

Rhetorical Devices Are Everywhere!

## Lesson Plan

### Barbara Swander Miller

**Title:** Rhetorical Devices Are Everywhere!

**Topic:** Rhetorical devices; visual argument; East Asian culture today

**Courses:** Honors English 9, English 10 and 11, and AP Language; Speech

**Audience:** Gifted middle school students or high school students who have had no exposure to rhetorical devices, as well as students who have had some exposure to rhetorical devices

**Context:** . Students can relate Day Two of this project to any theme or recent reading, if desired.

**Time:** Two 50- minute class periods with OPTIONAL third day.

### **Common Core State Standards, ELA, Grades 9-10:**

**Supports:** CCSS.ELA-LITERACY.RI.9-10.4; CCSS.ELA-LITERACY.RI.9-10.5; CCSS.ELA-LITERACY.RI.9-10.5.

**Addresses:** CCSS.ELA-LITERACY.W.9-10.2.D; CCSS.ELA-LITERACY.W.9-10.5; CCSS.ELA-LITERACY.W.9-10.6; CCSS.ELA-LITERACY.SL.9-10.2; CCSS.ELA-LITERACY.L.9-10.1.A; CCSS.ELA-LITERACY.L.9-10.2; CCSS.ELA-LITERACY.L.9-10.5.A; CCSS.ELA-LITERACY.L.9-10.6

### **Objectives:**

Students will...

- be exposed to images from East Asian cultures.
- recognize rhetorical devices in images.
- know the definitions of 30 rhetorical devices.
- create or find examples of rhetorical devices.
- explain their examples of rhetorical devices.
- work with peers to plan and discuss their writing
- create a media project using images and rhetorical devices
- proofread their work
- evaluate peer presentations.

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### Devices included:

allusion	diction	numbers and statistics
anachronism	emotionally charged words	overview
anecdote	expert testimony	oxymoron
apostrophe	hypothetical situation	process-analysis
background	hyperbole	personification
cause-effect	imagery	quoted words
comparison	Irony	repetition
contrast	juxtaposition	rhetorical question
definition	list	symbol
description	metaphor	understatement

### Materials/Preparation:

- 1:1 student devices
- LCD Projector
- PowerPoint Presentation: Rhetorical Devices are Everywhere!
  - Project **AND** load on LMS for student access, if possible.
  - Print “6 Slides Horizontal” option. Print one set if you have 30 or fewer students in a class, two sets if you have more than 30 students. Cut each page into three sections horizontally, so you can fold each section in half to have image on one side and definition on back side. These will be used as **flashcards** in a game.
- Pencil and paper
- Appendix A- one copy per student or uploaded to LMS
- Index cards
- Markers
- Teacher-found image that represents one of the rhetorical devices.
- Appendix B- Rubric for assignment
- OPTIONAL: Appendix C and KEY- Quiz

### Procedures: DAY ONE

Time	Teacher	Students	Materials
<b>Anticipatory Set</b>			
5 min	<ul style="list-style-type: none"> <li>• <b>Open</b> PPT and show Slide 2, the Confucian temple.</li> <li>• <b>Ask</b> students to make a list of devices they notice, or if they don't know about devices, make a list</li> </ul>	Ss make a list.	<ul style="list-style-type: none"> <li>• LCD projector</li> <li>• Slide 2, PPT</li> <li>• Pencil and paper</li> </ul>

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	of what they observe about the image.		
<b>Modeling ( I do)</b>			
3 min	Ask for observations from Ss.	Ss share observations with class.	Slide 2
5 min	<ul style="list-style-type: none"> <li>Share other device examples from the Slide 2 such as... <ul style="list-style-type: none"> <li><b>-Description:</b> red tiles and walls,</li> <li><b>-Repetition:</b> sloping eaves, doorways</li> <li><b>-Symbolism:</b> dragons on roof</li> <li><b>-Contrast:</b> blue against reds</li> <li><b>-Comparison:</b> buildings in back and temple share color, roof design.</li> </ul> </li> <li><b>Explain</b> how each is seen by referring to the definition of each.</li> </ul>	Ss listen and look at slide.	Slide 2
<b>Guided Practice with Whole Class ( We do)</b>			
7 min	<ul style="list-style-type: none"> <li><b>Hand out</b> Appendix A copies.</li> <li><b>Advance</b> to next slide (3-allusion).</li> <li><b>Ask Ss</b> to work with a partner to think about how the image displays an allusion.</li> <li><b>(Review</b> the definition of allusion on slide 5 if needed.)</li> <li><b>Ask Ss</b> to share with class.</li> <li><b>Have Ss</b> complete line one of the chart on Appendix A.</li> <li><b>Extend thinking:</b> Ask Ss to share ideas about other devices they see demonstrated in this image.</li> <li><b>Possible answers:</b></li> </ul>	<ul style="list-style-type: none"> <li>Ss talk to partners about allusion and slide.</li> <li>Ss write ideas about first two devices in all columns on Appendix A.</li> <li>Ss share with class.</li> </ul>	<ul style="list-style-type: none"> <li>Appendix A copies</li> <li>Slides 3, 4, 5 and 6 on Ppt</li> </ul>

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	<ul style="list-style-type: none"> <li>-description</li> <li>-anecdote</li> <li>• Have Ss complete the third column in line one on Appendix A.</li> <li>• <b>Go on</b> to Slide 6, anachronism.</li> <li>• <b>Ask</b> Ss to write how the slide displays an anachronism.</li> <li>• <b>Extend thinking:</b> Ask what other devices that Slide 4 also demonstrates. <b>Possible answers:</b> - description -symbol -repetition</li> </ul>		
<b>Independent Practice in Small Groups (You do)</b>			
<b>30 min</b>	<ul style="list-style-type: none"> <li>• <b>Release</b> students to complete Appendix A. They will explain how each slide demonstrates the device named on the slide and what other devices may be evident in the image.</li> <li>• <b>Formative assessment:</b> <b>Walk</b> around room redirecting Ss or helping reteach specific devices with additional examples for individuals or partners.</li> </ul>	<ul style="list-style-type: none"> <li>• Ss will list their explanations on their own paper or Appendix A.</li> <li>• Ss will ask questions as T circulates.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PPT</b></li> <li>• Appendix A</li> </ul>
<b>5-10 min, if needed</b>	<p><b>If Ss finish early</b>, have them research facts about one of the sites in an image and be prepared to share with class or write an interesting fact to post on a bulletin or discussion board. Be sure they include their source.</p>	Ss will find facts about a topic and post on bulletin or LMS discussion board.	<ul style="list-style-type: none"> <li>• Index cards and markers</li> <li>• Bulletin board or LMS discussion board.</li> </ul>
<b>2 min.</b>	<b>Collect</b> Appendix A to review for understanding.	Ss will hand in Appendix A.	None

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2 min	<p><b>Remind</b> Ss that examples of rhetorical devices can be found anywhere.</p> <p><b>Challenge</b> Ss to find an image in their world that demonstrates a rhetorical device, as the next lesson will require them to create their own PPT.</p>	Ss will listen and begin to think.	None
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**Procedures: DAY TWO**

Time	Teacher	Students	Materials
<b>Anticipatory Set</b>			
3 min	<ul style="list-style-type: none"> <li>• <b>Tell</b> Ss they are going to play a game to see how much they have retained about the various rhetorical devices from yesterday's work.</li> <li>• <b>Hand out</b> the PPT sections previously cut, one to each S.</li> <li>• <b>Ask</b> the S to fold the section in half, so the image is on one side and the definition is on the other to make a flashcard.</li> <li>• <b>(Have</b> the first class of students glue the sides together if you wish. Then you can laminate them later for other classes to use.)</li> </ul>	<ul style="list-style-type: none"> <li>• Ss will listen to instructions.</li> <li>• Ss will fold paper to make flashcards.</li> <li>• Ss will glue flashcard, if T chooses.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT slides cut into sections, as per direction in Materials section above- they become flashcards.</li> <li>• Glue sticks, if desired.</li> </ul>
3 min	<ul style="list-style-type: none"> <li>• <b>Explain Quiz, Quiz, Trade Game:</b></li> <li>• Ask for 2 volunteers.</li> <li>• Have Ss bring flashcards to front of classroom.</li> <li>• Have Ss face each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Ss will listen.</li> <li>• Two S volunteers will demonstrate game.</li> </ul>	<ul style="list-style-type: none"> <li>• Flashcards</li> <li>• 2 volunteers</li> </ul>

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	<ul style="list-style-type: none"> <li>• Taller S will hold up flashcard first.</li> <li>• Shorter S will look at image and say its definition.</li> <li>• If shorter student is not correct, taller S will correct him or her.</li> <li>• Now shorter S will hold up flashcard while taller S says definition.</li> <li>• Shorter S will correct if necessary.</li> <li>• Once two have finished, they trade cards and high five each other.</li> <li>• Ss keep their hands in air.</li> <li>• Ss move to another S who needs a partner and whose hand is in air.</li> <li>• Ask class if these two can ever be partners again. (Yes, bc they will likely have a new card)</li> <li>• Ask if getting the same card again is bad (No, bc we learn from repetition.)</li> </ul>		
8 Min	<ul style="list-style-type: none"> <li>• <b>Start Game.</b></li> <li>• After 3-4 minutes, change the rules:</li> <li>• <b>Have</b> Ss tell how the image represents the rhetorical device.</li> <li>• <b>Stop</b> game when energy fades or total of 10 minutes.</li> <li>• <b>Have</b> Ss drop flashcards at front of room and return to seat.</li> </ul>	<ul style="list-style-type: none"> <li>• Ss will play game.</li> <li>• Ss will return flashcards to front of room.</li> </ul>	<ul style="list-style-type: none"> <li>• Flashcards</li> <li>• Timer or clock</li> </ul>
<b>Modeling ( I do)</b>			
4 min	<ul style="list-style-type: none"> <li>• <b>Tell</b> Ss they will be creating their own rhetorical device PPT or</li> </ul>	Ss listen and watch.	<ul style="list-style-type: none"> <li>• Original PPT</li> <li>• Teacher computer</li> </ul>

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	<p>Google Slide show with the image they found yesterday.</p> <ul style="list-style-type: none"> <li>• (This is where you can customize with a theme, e.g. a text you have been reading, a S's interest, current event, etc.)</li> <li>• <b>Demonstrate</b> opening PPT or Google Slides and creating two new blank slides for first device. Demo naming and saving presentation.</li> <li>• <b>Demonstrate</b> searching for an image by having something in mind first.</li> <li>• <b>Show</b> Ss how to copy the definition from original PPT slide and paste into new slide. (Split computer screen to have original PPT on one side and new PPT on other side.)</li> <li>• <b>Demonstrate</b> how to insert a caption on definition slide that explains how the image shows the rhetorical device.</li> </ul>		<ul style="list-style-type: none"> <li>• New PPT or Google Slide Show open to model creating a new version.</li> <li>• LCD projector</li> <li>• Teacher-found image that represents one of the rhetorical devices.</li> </ul>
<b>Guided Practice with Whole Class ( We do)</b>			
5 min	<ul style="list-style-type: none"> <li>• <b>Have</b> all Ss open PPT or Google and create a new presentation.</li> <li>• <b>Have</b> Ss name it and save it.</li> <li>• <b>Have</b> all Ss create a blank slide and type the name of the device they found yesterday at top.</li> <li>• <b>Have</b> students find an image that represents that device.</li> </ul>	<ul style="list-style-type: none"> <li>• Ss may work in partners if you wish by creating a shared Google Slide Show.</li> <li>• Ss will create two slides with T.</li> </ul>	<ul style="list-style-type: none"> <li>• Ss' computers</li> <li>• PowerPoint or Google Slides</li> </ul>

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	<ul style="list-style-type: none"> <li>• <b>Have</b> Ss save image and paste into Ppt. (Have Ss cite image, if this is your school's practice.)</li> <li>• <b>Have</b> Ss add a second blank slide.</li> <li>• <b>Have</b> Ss type in the device's definition.</li> <li>• <b>Have</b> Ss insert another text box.</li> <li>• <b>Have</b> Ss type in explanation about how the new image represents allusion.</li> <li>• <b>Circulate</b> among Ss to check work. Redirect as needed.</li> </ul>		
<b>Independent Practice in Small Groups (You do)</b>			
20 min	<ul style="list-style-type: none"> <li>• <b>Announce</b> that Ss will now work on their own.</li> <li>• <b>Show</b> Ss holistic rubric- Appendix B.</li> <li>• <b>Read aloud</b> Exemplary descriptors from rubric.</li> <li>• <b>Circulate</b> to answer questions and redirect.</li> </ul>	<ul style="list-style-type: none"> <li>• Ss will continue working to find new images representing the rhetorical devices and creating their individual (or shared) Ppt.</li> <li>• Ss may work in partners if you wish by creating a shared Google Slide Show.</li> </ul>	Rubric for assignment- Appendix B
8 min	<ul style="list-style-type: none"> <li>• <b>Announce</b> that Ss will proofread their work.</li> <li>• <b>Have</b> Ss save document.</li> <li>• <b>Have</b> Ss open their work in Slide Sorter View.</li> <li>• <b>Have</b> Ss pass their computers to a peer or move to sit in a new seat.</li> <li>• <b>Have</b> Ss insert comments in <b>red text</b> for writer to see.</li> <li>• <b>Have</b> Ss return computers or move back to own seats when finished.</li> </ul>	<ul style="list-style-type: none"> <li>• Ss will save document.</li> <li>• Ss will open their work in Slide Sorter View.</li> <li>• Ss will hand their computers to a nearby S to proofread for conventions.</li> </ul>	Ss' computers
2 min	<ul style="list-style-type: none"> <li>• <b>Give</b> Ss instructions for</li> </ul>	Ss will listen.	Instructions for submission- e.g. email,



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	submission for grade. <ul style="list-style-type: none"> <li>• <b>OPTIONAL:</b> Tell Ss they will be sharing their presentations with the class tomorrow, if using Day Three Plans.</li> <li>• <b>Tell</b> Ss they will have quiz over device definitions and examples tomorrow.</li> </ul>		LMS.
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**Procedures: OPTIONAL DAY THREE**

Time	Teacher	Students	Materials
<b>Anticipatory Set</b>			
3 min	<b>Have</b> Ss open their presentations on their devices and save them one more time.	Ss open their presentations.	Computers
5 min	<b>Announce</b> that today is Quiz. Ask Ss to write about which rhetorical device was most difficult for them to represent with an image and which was most difficult to learn in order to review.	Ss write.	SS can crowd-source on board or write on slip of paper with name to hand in, so you can follow up during review time.
5 min	<b>Follow up</b> with discussion about the most difficult devices. Ask Ss to offer ideas about how they illustrated them or remember them.	Ss will share ideas.	None
3 min.	<ul style="list-style-type: none"> <li>• <b>Have</b> Ss take a sheet of paper and tear it into four pieces.</li> <li>• <b>Tell</b> Ss they will be reviewing by evaluating other Ss' presentations and giving them feedback on the pieces of paper.</li> <li>• <b>Write</b> on board the format for review: <b>Writer's name</b> <b>1. Compliment</b></li> </ul>	Ss will tear a sheet of paper into fourths.	One piece of paper per student.  Pencil or pen

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	<b>2. Compliment</b> <b>3. Challenge</b> <b>Reviewer's name</b> <b>Period</b>		
15 min	<ul style="list-style-type: none"> <li>• <b>Have</b> students move three seats clockwise and review this presentation.</li> <li>• <b>Set</b> timer for 3 minutes. (If this seems like too long, shorten it; too short, lengthen it.)</li> <li>• <b>Wander</b> around room as Ss review each others' work.</li> <li>• <b>Have</b> Ss move again and repeat every 3 minutes for a total of 12 minutes.</li> <li>• <b>Have</b> Ss return to their own desks and close their computers.</li> </ul>	Ss will move seats. Ss will read others' presentations. Ss will write feedback to other Ss, following format written on board.	Clock or timer
20 min	<b>Hand out</b> quiz (Appendix B) or assign on LMS.	Ss will take Q.	Appendix C and KEY
2 min	<ul style="list-style-type: none"> <li>• <b>Thank</b> Ss for their hard work.</li> <li>• <b>Explain</b> that we will be looking for these devices in the nonfiction texts we will be reading. And more importantly, we will begin to think about why they are used and the arguments they support.</li> <li>• <b>Ask</b> a question as a tease- "What argument is the sleeping vendor sending to her customers?"</li> </ul>	Ss will listen and think.	None