

Elocution Module 16: Scheme 5—Anaphora

This module is designed for use in Lesson 10: Comparison Essay—Introduction and Conclusion (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 anaphora in an essay.
- Show them how to use anaphora in their writing.

Understand

- How anaphora is similar to parallelism.

Know

- That in an anaphora, the writer repeats a word or group of words at the beginning of successive clauses.
- That the purpose of using anaphora is to emphasize certain words and ideas.

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

Elocution Worksheet 11: Scheme 5—Anaphora
Examples of anaphora

When they complete this module, your students will

Be able to

- Recognize examples of anaphora in a sentence.
- Add anaphora to their own writing.

Understand

- How anaphora is similar to parallelism.

Know

- That in an anaphora, the writer repeats a word or group of words at the beginning of successive clauses.
- That the purpose of using anaphora is to emphasize certain words and idea.

Presenting the Material

Pre-Grammar

Subject matter	Presentation
<p>Goal: Begin a discussion with your students to review the first scheme we learned: parallelism.</p> <p>Review parallelism Review parallelism, and guide your students to understand how parallelism is the foundation for many of the other schemes we've learned.</p> <div data-bbox="269 909 755 1024" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You can begin the discussion with or without Elocution Worksheet 11.</p> </div>	<p><i>A few weeks ago we learned our first scheme, parallelism.</i></p> <p><i>What is parallelism? Why do we use it in our writing?</i></p> <p><i>Name some of the other schemes we've learned. How are these similar to parallelism? How is alliteration parallel? How is antithesis parallel?</i></p> <p><i>What is the best way to remember something?</i></p> <p><i>What are some ways we use repetition in our writing? Why do we use repetition in our writing?</i></p>
<p>Transition to Grammar</p>	

Grammar:

Subject matter	Presentation
<p>Goal: Give your student clear types, or examples, of anaphora.</p> <p>Model: Together with your students, read through the example in the shaded box on the first page of Elocution Worksheet 11.</p>	<p><i>Let's turn to the first page of Elocution Worksheet 11, to the shaded box.</i></p>

<p>Show how the writer added anaphora into her sentence.</p> <p>First type: Read to your students the first example under “Sentences to Contemplate,” Part A, on Elocution Worksheet 11.</p> <p>If you’d like, read the whole Psalm 121.</p> <p>Second type: Read to your students the second example under “Sentences to Contemplate,” Part A, on Elocution Worksheet 11.</p> <p>Third type: Read to your students the third example under “Sentences to Contemplate,” Part A, on Elocution Worksheet 11.</p>	<p><i>Where in the sentence do you see repetition?</i></p> <p><i>How could you rewrite this so that it is written in parallel structure?</i></p> <p><i>Let’s read the first sentence 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>What words are repeated throughout this first sentence?</i></p> <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 words do you remember most?</i></p> <p><i>What words are repeated at the beginning of each clause?</i></p> <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 words do you remember most?</i></p> <p><i>What words are repeated at the beginning of each sentence?</i></p>
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<p>Fourth type: (and subsequent examples) Turn to section B, under “Sentences to Contemplate,” and use these examples of anaphora, asking the same questions each time.</p>	<p><i>What words from this passage stuck in your head? What words do you remember most?</i></p> <p><i>What words are repeated at the beginning of each sentence?</i></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 like parallelism?</i></p> <p><i>We call this scheme anaphora.</i></p>

Rhetoric A: Explanation

Subject matter	Presentation
<p>Student states the concept.</p> <p>Continue with the worksheet to Explanation.</p>	<p><i>What is anaphora?</i></p> <p><i>Describe anaphora in your own words.</i> <i>How would you add anaphora to your own writing?</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 11, sections A and B. Walk around to ensure correct workmanship.</p> <p>Now your students will complete section C, writing a short paragraph using anaphora.</p> <p>Instruct your students to add at least one example of anaphora to their practice essays.</p> <p>If your students need more help, direct them to the instructions for adding anaphora (on the first page of Elocution Worksheet 11).</p> <p>Application</p> <p><u>Instruct the students to add anaphora to their current essays.</u></p>	<p><i>Complete the practice section on your worksheets, sections A and B.</i></p> <p><i>Now complete section C under Practice, writing a short paragraph using anaphora.</i></p> <p><i>Read through your practice essay to find a spot where you can add anaphora.</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 anaphora to your current essay.</i></p>

Assessment

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