

# Elocution Module 10: Trope 2—Metaphor

This module is designed for use in Lesson 7: Complete Persuasive Arrangement with Narrative (see chart, Year-at-a-Glance). You should expect to use at least one class period to complete this module.

## Getting Ready

### To teach this module, you will need to:

#### Be able to

- Show your students how to recognize metaphor in an essay.
- Show them how to use metaphor in their writing.

#### Understand

- How a metaphor has the power to communicate an idea more effectively than a simple comparison.
- How a metaphor can deepen our understanding of a term.

#### Know

- That a metaphor compares two things that are different.
- That a metaphor is similar to a simile but does not use the words “like” or “as.”

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

Elocution Worksheet 14: Trope 2—Metaphor  
Examples of metaphor from various essays and poems

### When they complete this module, your students will

#### Be able to

- Recognize metaphor in an essay.
- Use metaphor in their own writing.

#### Understand

- How a metaphor has the power to communicate an idea more effectively than a simple comparison.
- How a metaphor can deepen our understanding of a term.

#### Know

- That a metaphor compares two things that are different.
- That a metaphor is similar to a simile but does not use the words “like” or “as.”

## Presenting the Material

### *Pre-Grammar*

Subject matter	Presentation
<p><b>Goal:</b> Help your students remember what they already know about comparing two things that are not alike.</p> <p><b>Review simile</b> In Lesson 5, we were introduced to the first trope: simile. The metaphor is similar to the simile but does not use the words “like” or “as.”</p> <div data-bbox="271 947 755 1064" style="border: 1px solid black; padding: 5px; margin: 10px 0;"><p>You can begin the discussion with or without Elocution Worksheet 14.</p></div>	<p><i>What is a simile?</i></p> <p><i>How do you make one?</i></p> <p><i>Why do we use them?</i></p> <p><i>Give me an example of a simile. How is this different from simply comparing two things: a dog to a cat, for instance?</i></p>
<p><b>Transition to Grammar</b></p>	<p><i>We can explain our idea to someone when we compare it to something very different.</i></p> <p><i>In this lesson, we will learn a new way to compare.</i></p>

**Grammar:**

Subject matter	Presentation
<p><b>Goal:</b> Give your student clear types, or examples, of metaphor.</p> <p><b>First type:</b> Read the first example from Worksheet 14 under “Sentences to Contemplate,” Part A.</p> <p><b>Second type:</b> Read the second example from Worksheet 14 under “Sentences to Contemplate,” Part A.</p> <p><b>Third type:</b> Read the third example from Worksheet 14 under “Sentences to Contemplate,” Part A.</p>	<p><i>Let’s read the first example on Elocution Worksheet 14 under “Sentences to Contemplate,” Part A.</i></p> <p><i>“I am the vine, ye are the branches: He that abideth in me, and I in him, the same bringeth forth much fruit: for without me ye can do nothing.”</i></p> <p><i>What two terms or ideas are being compared?</i></p> <p><i>How are the two terms or ideas similar to one another?</i></p> <p><i>How are they different?</i></p> <p><i>Now read the second example under “Sentences to Contemplate.”</i></p> <p><i>What two terms or ideas are being compared?</i></p> <p><i>How are the two terms or ideas similar to one another?</i></p> <p><i>How are they different?</i></p> <p><i>Now read the third example under “Sentences to Contemplate.”</i></p> <p><i>What two terms or ideas are being compared?</i></p> <p><i>How are the two terms or ideas similar to</i></p>

<p>For further types, go through section B in Elocution Worksheet 14.</p> <p>Once you determine that your students grasp the concept, proceed to the dialectic stage of the lesson.</p> <p>If you need further examples, here are a few more:</p> <p>“All the world is stage.”          “A mighty fortress is our God.”          “The road is a ribbon of moonlight.”</p>	<p><i>one another?</i></p> <p><i>How are they different?</i></p>
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***Dialectic:***

<b>Subject matter</b>	<b>Presentation</b>
<p>Compare the three original sentences in section A and the five sentences in section B.</p> <p><u>Ask the questions on the worksheet.</u></p>	<p><i>How are all of these sentences similar?</i></p> <p><i>In each of the examples, what questions did we ask?</i></p> <p><i>How are all metaphors like similes? How are they different?</i></p>

***Rhetoric A: Explanation***

<b>Subject matter</b>	<b>Presentation</b>
<p>Student states the concept.</p> <p>Continue with the worksheet to Explanation.</p>	<p><i>What is metaphor?</i></p> <p><i>Describe metaphor in your own words. Explain how to create one.</i></p>

**Rhetoric B: Practice/ Application**

Subject matter	Presentation
<p><b>Students continue their first essay by applying this lesson</b></p> <p><b>Practice</b></p> <p>Complete Elocution Worksheet 14, sections A and B. Walk around to ensure correct workmanship.</p> <p>Instruct your students to add at least one example of metaphor to their practice essay.</p> <p>If your students need more help, direct them to the instructions for adding metaphor (on the first page of Elocution Worksheet 14).</p> <p><b>Application</b></p> <p><u>Instruct the students to add metaphor to their current essay.</u></p>	<p>Complete the practice section on your worksheets.</p> <p><i>Read through your practice essay to find a spot where you can add metaphor.</i></p> <p><i>What should you look for in order to find the appropriate place?</i></p> <p><i>Now, add one instance of metaphor to your current essay.</i></p>

**Assessment**

Make sure your students understand the concept of metaphor. Bear in mind that the examples of metaphor that they add to their essays may seem out of place. The goal here, however, is to make sure they understand the trope of metaphor, that they can recognize it in writing, and that they can use it appropriately in the future.