

Elocution Module 13: Scheme 4—Assonance

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 assonance in an essay.
- Show them how to use assonance in their writing.

Understand

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

Know

- That assonance is the repetition of vowel sounds in a phrase or verse.

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

Elocution Worksheet 10: Scheme 4—Assonance
Examples of assonance, taken from poetry or other places

When they complete this module, your students will

Be able to

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

Understand

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

Know

- That assonance is the repetition of vowel sounds 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 alliteration.</p>	<p><i>Last time, we learned the scheme of alliteration. Give me some examples of alliteration.</i></p> <p><i>How do we add alliteration to our writing?</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 10.</p> </div>	<p><i>How do babies learn to talk? How do they learn the sounds? What are some sounds babies make?</i></p> <p><i>What happens when we repeat some of these sounds?</i></p>

Grammar:

Subject matter	Presentation
<p>Goal: Give your student clear types, or examples, of assonance.</p> <p>First type: Have your students close their eyes and listen to the sounds, as you read to your students the first example under “Sentences to Contemplate,” Part A, on Elocution Worksheet 10.</p>	<p><i>Let’s read the first sentence under “Sentences to Contemplate.”</i></p> <p><i>What sounds do you remember from this passage?</i></p>

<p>Second type: Read to your students the second example under “Sentences to Contemplate,” Part A, on Elocution Worksheet 10.</p> <p>Third type: Read to your students the third example under “Sentences to Contemplate,” Part A, on Elocution Worksheet 10.</p> <p>Fourth type: (and subsequent examples) Find and offer more examples of assonance, if necessary, asking the same questions each time.</p>	<p><i>Why do you suppose Shakespeare chose those particular words?</i></p> <p><i>Can you give me another word that might also fit into this pattern of sounds?</i></p> <ul style="list-style-type: none">• For example: bit, simmer, film <p><i>Now let’s read example 2 under “Sentences to Contemplate.”</i></p> <p><i>What sounds do you remember from this passage?</i></p> <p><i>Why do you suppose Poe chose those particular words?</i></p> <p><i>Can you give me another word that might also fit into this pattern of sounds?</i></p> <ul style="list-style-type: none">• For example: yell, fed, rest <p><i>Now let’s read example 3 under “Sentences to Contemplate.”</i></p> <p><i>What sounds do you remember from this passage?</i></p> <p><i>Why do you suppose Shakespeare chose those particular words?</i></p> <p><i>Can you give me another word that might also fit into this pattern of sounds?</i></p> <ul style="list-style-type: none">• For example: chase, rage, maze
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<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 assonance like alliteration? How is it different?</i></p> <p><i>We call this scheme assonance.</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 assonance to their sentences, refer back to the first page, going through the process of adding assonance to their writing.</p>	<p><i>What is assonance?</i></p> <p><i>Describe assonance in your own words. How would you add assonance 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 10, sections A and B. Walk around to ensure correct workmanship.</p> <p>Instruct your students to add at least one example of assonance to their practice essays.</p> <p>If your students need more help, direct them to the instructions for adding assonance (on the first page of Elocution Worksheet 10).</p> <p>Application</p> <p><u>Instruct the students to add assonance 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 assonance.</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 assonance to your current essay.</i></p>

Assessment

Make sure your students understand the concept of assonance, and that they can add an example of assonance 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.