

Elocution Module 7: Trope 1—Simile

This module is designed for use in Lesson 5: Basic Persuasive Arrangement with Division and Distribution(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 students how to make a comparison between two objects, or ideas.

Know

- That a simile is comparing two things that are different.
- A simile uses the word “like” or the word “as.”

Understand

- How a simile has the power to communicate an idea more effectively.
- How a simile can deepen our understanding of a term.

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

Elocution Worksheet 13: Trope 1—Simile

When they complete this module, your students will

Be able to

- Recognize a simile.
- Write a simile, a comparison between two things by using the words “like” or “as.”

Know

- What a simile is, and how to write one.

Understand

- How to compare two things using the words “like” or “as.”
- When a simile works effectively, and when it doesn’t fit.

Presenting the Material

Pre-Grammar

Subject matter	Presentation
<p>Goal: Help your students remember what they already know about comparing two things that are not alike.</p> <p>First, review what a “comparison” is.</p> <p>You may use the questions from “Forethought” on Elocution Worksheet 13 or you may use your own questions.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>You can begin the discussion with or without Elocution Worksheet 13.</p> </div>	<p><i>Have you ever compared something to something else?</i></p> <p><i>Why did you compare it to something else?</i></p> <p><i>What words did you use?</i></p> <p><i>How do we learn about new things?</i></p> <ul style="list-style-type: none"> • We make comparisons.
<p>Transition to Grammar</p>	<p><i>We can explain our ideas to another person, by comparing the unfamiliar with something familiar.</i></p> <p><i>In this lesson, we will learn how to compare two things, simply and clearly.</i></p>

Grammar:

Subject matter	Presentation
<p>Goal: Give your student clear types, or examples, of similes.</p> <p>First type:</p> <p>On Elocution Worksheet 13, read the first example under “Sentences to Contemplate,” section A.</p>	<p><i>“As a jewel of gold in a swine’s snout, so is a fair woman which is without discretion.”</i></p>

<p>Use the instructions in the shaded box to help students invent their own similes.</p>	<p><i>What two terms or ideas are being compared?</i> <i>What characteristics do these two terms or ideas have in common?</i> <i>How are these two things different?</i> <i>Why do you think the writer chose to compare these two things rather than something more similar to each other?</i></p> <p><i>To what would you compare “a woman without discretion?”</i></p>
<p>Second type:</p> <p>On Elocution Worksheet 13, read the second example under “Sentences to Contemplate,” section A.</p>	<p><i>What two terms or ideas are being compared?</i> <i>What characteristics do these two terms or ideas have in common?</i> <i>How are these two things different?</i> <i>Why do you think the writer chose to compare these two things rather than something more similar to each other?</i></p>
<p>Use the instructions in the shaded box to help students invent their own similes.</p>	<p><i>To what else could you compare a love?</i></p>
<p>Third type:</p> <p>On Elocution Worksheet 13, read the third example under “Sentences to Contemplate,” section A.</p>	<p><i>What two terms or ideas are being compared?</i> <i>What characteristics do these two terms or ideas have in common?</i> <i>How are these two things different?</i> <i>Why do you think the writer chose to compare these two things rather than something more similar to each other?</i></p>
<p>Use the instructions in the shaded box to help students invent their own similes.</p>	<p><i>To what else could you compare a person’s soul?</i></p>
<p>Fourth, and subsequent types:</p> <p>Use the sentences under “Sentences to</p>	<p><i>What two terms or ideas are being</i></p>

	<p><i>What did all of the comparisons have in common?</i></p> <ul style="list-style-type: none"> • They compared the familiar with something that might be unfamiliar. • They used the words “like” or “as.” <p><i>Why do we compare things in this way?</i></p> <ul style="list-style-type: none"> • to deepen our understanding of something. <p><i>How do similes change a sentence?</i></p>
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Rhetoric A: Explanation

Subject matter	Presentation
<p>Student states the concept.</p> <p>Continue with the worksheet to Explanation.</p>	<p><i>What is simile?</i></p> <p><i>Describe simile in your own words.</i></p> <p><i>Explain how to create one.</i></p>

Rhetoric B: Practice/ Application

Subject matter	Presentation
<p>Students continue their first essay by applying this lesson</p> <p>Practice</p> <p>Use the “Practice” portion of Worksheet 13 to guide students through the process of writing similes. Your students will work through sections A, B, and C, identifying similes and then writing some of their own.</p> <p>Have each student, on his own, add a simile to his practice essay.</p> <p>Application</p> <p><u>Have each student, on his own, add a simile to his current essay.</u></p>	<p><i>Turn to section A under “Practice” on Elocution Worksheet 13. Identify the problems, and then rewrite the sentences to use simile correctly.</i></p> <p><i>Turn to section B under “Practice” on Elocution Worksheet 13. Rewrite the sentences to include similes.</i></p> <p><i>Turn to section C under “Practice” on Elocution Worksheet 13. Identify which passages use simile and which do not.</i></p> <p><i>Now, add one simile to your practice essay.</i></p> <p><i>Now, add one instance of simile to your current essay.</i></p>

Assessment

Check essays to see if each has a simile. Remember, it doesn’t have to be the best simile ever invented. The students just need to follow the correct form.

Make sure the student uses the words “like” or “as.”

Make sure the student is comparing something unfamiliar to something familiar.