

## Elocution Module 5: Scheme 2—Antithesis

This module is designed for use in Lesson 4: Basic Persuasive Essay with Amplification (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 antithesis in an essay.
- Show them how to use antithesis in their writing.

##### Understand

- Antithesis: where two or more words, phrases, or clauses written in a parallel construction express opposition or a contrast of ideas.
- How using antithesis orders our thinking by contrasting two ideas.

##### Know

- What antithesis is.
- How antithesis is a form of parallelism.

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

Elocution Worksheet 8: Scheme 2—Antithesis  
Examples of antithesis

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

##### Be able to

- Recognize antithesis.
- Use antithesis in their own writing.

##### Understand

- Antithesis: where two or more words, phrases, or clauses written in a parallel construction express opposition or a contrast of ideas.
- How using antithesis orders our thinking by contrasting two ideas.

##### Know

- What antithesis is.
- How antithesis is a form of parallelism.

## Presenting the Material

### Pre-Grammar

Subject matter	Presentation
<p><b>Goal:</b> Use Elocution Worksheet 8 to begin a discussion with your students to review parallelism and how it improves our writing.</p> <p><b>Review parallelism</b> In Lesson 2, we were introduced to the first scheme: parallelism. Many other schemes build upon this first scheme, so it's important to review what we mean by parallelism and how to use it in our writing.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>You can begin the discussion with or without Elocution Worksheet 8.</p> </div> <p><b>Preparation</b></p> <p>Prepare your students for the lesson by reviewing opposites. Try to point out the difference between opposites and contrasts.</p> <p>Ask for more examples. Give more if necessary.</p>	<p><i>What is parallelism? How does it improve our thinking and writing?</i></p> <p><i>Does parallelism emphasize similarities or differences?</i></p> <p><i>When we studied and practiced parallelism, how did we add it to our writing? What steps did we follow?</i></p> <p><i>Give me some examples of opposites.</i></p> <ul style="list-style-type: none"> <li>• hot/cold</li> <li>• black/white</li> <li>• rich/poor</li> <li>• loquacious/taciturn</li> <li>• dead/alive</li> <li>• quickly/slowly</li> <li>• open/close</li> </ul> <p><i>What are opposites?</i> <i>How do you identify an opposite?</i></p> <p><i>Describe two things that are different from each other.</i></p> <p><i>Describe two people who are different from</i></p>

	<p><i>each other.</i></p> <p><i>Are they opposites? Or are they just different?</i></p>
<b>Transition to Grammar</b>	<p><i>In this lesson, we are going to build on parallelism to show contrasts and opposites.</i></p>

**Grammar:**

Subject matter	Presentation
<p><b>Goal:</b> Give your student clear types, or examples, of antithesis.</p> <p><b>First type:</b> Read the first example from Worksheet 8.</p> <p><b>Second and third types:</b></p>	<p><i>Let me read you a statement: “Not that I loved Caesar less, but that I loved Rome more.”</i></p> <p><i>What phrases sound parallel?</i></p> <p><i>With what two words or ideas does the writer express a contrast?</i></p> <p><i>What form does the writer use in both phrases?</i></p> <p><i>Create another phrase that follows this form. For example, “I loved Cleveland.”</i></p> <p>Read the next two.</p> <p>For each one, ask: <i>What phrases sound parallel?</i></p> <p><i>With what two words or ideas does the writer express a contrast?</i></p>

<p>Go through section B in Elocution Worksheet 8.</p> <p>Once you determine that your students grasp the concept, proceed to the dialectic stage of the lesson.</p>	<p><i>Create another phrase that follows this same form.</i></p> <p><i>Let's look at section B. In each sentence, underline the two ideas that are being contrasted.</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>How are all of these sentences similar?</i></p> <p><i>In each of the three examples, what questions did we ask?</i></p> <p><i>What do you notice every time you see antithesis? How is it similar to and different from parallelism?</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 antithesis?</i></p> <p><i>Describe antithesis in your own words. How would you add antithesis to your sentence?</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 Elocution Worksheet 8, sections A, B, and C. Walk around to ensure correct workmanship.</p> <p>Instruct your students to add at least one example of antithesis to their practice essay.</p> <p>If your students need more help, direct them to the instructions for adding antithesis (on the first page of Elocution Worksheet 8).</p> <p><b>Application</b></p> <p><u>Instruct the students to add antithesis to their current essay.</u></p>	<p>Complete the practice section on your worksheets.</p> <p><i>Read through your practice essay to find a spot where you can add antithesis.</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 antithesis to your current essay.</i></p>

**Assessment**

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

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