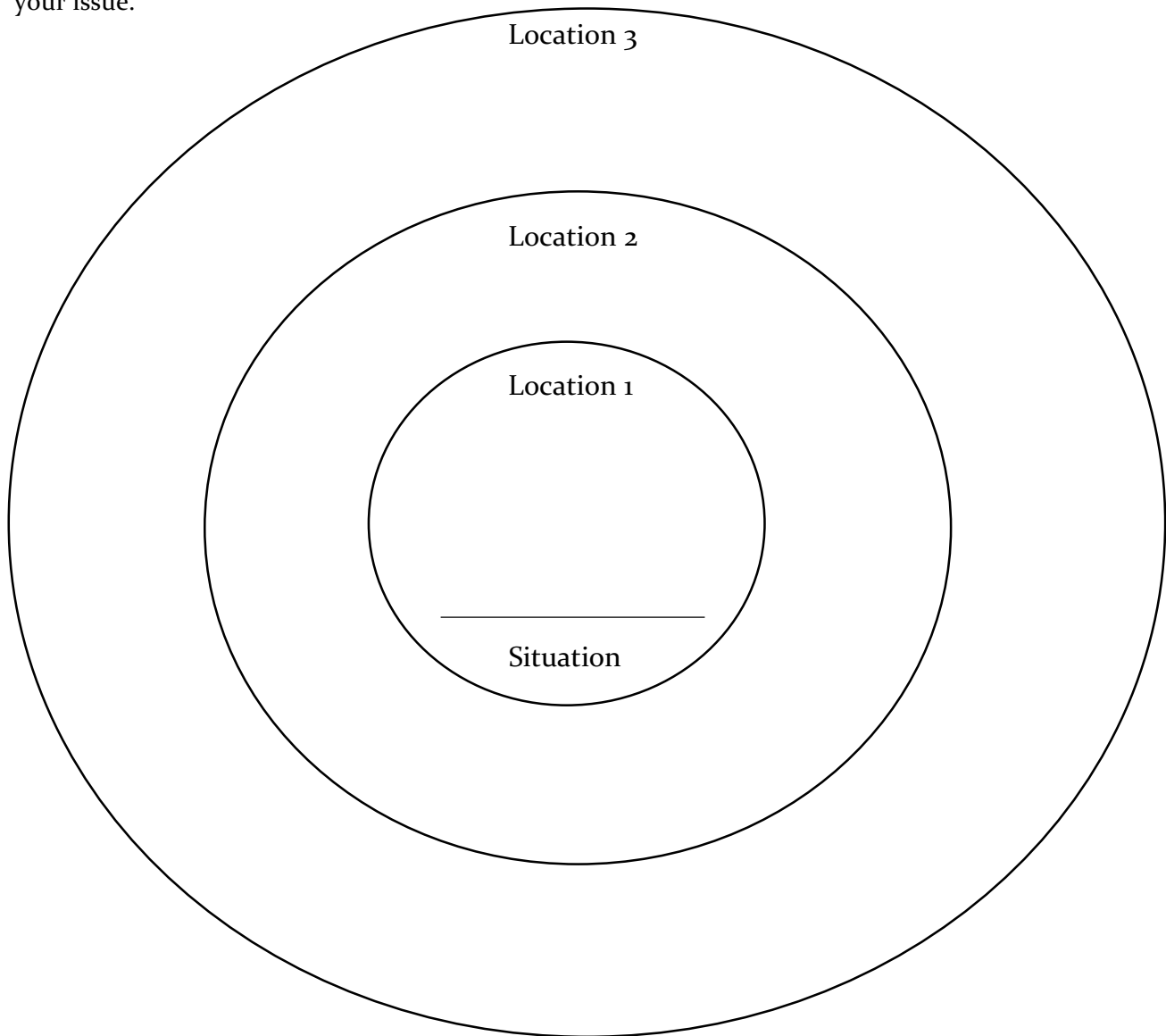
- Place these definitions (and any others you create) in your ANI chart in the appropriate columns.**
- Review you I column and move any appropriate items to the A or N columns.**

Invention – Essay 6 Circumstance

Your issue: Whether _____ should have _____

Describe the situation (the time/location in which your issue needs to be decided):

Use the chart to list actions and events that occur at the same time as, but in different locations from your issue.



- Place these actions and events in your ANI chart in the appropriate columns.
- Review you I column and move any appropriate items to the A or N columns.

Invention – Essay 7 Relation – Cause & Effect

Your issue: Whether _____ should have _____

- Describe the situation in which the actor finds himself: _____

-
- List several actions or events that came before or led up to this situation:

- Select and circle several **causes or probable causes** of the situation.

- List several actions or events that followed or will likely follow the **affirmative** decision:

- List several actions or events that followed or will likely follow the **negative** decision:

- Select and circle several **effects or probable effects** of each decision.

Place the selected causes and effects in your ANI chart in the appropriate columns.

Review you I column and move any appropriate items to the A or N columns.

Lost Tools of Writing: Arrangement

Below, list the three most compelling themes that you circled from the side you have chosen to defend. Fill in the ideas from your ANI that were grouped with each theme. Once you're done, circle the three strongest ideas within each theme. Each theme is a proof, and each circled idea beneath it is a sub-proof.

Proofs & Sub-Proofs for chosen position	
Theme 1: _____ (Proof)	
❖ _____	
❖ _____	
❖ _____	
❖ _____	
❖ _____	
Theme 2: _____ (Proof)	
❖ _____	
❖ _____	
❖ _____	
❖ _____	
❖ _____	
Theme 3: _____ (Proof)	
❖ _____	
❖ _____	
❖ _____	
❖ _____	
❖ _____	

Arrangement - Essay 3 **Exordium**

Exordium: The opening of an essay or speech placed at the beginning of the introduction. Its purpose is to make the audience members receptive to the speech or essay so they will listen.

Brainstorm ideas in these three categories to help you come up with an Exordium for your essay.

Ask three questions:

Write two things you can challenge your reader to do:

Provide a quotation relevant to the issue:

- Source:

- Quotation:

Arrangement - Essay 4 **Amplification**

Amplification: Part of the essay's conclusion in which the writer states to whom his Issue matters and why it matters to that person or group.

Write your thesis statement: _____

Identify your **audience**. This can be an actor in the Issue, or another person or group who can judge the decision being made in the Issue. This is the person/group you are trying to convince of your position.

Select a **person or group the audience cares about**, and explain how they will be affected by the decision. Consider a few options such as: animals or an animal, family or family members, friends of your audience, ancestors, descendants, a specific group of people (identify), local community, community leaders, government (local, state, national), voluntary organizations (church, Boy Scouts), God, etc.

Person/group:

How the decision affects them
(why the **audience** cares):

Choose the one person or group from above on whom your Thesis would have the most impact.

- To whom your Thesis matters:

- Why your Thesis matters to them:

Express this Amplification as a complete sentence in your essay:

Arrangement - Essay 5 **Division**

Division: A statement of the agreement and disagreement between the two sides of an argument or debate. It includes: common opinion, thesis, and counter-thesis.

- Write your thesis.
-

- Write the counter-thesis.
-

What are some terms common to both sides? _____

Common Opinions

What are ideas or opinions surrounding the thesis that are common to both sides? (common views of the situation, and/or common wants, needs, fears, beliefs)

Regarding your issue, it is commonly agreed that ...

Agreement

From the list above, choose one point on which both sides agree:

Disagreement

Some people believe _____ (thesis).

Conversely, some other people believe _____ (counter-thesis).

Express this Division as a complete sentence in your essay.

Examples:

- Everyone agrees that Edmund followed the White Witch, but some believe that Edmund should have followed her and some believe that he should not have followed her.
- Everyone agrees that Cinderella was invited to the celebration, but some believe that she should have gone to the celebration and some believe she should not have gone.

Arrangement - Essay 6 Refutation

Refutation: The response to an opposing argument. For the persuasive essay, anticipate two arguments that an opponent may have against your thesis. State those two counter-proofs and why they are inadequate.

Write your thesis.

Write your counter-thesis.

1. Counter-Proof 1: Choose one proof from the opposing side of your ANI that supports the counter-thesis:

- List the three best sub-proofs from your ANI that support this counter-proof:
-
-

- Explain why this proof is not persuasive:
-
-

2. Counter-Proof 2: Choose a 2nd proof from the opposing side of your ANI that supports the counter-thesis:

- List the three best sub proofs from your ANI to support this counter-proof:
-
-

- Explain why this proof is not persuasive:
-
-

➤ Summary of Refutation:

- In your outline write: Insufficient reason to (Counter-Thesis).
- In your paper, your summary should look something like: Neither the argument that (Counter-Proof 1) nor the argument that (Counter-Proof 2) provides sufficient reason for (Counter-Thesis).

Arrangement - Essay 7 Narratio

Narratio: The “statement of facts” or the context which leads to the issue in question.

Write your thesis.

Describe the situation of the issue (the context in which the actor finds himself and must make/has made the decision):

- Time:

- Place:

- Actors:

- Dilemma:

What action, decision, or event caused this situation?

What caused the action above? List a sequence of actions, events, and/or decisions that led to this situation:

Decide what to include in the narratio and order the events:

LTOW Essay 7-9 Arrangement Worksheet

Your issue: _____

Thesis & Proof

Write your issue as a thesis statement: _____

Write your first proof:

- List 3 Sub-proofs:

Write your second proof:

- List 3 Sub-proofs:

Write your third proof:

- List 3 Sub-proofs:

Refutation

Write a counter-thesis: _____

Write your first counter-proof: _____

- List 3 sub-proofs for the first counter-proof:

- State why this is not persuasive:

Write your second counter-proof: _____

- List 3 sub-proofs for the second counter-proof:

- State why this is not persuasive:

Summarize your complete Refutation:

Counter-proof 1:

Counter-proof 2:

Refutation statement: (Neither counter-proof 1 nor counter-proof 2 provide sufficient reasons for counter-thesis)

Conclusion

(Summarize your argument)

Repeat your thesis:

Repeat the main proofs:

Amplification

Outline an amplification, showing to whom your thesis matters and why:

It matters to _____,

because _____

Division

(Clarify your argument)

State the agreement between you and your opponent:

State the two positions that can be taken:

- Affirmative:

- Negative:

Distribution

Write your Thesis:

Add the Enumeration: __ (for three reasons) _____

List your 3 main proofs:

Narratio (Statement of Facts)

Outline the situation: time, place, and people:

List the causes of the situation:

Introduction (Introduce your argument)

Choose and add an exordium:

LTOW Basic Persuasive Essay Template

Essay 7-9

Write an outline using the template below. **Bold** components are to be filled in with your information from the Arrangement Worksheet. Underlined components have been most recently learned.

I. Introduction

A. Exordium: _____

B. Narratio

1. **Situation:** _____

2. **Actions:** _____

C. Division

1. **Agreement:** _____

2. **Disagreement**

a. **Thesis:** _____

b. **Counter-Thesis:** _____

D. Distribution

1. **Thesis:** _____

2. **Enumeration:** __ (for 3 reasons) _____

3. **Exposition**

a. **Proof I:** _____

b. **Proof II:** _____

c. **Proof III:** _____

II. Proof

A. Proof I: _____

1. **Sub-Proof 1:** _____

2. **Sub-Proof 2:** _____

3. **Sub-Proof 3:** _____

B. Proof II: _____

1. **Sub-Proof 1:** _____

2. **Sub-Proof 2:** _____

3. **Sub-Proof 3:** _____

C. Proof III: _____

1. **Sub-Proof 1:** _____

2. **Sub-Proof 2:** _____

3. **Sub-Proof 3:** _____

III. Refutation

A. Counter-Thesis: _____

B. Counter-Proof 1: _____

1. **Summary of support for reason 1:** _____

2. **Inadequacy of reason 1:** _____

C. Counter-Proof 2: _____

1. **Summary of support for reason 2:** _____

2. **Inadequacy of reason 2:** _____

D. Summary of Refutation: -

IV. Conclusion

A. Thesis: _____

B. Summary of Proof

1. **Proof I:** _____

2. **Proof II:** _____

3. **Proof III:** _____

C. Amplification

1. **To whom it matters:** _____

2. **Why it matters to that person/group:** _____

Lost Tools of Writing: Elocution

Elocution - Essay 2

Parallelism 1: Words

Parallelism: a similarity of structure in pair or series of related words, phrases, or clauses.

List three terms from your essay:

A: _____ B: _____ C: _____

List parts of speech that relate to each term in the boxes below:

PART OF SPEECH	A _____	B _____	C _____
Nouns (list people, places, or things related to the term)			
Verbs (list actions related to the term)			
Adjectives: (list adjectives related to the term)			
Adverbs: (list adverbs that relate to a verb or adjective above)			

Use two or three words from the boxes above and create sentences with parallel word structure.

Examples:

- Friends, Romans, Countrymen, lend me your ears.
- Edmund followed the White Witch quickly, willingly, and foolishly.
- Everyday Cinderella cleaned, worked, and slept in the ashes.

Add Parallelism of words to your essay. Use an example from above or come up with another as your essay develops.

Elocution - Essay 3 **Verbs: Precise & Active**

- Check your essay for vague verbs and make them more precise.** (Vague verbs include have/had/has, go/went, get/got, say/said, etc.)
- Check your essay for passive verbs and make them active.** (A passive verb is when the subject is not doing the action of the verb. “The ball was kicked by me” is passive. “I kicked the ball” is active.)

Elocution - Essay 4 **Parallelism II: Phrases/Clauses**

Parallelism: similarity of structure in a pair or series of related words, phrases, or clauses.

- Pick a phrase or clause from your writing with a structure that can be imitated (for example: prepositional phrases, infinitives, adjective/adverb clauses):

- Generate additional phrases or clauses with the same structure:

- Write a sentence (or rewrite an existing sentence) combining your initial phrase or clause with two new phrases or clauses that follow the same pattern.

Examples:

- The Romans destroyed Numantia, razed Carthage, obliterated Corinth, overthrew Fregellae.
- I came; I saw; I conquered.
- Such secrecy avoided the possibility of conflict, of rejection, and of dismissal from opposing senators.

- Add an example of Parallelism utilizing phrases or clauses to your essay. Use the example you created above or come up with another as your essay develops.**

Elocution - Essay 5 **Antithesis**

Antithesis: a scheme in which strongly contrasting or opposing ideas are expressed in parallel form.

- Find an idea in your writing that you can emphasize with a contrasting phrase or clause:
-

- Generate contrasting ideas (words, phrases, or clauses):
-

- Select a contrasting idea from above, make it parallel to the original, and write a sentence (or rewrite an existing sentence) using these two contrasting ideas in parallel form.
-
-

Try another one:

- Find an idea in your writing that you can emphasize with a contrasting phrase or clause:
-

- Generate contrasting ideas (words, phrases, or clauses):
-

- Select a contrasting idea from above, make it parallel to the original, and write a sentence (or rewrite an existing sentence) using these two contrasting ideas in parallel form.
-
-

Examples:

- Edmund hoped for power, but settled for promises.
- To err is human; to forgive divine.
- That's one small step for man; one giant leap for mankind.

- Add Antithesis to your essay. Use the example you created above or come up with another as your essay develops.**

Elocution - Essay 6

Simile

Simile: a trope that makes an explicit comparison of two things different in kind but sharing a common characteristic. Similes use “like,” or “as,” or “seems” to make a comparison.

- Choose a term that you’d like to describe with a simile:
-

- List 4-5 characteristics or qualities of this term:
-

- Choose a thing of a different kind that shares one of these qualities:
-

- Join the new term to your original term with a comparative word such as “like” or “as.”
Example: “(original term) is like (new term).” OR “(original term) is as (quality) as (new term).”
-
-

Examples:

- Edmund saw the drop for a second in midair, shining like a diamond.
- A good friend is as reliable as the sunrise.

- Add a Simile to your essay. Use the example you created above or come up with another as your essay develops.**

Elocution - Essay 7

Alliteration

Alliteration: a scheme that uses the repetition of adjacent or closely connected **consonant** sounds.

- Select a seed-word from a sentence and identify the beginning consonant sound to repeat:
-

- Generate more words that begin with the same consonant sound and fit your sentence:
-

- Write a new sentence (or rewrite an existing sentence) using words from your list.
-
-

Examples:

- Edmund caused considerable catastrophe for his siblings and all of Narnia
- Standing silently, Aeneas sailed sadly away from Troy.

- Add Alliteration to your essay. Use the example you created above or come up with another as your essay develops.**

Essay 7 Checklist

- Essay follows Template 7
- Narratio is added to the essay
- Refutation is added to the essay
- Main proofs are written clearly and supported with sub-proofs
- Proofs are parallel
- Amplification is added to the end of the essay
- Introduction has a thesis with enumeration and exposition
- Division is added to the essay
- Exordium is added to the beginning of the essay
- Repaired weak verbs
 - Vague
 - Passive
- Marked and labeled each scheme:
 - Parallelism 1 & 2
 - Antithesis
 - Alliteration
- Marked and labeled each trope:
 - Simile
- Checked spelling of uncertain words in dictionary
- Checked grammar:
 - Verb tense is consistent
 - Subjects and verbs agree
 - Repaired fragments and run-ons
- Checked punctuation:
 - Capital letters are used correctly
 - Commas, colons, semicolons, and hyphens are used correctly
 - Correct end punctuation is used
 - Quotation marks are used correctly