

Elocution Module 18: Trope 5—Hyperbole

This module is designed for use in Lesson 11: Comparison Essay—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

- Give examples of hyperbole from everyday life.

Understand

- How and why hyperbole is effective in writing.

Know

- The difference between hyperbole and metaphor.
- How to guide your students in adding hyperbole to writing.

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

Elocution Worksheet 15: Hyperbole
Extra examples of hyperbole from literature

When they complete this module, your students will

Be able to

- Find examples of hyperbole in literature.

Understand

- How and why hyperbole is effective in writing.

Know

- The difference between hyperbole and metaphor.
- How to add hyperbole to writing.

Presenting the Material

Pre-Grammar

Subject matter	Presentation
<p>Goals: Review simile and metaphor.</p> <p>Use the questions from Forethought on Elocution Worksheet 15, or come up with your own questions.</p>	<p><i>What are similes? What are metaphors?</i></p> <p><i>How do you create them?</i></p> <p><i>How do they help you write better?</i></p>
<p>Transition to Grammar</p> <p>Make your students aware that they have already used some of the elements of hyperbole in their everyday speech.</p>	<p><i>Have you ever heard somebody exaggerate?</i></p> <p><i>Have you ever gotten in trouble for exaggerating about something?</i></p> <p><i>Why do you think people exaggerate? Why did you exaggerate?</i></p>

Grammar:

Subject matter	Presentation
<p>Goal: Give your student clear types, or examples, of the trope, hyperbole.</p> <p>Model Use the information in the shaded box under “Sentences to Contemplate” as your model, going through the two-step process described.</p> <p>First type</p>	<p><i>What is being exaggerated here? Why?</i></p>

<p>Now turn to section A under “Sentences to Contemplate.” Read the first sentence.</p>	<p><i>What is Shakespeare exaggerating in this passage?</i></p> <p><i>What does he really mean?</i></p> <p><i>What is the effect?</i></p>
<p>Second type</p> <p>Now turn to section A under “Sentences to Contemplate.” Read the second sentence.</p>	<p><i>What term or idea is O’Connor exaggerating in this passage?</i></p> <p><i>What does she really mean?</i></p> <p><i>What is the effect?</i></p>
<p>Third type</p> <p>Now turn to section A under “Sentences to Contemplate.” Read the third sentence.</p>	<p><i>What term is Emerson exaggerating in this sentence?</i></p> <p><i>What does he really mean?</i></p> <p><i>What is the effect?</i></p>
<p>Fourth type (and fifth, sixth, etc.)</p> <p>Read the sentences under “Sentences to Contemplate” on Elocution Worksheet 15, section B. If necessary, offer some of your own examples of personification.</p> <p>Ask similar questions to the ones above, having the students tell you what terms or ideas are being exaggerated, and what the real meaning of the passage is.</p>	

Dialectic:

Subject matter	Presentation
<p>Compare the sentences from “Sentences to Contemplate,” asking the questions under “Comparison.”</p>	<p><i>How is each of these examples the same?</i></p> <p><i>How is this trope similar to simile and metaphor?</i></p> <p><i>How is it different?</i></p> <p><i>We call this trope “hyperbole.”</i></p>

Rhetoric A: Explanation

Subject matter	Presentation
<p>Student states the concept</p> <p>Instruct your students to complete the explanation section of the worksheet. Then discuss what they wrote.</p> <p>Ask them to describe what hyperbole is.</p>	<p><i>Complete the Explanation section on the worksheet.</i></p> <p><i>What is hyperbole?</i></p> <p><i>How can you create hyperbole in your writing?</i></p>

Rhetoric B: Practice/ Application

Subject matter	Presentation
<p>Students work on their essays by applying this lesson.</p> <p>Practice</p> <p>Direct your students to practice identifying hyperbole by underlining hyperbole the five sentences under section A in the “Practice” section.</p>	<p><i>Now, turn to the “Practice” section.</i></p> <p><i>In section A, underline the hyperbole in the sentences that use this trope.</i></p>

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<p>Then complete section B, adding hyperbole to the sentences.</p>	<p><i>In section B, rewrite the sentences so that they include hyperbole.</i></p>
<p>Have your students read through their practice essays, adding at least one instance of hyperbole.</p>	<p><i>Now, read through your practice essays. Using the two-step method on the worksheet, add an example of hyperbole to your essay.</i></p>
<p>Application</p> <p>Instruct your students to edit their current essays by adding at least one instance of hyperbole to them.</p>	<p><i>Now edit your current essays by adding at least one instance of hyperbole to it.</i></p>

Assessment

Read their explanations, and make sure they understand the concept.

Read through their practice essays and make sure they understand how to add hyperbole to their writing. Although using this trope may seem out of place in these particular essays, make sure they understand how they *can* add it, so that when hyperbole does seem appropriate, they'll have the tools to use it.

Check your students' current essays to be sure they have added hyperbole to them.