

Elocution Module 17: Scheme 6—Epistrophe

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

Understand

- The difference between anaphora and epistrophe.
- The difference between apostrophe and epistrophe.

Know

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

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

Elocution Worksheet 12: Scheme 6—Epistrophe
Examples of epistrophe

When they complete this module, your students will

Be able to

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

Understand

- The difference between anaphora and epistrophe.
- The difference between apostrophe and epistrophe.

Know

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

Presenting the Material

Pre-Grammar

Subject matter	Presentation
<p>Goal: Use Elocution Worksheet 12 to begin a discussion with your students to review the last scheme we learned: anaphora.</p> <p>Review anaphora In this same lesson, we were introduced to another scheme: anaphora. Many of the schemes 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 12.</p> </div>	<p><i>What is anaphora? Why do we use it in our writing?</i></p> <p><i>What are some other ways we add repetition to our writing?</i></p> <p><i>Is it ever inappropriate to use repetition in our writing? When?</i></p>
<p>Transition to Grammar</p>	

Grammar:

Subject matter	Presentation
<p>Goal: Give your student clear types, or examples, of epistrophe.</p> <p>First type: Read to your students the first example under “Sentences to Contemplate,” Part A, on Elocution Worksheet 12.</p> <p>If you'd like, read the whole paragraph from Lincoln's Gettysburg Address.</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 12.</p> <p>Third type: Read to your students the third example under “Sentences to Contemplate,” Part A, on Elocution Worksheet 12.</p> <p>Fourth type: (and subsequent examples) Find and offer more examples of epistrophe, if necessary, asking the same questions each time.</p> <p>Here is one additional example:</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 end of each sentence?</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 end of each sentence?</i></p> <p>From Shakespeare’s 3rd part of Henry VI: <i>Son: How will my mother for a father’s death/ Take on with me, and ne’er be satisfied!</i> <i>Father: How will my wife for slaughter of my son/ Shed seas of tears, and ne’er be satisfied!</i> <i>King Henry: How will the country for these woful chances/ Misthink the King, and not be satisfied.”</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 similar to anaphora? How is it different?</i></p> <p><i>We call this scheme epistrophe.</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 epistrophe?</i></p> <p><i>Describe epistrophe in your own words. How would you add epistrophe 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 12, sections A and B. Walk around to ensure correct workmanship.</p> <p>Instruct your students to add at least one example of epistrophe to their practice essays.</p> <p>If your students need more help, direct them to the instructions for adding epistrophe (on the first page of Elocution Worksheet 12).</p> <p>Application</p> <p><u>Instruct the students to add epistrophe 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 epistrophe.</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 epistrophe to your current essay.</i></p>

Assessment

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