

Elocution Module 12: Scheme 3—Alliteration

This module is designed for use in Lesson 8: Complete Persuasive Arrangement: Review and Practice (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 alliteration in an essay.
- Show them how to use alliteration in their writing.

Understand

- When alliteration works, and when it doesn't.

Know

- That alliteration is the repetition of initial consonants in a phrase or verse.

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

Elocution Worksheet 9: Scheme 3—Alliteration

Examples of alliteration, taken from nursery rhymes, poetry, or other places

When they complete this module, your students will

Be able to

- Recognize examples of alliteration in an essay.
- Add alliteration to their own writing.

Understand

- When alliteration works, and when it doesn't.

Know

- That alliteration is the repetition of initial consonants in a phrase or verse.

Presenting the Material

Pre-Grammar

Subject matter	Presentation
<p>Goal: Use Elocution Worksheet 9 to begin a discussion with your students to prepare your students for the concept of alliteration.</p> <p>Review previously learned schemes.</p>	<p><i>So far, we've learned two different schemes: parallelism and antithesis.</i></p> <p><i>What is parallelism? What is antithesis?</i></p> <p><i>Why would we use either of these schemes in our writing?</i></p> <p><i>Give me an example of parallelism.</i></p>
<p>Transition to Grammar</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>You can begin the discussion with or without Elocution Worksheet 9.</p> </div>	<p><i>Do you know any examples of tongue-twisters? Give me some examples.</i></p> <p><i>We already talked about parallelism. Could you also make letters parallel? How?</i></p>

Grammar:

Subject matter	Presentation
<p>Goal: Give your student clear types, or examples, of alliteration.</p> <p>First type: Read to your students the first example under “Sentences to Contemplate,” Part A, on Elocution Worksheet 9.</p>	<p><i>Let's read the first sentence under “Sentences to Contemplate.”</i></p>

<p>Second type: Read to your students the second example under “Sentences to Contemplate,” Part A, on Elocution Worksheet 9.</p> <p>Third type: Read to your students the third example under “Sentences to Contemplate,” Part A, on Elocution Worksheet 9.</p>	<p><i>What words from this passage stuck in your head? What do you remember most?</i></p> <p><i>Can you remember any particular sounds that stuck in your head? Which sounds?</i></p> <p><i>Give me another word that would fit in this same pattern.</i></p> <ul style="list-style-type: none">• For instance, salami, seaweed, or sonnet. <p><i>Now let’s read example 2 under “Sentences to Contemplate.”</i></p> <p><i>What words from this passage stuck in your head? What do you remember most?</i></p> <p><i>Can you remember any particular sounds that stuck in your head? Which sounds?</i></p> <p><i>Give me another word that would fit in this same pattern.</i></p> <ul style="list-style-type: none">• For example, buddy, best, or bonnet. Festive, fire, or filthy. <p><i>Now let’s read example 3 under “Sentences to Contemplate.”</i></p> <p><i>What words from this passage stuck in your head? What do you remember most?</i></p> <p><i>Can you remember any particular sounds that stuck in your head? Which sounds?</i></p> <p><i>Give me another word that would fit in this same pattern.</i></p> <ul style="list-style-type: none">• For example, mother and mustard.• Wilting and wicked
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<p>Fourth type: (and subsequent examples) Find and offer more examples of alliteration, if necessary, asking the same questions each time.</p> <p>Read the examples under “Sentences to Contemplate,” section B, asking the same questions we asked for the previous types.</p>	
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Dialectic:

Subject matter	Presentation
<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>What do all of these sentences (from parts A and B) have in common?</i></p> <p><i>In each of the examples, what questions did we ask?</i></p> <p><i>How is the scheme we’ve learned similar to parallelism? How is it different?</i></p> <p><i>We call this scheme alliteration.</i></p>

Rhetoric A: Explanation

Subject matter	Presentation
<p>Student states the concept.</p> <p>Continue with the worksheet to Explanation.</p> <p>If they need help on adding alliteration to their sentences, refer back to the first page, going through the process of adding alliteration to their writing.</p>	<p><i>What is alliteration?</i></p> <p><i>Describe alliteration in your own words. How would you add alliteration to your sentence?</i></p>

Rhetoric B: Practice/ Application

Subject matter	Presentation
<p>Students continue their first essay by applying this lesson</p> <p>Practice</p> <p>Complete Elocution Worksheet 9, sections A and B. Walk around to ensure correct workmanship.</p> <p>Instruct your students to add at least one example of alliteration to their practice essays.</p> <p>If your students need more help, direct them to the instructions for adding alliteration (on the first page of Elocution Worksheet 9).</p> <p>Application</p> <p><u>Instruct the students to add alliteration to their current essays.</u></p>	<p>Complete the practice section on your worksheets, sections A and B.</p> <p><i>Read through your practice essay to find a spot where you can add alliteration.</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 alliteration to your current essay.</i></p>

Assessment

Make sure your students understand the concept of alliteration, and that they can add an example of alliteration to their essays. Remember that the example they offer might seem out of place, but here we’re working on basic tools. With lots of practice and reading of great literature, your students will soon be able to better, more appropriate examples.