

EXPOSITION

PERSUASIVE WRITING

Tailoring

It is important to the classroom environment for all students to read the assigned novel. The focus of the exposition seminar is for students to practice contemplative thought and persuasive writing while expanding themes in classical literature.

When families have time for more:

- Include IEW-style dress-ups and sentence openers in their sub-proofs, exordium, amplification, division, and refutation sentences.
- Assign different sentence patterns for students to use for their parallel proofs.
- Assign additional schemes and tropes for the essay.

When families have a busy week:

- Listen to the novel instead of reading the novel.
- Reduce the number of items in the ANI chart.
- Require only some of the arrangement skills.
- Remove some of the schemes and tropes students add to their essay.

INVENTION: 5 COMMON TOPICS

BEGIN THE CONVERSATION

Who are some characters in the book? What is honor?

DEFINITION



Do the characters act honorably? How is this book like the book we read last week, last month, or last year?

COMPARISON



What happened in the book? Is it probable for the main character to make different choices? Why or why not?

CIRCUMSTANCE



What is the historical background for this book? What were the results of the main character's actions?

RELATIONSHIP



What are some passages that are beautiful or caught your imagination in the book?

TESTIMONY



<p>First week: INVENTION BRAINSTORMING: Coming up with good ideas</p>	<p>WEEKLY AT HOME</p> <ul style="list-style-type: none"> • Read book. • Practice present week’s invention topic using student sheet.* • Create issue by listing three characters from the book and three volitional actions of each character and then choosing one. • Fill ANI chart using questions and topics learned.
	<p>IN COMMUNITY</p> <ul style="list-style-type: none"> • Listen to persuasive essays (except week 1). • Create class issue by listing three characters from the book and three volitional actions of each character and then choosing one. • Develop class ANI chart. • Introduce new invention topic by asking the students what they already know about the topic. • Model an invention topic using the following steps: 1) explain the topic while demonstrating the topic at least twice, 2) ask the students to compare the examples, 3) ask students to explain what they have observed, 4) provide another example if students are unable to explain the topic accurately. • Review invention skills by asking students to orally describe an ANI or a topic, allowing a student to teach the class an invention skill, or dividing the class into teams and playing a game to see who can compose the longest ANI or comparison chart. • Weave in book discussions by using the assigned novel as material for the invention skills.
<p>Second week: ARRANGEMENT OUTLINING: Organizing ideas clearly</p>	<p>WEEKLY AT HOME</p> <ul style="list-style-type: none"> • Practice present week’s arrangement element using student sheet.* • Create outline from ANI, including all arrangement elements learned.
	<p>IN COMMUNITY</p> <ul style="list-style-type: none"> • Review students’ ANI charts, evaluating quantity of ideas. • Introduce new arrangement element by asking the students what they already know about the element. • Model arrangement elements using the following steps: 1) explain the arrangement element while demonstrating the element at least twice, 2) ask the students to compare the examples, 3) ask students to explain what they have observed, 4) provide another example if students are unable to explain the arrangement element accurately. • Review arrangement skills, such as sorting, writing <i>exordia</i>, divisions, refutations, or amplifications, allowing a student to teach the class an arrangement skill, or dividing the class into teams and playing a game to see who can compose the most amplifications or <i>exordia</i>. • Weave in book discussions by using the assigned novel as material for the arrangement skills.
<p>Third week: ELOCUTION WRITING: Expressing ideas effectively</p>	<p>WEEKLY AT HOME</p> <ul style="list-style-type: none"> • Practice present week’s elocution element using student worksheet.* • Complete essay at home, including all elocution elements learned. • Read next book.
	<p>IN COMMUNITY</p> <ul style="list-style-type: none"> • Review student outlines. • Introduce new elocution element by asking the students what they already know about the element. • Model elocution element using the following steps: 1) explain the elocution element while demonstrating the element at least twice, 2) ask the students to compare the examples, 3) ask students to explain what they have observed, 4) provide another example if students are unable to explain the elocution element accurately. • Review elocution elements by asking students to describe editing vague verbs and define creating parallel proofs, clauses, and phrases, allowing a student to teach the class an elocution skill, dividing class into groups and writing regrettable verb sentences and then passing the regrettable sentences to another group to repair, choosing an Essentials sentence pattern and practicing writing parallel “proofs” for a given issue, and asking students to share examples of schemes and tropes found in books they are currently reading. • Weave in book discussions by using the assigned novel as material for the elocution skills.

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* After a student worksheet is introduced, it will again be used each time the student cycles through the corresponding canon, so plan accordingly. 171

EXPOSITION

First Semester			
Weeks	INVENTION	ARRANGEMENT	ELOCUTION
1-3	<i>The Lion, the Witch and the Wardrobe</i> by C. S. Lewis (Essay One)		
	The ANI Chart	From ANI to Outline	From Outline to Essay
4-6	<i>Carry On, Mr. Bowditch</i> by Jean Lee Latham (Essay Two)		
	Introduction to the Five Topics	A Guide to Sorting	Parallelism I
7-9	<i>The Magician's Nephew</i> by C. S. Lewis (Essay Three)		
	Comparison I: Similarities	A Guide to Exordium	Basic Editing: Verbs
10-12	<i>Number the Stars</i> by Lois Lowry (Essay Four)		
	Comparison II: Differences	A Guide to Amplification	Parallelism II: Phrases and Clauses
13-15	<i>Amos Fortune, Free Man</i> by Elizabeth Yates (Essay Four)		
	Review all Invention Skills	Review all Arrangement Skills	Review all Elocution Skills
Second Semester			
1-3	<i>The Secret Garden</i> by Frances Hodgson Burnett (Essay Five)		
	Definition I	A Guide to Division	Antithesis
4-6	<i>The Door in the Wall</i> by Marguerite de Angeli (Essay Five)		
	Review all Invention Skills	Review all Arrangement Skills	Review all Elocution Skills
7-9	<i>A Gathering of Days</i> by Joan W. Blos (Essay Six)		
	Circumstance	A Guide to Refutation	Simile
10-12	<i>Crispin: The Cross of Lead</i> by Avi (Essay Six)		
	Review all Invention Skills	Review all Arrangement Skills	Review all Elocution Skills
13-15	<i>The Bronze Bow</i> by Elizabeth George Speare (Essay Six)		
	Review all Invention Skills	Review all Arrangement Skills	Review all Elocution Skills