

# Elocution Module 15: Trope 4—Apostrophe

This module is designed for use in Lesson 9: Comparison Essay with Themes and Sub-Ideas (see chart, Year-at-a-Glance). You should expect to use at least two class periods to complete this module.

## Getting Ready

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

#### Be able to

- Recognize apostrophe in a sentence.
- Give examples of apostrophe from literature.

#### Understand

- The difference between apostrophe and personification.

#### Know

- That apostrophe is a rhetorical figure of speech in which a speaker directs speech to an imaginary person or abstract quality.
- How to add apostrophe to an essay.

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

Elocution Worksheet 18: Apostrophe

Some examples from poetry or literature, for example, Shakespeare's sonnets

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

#### Be able to

- Recognize apostrophe in a sentence.

#### Understand

- The difference between apostrophe and personification.

#### Know

- That apostrophe is a rhetorical figure of speech in which a speaker directs speech to an imaginary person or abstract quality.
- How to add apostrophe to their essays.

## Presenting the Material

### Pre-Grammar

| Subject matter   | Presentation  |
|--|---|
| <p><b>Goal:</b> Use Elocution Worksheet 18 to begin a discussion with your students to review previous tropes, in particular, the last scheme we learned: personification.</p> <p><b>Review personification</b><br/>In this same lesson, we were introduced to another trope: personification. Many of the tropes are related, so we can build on what we've already learned.</p> <div data-bbox="269 947 753 1062" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You can begin the discussion with or without Elocution Worksheet 18.</p> </div> | <p><i>What tropes have you learned to use so far?</i></p> <p><i>Why would you use each of them?</i></p> <p><i>How is personification different from all the rest?</i></p> <p><i>Have you ever talked to an object that isn't human?</i></p> |
| <p><b>Transition to Grammar</b></p> <p>Read the examples from section A under "Sentences to Contemplate" on Elocution Worksheet 18.</p>  | <p><i>Listen to these three examples from Elocution Worksheet 18.</i></p>   |

### Grammar:

| Subject matter  | Presentation  |
|---|---|
| <p><b>Goal:</b> Give your student clear types, or examples, of the trope, apostrophe.</p> <p><b>Model type:</b> Read through the example in the shaded box. Go through the steps of adding apostrophe to one's own writing.</p> | <p><i>Let's learn how to add this new trope to our own writing.</i></p> |

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| <p><b>First type:</b><br/>Read to your students the first example under “Sentences to Contemplate,” section B, on Elocution Worksheet 18.</p> <p><b>Second type:</b><br/>Read to your students the second example under “Sentences to Contemplate,” section B, on Elocution Worksheet 18.</p> <p><b>Third type:</b><br/>Read to your students the third example under “Sentences to Contemplate,” section B, on Elocution Worksheet 18.</p> <p><b>Fourth and fifth types:</b><br/>Continue to read the examples under section B, identifying the addressee in each one.</p> | <p><i>Let’s read the first sentence under section B, “Sentences to Contemplate.”</i></p> <p><i>Whom is the speaker addressing?</i></p> <p><i>What type of noun is the addressee?</i></p> <p><i>Now let’s read example 2 under section B, “Sentences to Contemplate.”</i></p> <p><i>Whom is the speaker addressing?</i></p> <p><i>What type of noun is the addressee?</i></p> <p><i>Now let’s read example 3 under section B, “Sentences to Contemplate.”</i></p> <p><i>Whom is the speaker addressing?</i></p> <p><i>What type of noun is the addressee?</i></p> |
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***Dialectic:***

| Subject matter  | Presentation   |
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| <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 the examples of apostrophe have in common?</i></p> <p><i>How are the sentences that contain apostrophe different from those that don't?</i></p> <p><i>How is apostrophe different from personification?</i></p> |

***Rhetoric A: Explanation***

| Subject matter  | Presentation   |
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| <p>Student states the concept.</p> <p>Continue with the worksheet to Explanation.</p> | <p><i>What is apostrophe?</i></p> <p><i>Describe apostrophe in your own words. How would you add apostrophe to your own writing?</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 the Practice sections of Elocution Worksheet 18, sections A and B.<br/>Walk around to ensure correct workmanship.</p> <p>Instruct your students to add at least</p> | <p><i>Complete the practice section on your worksheets, sections A and B.</i></p> <p><i>Read through your practice essay to find a spot where you can add apostrophe.</i></p> |

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| <p>one example of apostrophe to their practice essays.</p> <p>If your students need more help, direct them to the instructions for adding apostrophe (on the first page of Elocution Worksheet 18).</p> | <p><i>What should you look for in order to find the appropriate place?</i></p> |
| <p><b>Application</b></p> <p><u>Instruct the students to add apostrophe to their current essays.</u></p>  | <p><i>Now, add one instance of apostrophe to your current essay.</i></p>       |

## Assessment

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