

# Lesson Plan 1

## English Language Arts

Grade: 11

Unit Title: *The Things They Carried*

Length: 6 days

**\*\*Note to Participants:** This is an excerpt from a six day lesson. To see the entire lesson, please visit [msde.blackboard.com](http://msde.blackboard.com) under the curriculum resources tab.

### Lesson Overview

In this lesson, students are introduced to the history, politics, and rhetoric of the Vietnam War through landmark speeches by politicians, social movement leaders, and scholars. Using a rhetoric resource handout and Nixon's "Address to the Nation on the War in Vietnam," students begin by examining the complexity of America's involvement with the Vietnam War and the rhetorical features of speeches that justified political and military action. Next, they will engage in a close reading of Ho Chi Minh's "Declaration of Independence of the Democratic Republic of Vietnam." For homework, students will be assigned one of five other landmark speeches to read and take critical notes about the evident themes and rhetorical devices. In the following class, students will summarize the major points of the speech and delineate the reasoning behind the main arguments to explain the overall purpose. They will select two central ideas and explain how they are developed throughout the speech. Each group will determine which examples of rhetoric are particularly effective and explain how the use of these devices contributes to the overall power of the piece. Finally, they will prepare to present their findings to the class in the subsequent days with an appropriate visual or audio aid. As a conclusion, students will write an explanatory essay about how the burden of responsibility to self, community, and country reflected in the faces of war.

### Teacher Planning, Preparation, and Materials

- Plan with UDL in mind by using the audio version of speech to address different student needs and learning styles.  
**IMPORTANT NOTE:** Consider the need for Accessible Instructional Materials (AIM) and/or for captioned/described video when selecting texts, novels, video and/or other media for this unit. See "Sources for Accessible Media" for suggestions on Maryland Learning Links: <http://marylandlearninglinks.org>.
- Differentiate the lesson for English Language Learners by chunking portions of the text and providing a vocabulary sheet.
- Apply extension or enrichment strategies to differentiate the lesson for advanced/gifted and talented students such as additional speech analysis.

**IMPORTANT NOTE:** No text model or website referenced in this unit has undergone a review. Before using any of these materials, local school systems should conduct a formal approval review of these materials to determine their appropriateness. Teacher should always adhere to any Acceptable Use Policy enforced by their local school system.

### Essential Question

How is the burden of responsibility to self, community, and country reflected in the faces of war?

### Unit Standards Applicable to This Lesson

### Reading Informational Text

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**CCSS.RI.11-12.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**CCSS.RI.11-12.2:** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**CCSS.RI.11-12.5:** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**CCSS.RI.11-12.7:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**CCSS.RI.11-12.8:** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

**CCSS.RI.11-12.9:** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

**CCSS.RI.11-12.10:** By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Writing**

**CCSS.W.11-12.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**CCSS.W.11-12.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**CCSS.W.11-12.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**CCSS.W.11-12.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.W.11-12.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Speaking and Listening**

**CCSS.SL.11-12.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.SL.11-12.4:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**CCSS.SL.11-12.5:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

### **Language**

**CCSS.L.11-12.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.L.11-12.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word

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meanings.

### Lesson Procedure

#### Day 1

**Learning Outcome:** Watch and listen to President Nixon's "Address to the Nation on the War in Vietnam." Identify the major themes, the purpose, and rhetorical features.

Nixon's : <http://www.americanrhetoric.com/speeches/richardnixongreatsilentmajority.html>

1. Give out a text copy of Nixon's speech, the Rhetoric Resource sheet, and the A Nation At War Worksheet. Have students watch and listen to President Nixon's "Address to the Nation on the War in Vietnam." While they listen, have them follow along on the hard copy of the speech. Tell students to identify the major themes, the purpose, and rhetorical features. Remind students to cite specific textual evidence.
2. After the video has concluded, have students work in pairs to discuss their findings and compare the rhetorical features using the handout (Lesson Plan 1, Resource 1 Rhetoric).
3. Have the class discuss their notes from each category and record answers on a smart board, chalkboard, LCD, or on chart paper. Guide students to accurately identify the rhetorical devices used in his speech. Make sure to have students cite specific textual evidence from Nixon's speech to support each of their points.

**Exit ticket:** Have students write one new question they have about the Vietnam War.

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#### Day 2

**Learning outcome:** Students will engage in a close reading of Ho Chi Minh's "Declaration of Independence of the Democratic Republic of Vietnam" in order to

1. Teacher Reviews basic structure of the "Declaration of Independence"

**Teacher Notes:** *Remind students that the Declaration of Independence is organized in the following manner:*

- *Introduction—When a government oppresses a group of people, the people have the right to overthrow their leaders when they no longer serve the rights of the people*
  - *Body: Basic and Unalienable Rights we deserve, Charges against the King, Responses to the King*
  - *Conclusion-Demand freedom and Liberty*
2. **First Read:** Give students a copy of Ho Chi Minh's "Declaration of Independence of the Democratic Republic of Vietnam." Teacher will have students complete a first read of Ho Chi Minh's "Declaration of Independence of the Democratic Republic of Vietnam" and identify the structural elements that are similar to the American "Declaration of Independence."

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<http://www.unc.edu/courses/2009fall/hist/140/006/Documents/VietnameseDocs.pdf>

3. Using the close reading guide (Lesson Plan 1 Task 2) guide students through a close reading of the text.
4. Explanatory Essay: (Rubric included at the end of lesson plan)

“How is the burden of responsibility to self, community, and country reflected in the speeches by Minh and Nixon?”

Or

“What themes of responsibility are reflected in the speeches by Minh and Nixon? To whom are they responsible? Why?”

Or

“How is the theme of responsibility evident in the rhetoric of Minh and Nixon? To whom are they responsible? Why?”

**Homework:** Divide students into 5 groups. Each group will be assigned to a landmark speech from the course of the Vietnam era. Have students listen to the audio recording of their speech (except group 2 since there is no recording).

### **Homework Directions:**

**For your assigned speech, read and take critical notes on the text. Make sure to highlight the major themes and rhetorical devices used. Make sure to consider the intended audience of each one.**

Group 1 - JFK: <http://research.archives.gov/description/193152>

Group 2 - Michael Mansfield

<http://content.lib.umt.edu/cdm/singleitem/collection/mansfieldspeeches/id/555/rec/1>

Group 3 - L.B. Johnson– “Peace without Conquest”

<http://www.presidency.ucsb.edu/mediaplay.php?admin=36&id=26877>

Group 4 - Martin Luther King “Beyond Vietnam”

<http://www.americanrhetoric.com/speeches/mlkatimetobreaksilence.htm>

Group 5- L.B. Johnson’s Speech: <http://www.americanrhetoric.com/speeches/lbjvietnam.htm>

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**Lesson Plan 1 *The Things They Carried***

**Task 1 – A Nation At War Worksheet**

**Directions:** Listen to President Nixon’s speech “Address to the Nation on the War in Vietnam.” Identify the purpose of the speech and list themes and rhetorical devices. Be sure to cite specific text evidence for each category.

Purpose (Hint: Who is the audience?)			
Theme and Rhetorical Analysis			
	Exposition	Body of Speech	Conclusion
Themes			
Rhetorical Devices			

Additional Notes:

<p><b>Alliteration</b>  <i>Def: Repetition of initial consonant letters</i></p> <p>Ex) "No one standing in this house today can <b>pass a puritanical test of purity</b> that some are demanding that our elected leaders take." -- Richard Gephardt</p>	<p><b>Allusion</b>  <i>Def: reference to a famous person, historical event, place, or work of art.</i></p> <p>Ex) "And I can pledge our nation to a goal: When we see that <b>wounded traveler on the road to Jericho</b>, we will not pass to the other side."</p> <p>-- George W. Bush, <u>2000 Inaugural Address</u></p>	<p><b>Anadiplosis</b>  <i>Def: Figure of repetition that occurs when the last word or terms in one sentence, clause, or phrase is/are repeated at or very near the beginning of the next sentence, clause, or phrase.</i></p> <p>Ex) "Tonight, we are a country awakened to danger and called to defend freedom. Our grief has turned to <b>anger</b>, and <b>anger</b> to resolution."</p> <p>-- George W. Bush, <u>9-20-01 Address to Congress and the Nation</u></p>	<p><b>Analogy</b>  <i>Def: explicit comparison is made between two things.</i></p> <p>Ex) "Our men in uniform are like the college football players. While the struggle is impending, they are observing the rules of training that they may be fit to fight. But when the game has been won, the temptation to break training and make up for the restraints of the past months and years will be a mighty one."</p> <p>-- John D. Rockefeller, Jr., <u>War Campaign Address</u></p>
<p><b>Anaphora</b>  <i>Def: Repetition of first word in a set of sentences or clauses.</i></p> <p>Ex) "To raise a happy, healthy, and hopeful child, <b>it takes</b> a family; <b>it takes</b> teachers; <b>it takes</b> clergy; <b>it takes</b> business people; <b>it takes</b> community leaders; <b>it takes</b> those who protect our health and safety. <b>It takes</b> all of us." -- Hillary Clinton, <u>1996 Democratic National Convention Address</u></p>	<p><b>Anesis</b>  <i>Def: a concluding sentence, clause, or phrase is added to a statement which purposely diminishes the effect of what has been previously stated.</i></p> <p>Ex) "This year's space budget is three times what it was in January 1961, and it is greater than the space budget of the previous eight years combined. That budget now stands at 5 billion, 400 million dollars a year -- a staggering sum, <b>though somewhat less than we pay for cigarettes and cigars every year.</b>"</p> <p>-- John F. Kennedy, <u>Rice University Address on Space Exploration</u></p>	<p><b>Antimetabole</b>  <i>Def: Figure of emphasis in which the words in one phrase or clause are replicated, exactly or closely, in reverse grammatical order in the next phrase or clause; an inverted order of repeated words in adjacent phrases or clauses (A-B, B-A).</i></p> <p>Ex) "When <b>you look into an abyss</b>, the <b>abyss also looks into you.</b>" -- Frederick Nietzsche</p>	<p><b>Antithesis</b>  <i>Def: a contrasting of opposing ideas in adjacent phrases, clauses, or sentences.</i></p> <p>Ex) "I have a dream that my four little children will one day live in a nation where they will <b>not be judged by the color of their skin</b> but <b>by the content of their character.</b> I have a dream today!"</p> <p>-- Martin Luther King, Jr., <u>I Have a Dream</u></p>

<p><b>Aposiopesis</b>  <i>Def: Abrupt stop or pause, speaker does not complete the sentence</i></p> <p>Ex) "The MiG-28 does have a problem with its inverted flight tanks. It won't do a Negative G push over. The latest intelligence tells us that the most it will do is one negative -- Excuse me, Lieutenant, is there something wrong?"</p> <p>-- delivered by Kelly McGillis (from the movie <i>Top Gun</i>)</p>	<p><b>Appositio</b>  <i>Def: an appositive</i>  <b>"Here, in the great, liberal state of Massachusetts, the cradle of liberty and abolitionism, a woman was arrested on a minor criminal charge."</b></p> <p>-- Pauli Murray</p>	<p><b>Assonance</b>  <i>Def: Repetition of words with similar vowel sounds.</i>                  Ex) "The gloves didn't fit. If it doesn't <u>fit</u>, you must acqu<u>it</u>."</p> <p>-- Johnny Cochran, Closing Arguments from the O.J. Simpson Trial</p>	<p><b>Asyndeton</b>  <i>Def: Figure of omission in which normally occurring conjunctions (and, or, but, for, nor, so, yet) are intentionally omitted in successive phrases</i>                  Ex) "Duty, <u>Honor, Country</u>: Those three hallowed words reverently dictate what you ought to be, <u>what you can be, what you will be</u>. They are your rallying points: to build courage when courage seems to fail; <u>to regain faith when there seems to be little cause for faith; to create hope when hope becomes forlorn.</u>"</p> <p>-- General Douglas MacArthur, Thayer Award Acceptance Address</p>
<p><b>Catachresis</b>  <i>Def: Highly unusual and outlandish comparison is made between two things.</i></p> <p>Ex) "The President's decision yesterday, to set into motion the development of the hydrogen bomb, has placed us on a <u>knife edge of history</u>."</p> <p>-- Henry M. Jackson</p>	<p><b>Climax</b>  <i>Def: sentences are arranged in order of increasing intensity or importance, often in parallel construction;</i>                  EX) "And from the crew of Apollo 8, we close with <u>good night, good luck, a merry Christmas, and God bless all of you, all of you on the good earth.</u>"</p> <p>-- Frank Borman, Astronaut</p>	<p><b>Conduplicatio</b>  <i>Def: repetition key word or words in one phrase or clause are repeated near the beginning of successive sentences</i>                  Ex) "This afternoon, in this room, I testified before the Office of Independent Council and the Grand Jury. I answered their <u>questions</u> truthfully, including <u>questions</u> about my private life -- <u>questions</u> no American citizen would ever want to answer."</p> <p>-- William Jefferson Clinton</p>	<p><b>Diacoep</b>  <i>Def: Figure of repetition in the same word or phrase occurs on either side of an intervening word or phrase; word/phrase x, ..., word/phrase x.</i>                  Ex) "And <u>we read</u>, incredible as it seems, <u>we read</u> of survivors struggling in the water...."</p> <p>-- Peter Marshall (on the Titanic tragedy)</p>

<p><b>Distinctio</b>  <i>Def: Figure of explication in which an introductory reference to a word's meaning is made (e.g., "by x I mean", "which is to say that", "that is") followed by a further elaboration of that word's meaning</i></p> <p>Ex) "I've been in football all my life, really, and I want to say this -- that it's a great game, and it's a <b><u>Spartan type of game. I mean by that it takes Spartan qualities in order to be a part of it, to play it. And I speak of the Spartan qualities of sacrifice and self-denial rather than that other Spartan quality of leaving the weak to die.</u></b>"</p> <p>-- Vince Lombardi</p>	<p><b>Emthymeme</b>  <i>Def: figure of reasoning in which one or more statements of a syllogism (a three-pronged deductive argument) is/are left out of the configuration</i></p> <p>Ex1: - All humans are mortal. (major premise)</p> <p>- Michael is human. (minor premise)</p> <p>- Michael is mortal. (conclusion)</p> <p>"I wanted to serve as President because I love this country and because I love the people of this Nation."</p> <p>-- Jimmy Carter, 1980 Concession Address</p> <p>- Those who love [America] and love her people want to serve as President. (major premise)</p> <p>- I love this country and its people. (minor premise)</p> <p>- I want(ed) to serve as President. (conclusion)</p>	<p><b>Enumeratio</b>  <i>Def: the listing or detailing of the parts of something.</i>      Ex) "But, I think that any <b><u>ontological history of our selves has to analyze three sets of relations: our relations to truth; our relations to obligations; our relations to ourselves and to the others.</u></b>"</p> <p>-- Michel Foucault, UC Berkeley Lecture "The Culture of the Self"</p>	<p><b>Epanalepsis</b>  <i>Def: beginning and ending a phrase or clause with the same word or words.</i>      Ex) "The time must come. <b><u>It's enough</u></b> -- enough to go to cemeteries, enough to weep for oceans -- <b><u>it's enough.</u></b>"</p> <p>-- Elie Wiesel, <u>Speech at Buchenwald Concentration Camp</u></p>

Lesson Plan 1, Resource 1- Rhetoric

Source: www.americanrhetoric.com

<p><b>Epistrophe</b>  <i>Def: repetition of the last word or set of words in one sentence, clause, or phrase</i></p> <p>Ex) "I have only a very brief opening statement. I welcome these hearings because of the opportunity that they provide to the American people to better understand why the tragedy of 9/11 happened and what we must do to prevent a reoccurrence. I also welcome the hearings because it is finally a forum where I can apologize to the loved ones of the victims of 9/11. To them who are here in the room, to those who are watching on television: Your government <b>failed you</b>; those entrusted with protecting you <b>failed you</b>; and I <b>failed you</b>. We tried hard, but that doesn't matter -- because we failed.</p> <p>- Richard Clarke, <u>Testimony before the 9/11 Commission</u></p>	<p><b>Epitheton</b>  <i>Def: uses an adjective or adjectival phrase to characterize a person, thing, attribute, or quality</i></p> <p>Ex) "Somewhere today, a mother facing <b>punishing poverty</b> still takes the time to teach her child, scrapes together what few coins she has to send that child to school -- because she believes that a cruel world still has a place for that child's dreams."</p> <p>-- Barack Obama, <u>Nobel Prize for Peace Lecture</u></p>	<p><b>Epizeuxis</b>  <i>Def: repetition of the same word, word, word....</i></p> <p>Ex) "What kind of America do we want over the next 20-25 years? Do we want an America that's going to be able to compete in a global marketplace with two serious challengers: China and India? Over the next 20-25 years China and India will emerge as <b>serious, serious, serious</b> global players. And we will have to compete with them."</p> <p>-- J.C. Watts, <u>Keeping American Competitive in the Global Marketplace</u></p>	<p><b>Euphemismos</b>  <i>Def: Figure used to transform an unpleasant, distasteful or repulsive expression into more socially acceptable terms.</i></p> <p>Ex) <u>Will</u>: "We're going to <b>steal</b> the ship? That ship?"</p> <p><u>Jack</u>: "<b>Commandeer</b>. We're going to <b>commandeer</b> that ship. Nautical term."</p> <p>-- delivered by Johnny Depp &amp; Orlando Bloom (from the movie <i>Pirates of the Caribbean: The Curse of the Black Pearl</i>)</p>
<p><b>Exemplum</b>  <i>Def: An example</i></p> <p>Ex) "We have tried since the year nineteen hundred and thirty-five to educate our local unions to the acceptance of area-wide contracts, with membership as large as international unions have in the entire United States. <b>As an example, we have 165,000 members in New York city; we have 147,000 in Chicago; we have 140,000 in Los Angeles.</b>"</p> <p>-- Jimmy Hoffa, <u>1962 Address at Harvard University</u></p>	<p><b>Expletive</b>  <i>Def: a single word or short phrase, usually interrupting normal speech, is used to lend emphasis to the words on either side of the expletive</i></p> <p>Ex) "It would be fitting and good, <b>I think</b>, if, on each inaugural day in future years, it should be declared a day of prayer."</p> <p>-- Ronald Reagan, <u>First Inaugural Address</u></p>	<p><b>Hyperbole</b>  <i>Def: deliberate exaggeration of a person, thing, quality</i></p> <p>Ex) "So first of all, let me assert my firm belief that <b>the only thing we have to fear is fear itself.</b>"</p> <p>-- Franklin Delano Roosevelt, <u>First Inaugural Address</u></p>	<p><b>Hypophora</b>  <i>Def: raising and responding to one's own question(s).</i></p> <p>Ex) "When the enemy struck on that June day of 1950, what did America do? It did what it always has done in all its times of peril. It appealed to the heroism of its youth."</p> <p>-- Dwight D. Eisenhower, <u>I Shall Go to Korea Address</u></p>

Lesson Plan 1, Resource 1- Rhetoric

Source: www.americanrhetoric.com

<p><b>Metaphor</b>  <i>Def: a comparison made by speaking of one thing in terms of another</i>                  Ex) "With this faith we will be able to transform <b><u>the jangling discords of our nation</u></b> into a <b><u>beautiful symphony of brotherhood.</u></b>"</p> <p>— Martin Luther King, <i>I Have a Dream</i></p>	<p><b>Oxymoron</b>  <i>Def: combining two opposites together</i>                  EX) You know, this moment right here, it's -- it's <b><u>unbelievably believable.</u></b> You know, it's unbelievable because in the moment, we're all amazed when great things happen. But it's believable because, you know, great things don't happen without hard work.</p> <p>— Robert Griffin III, 2011 Heisman Trophy Acceptance Address</p>	<p><b>Paradox</b>  <i>Def: A contradictory statement that reveals truth</i></p> <p>Ex) "Mr. Chairman, Mr. President, my fellow Democrats, my fellow Americans:</p> <p>I <b><u>proudly, and humbly</u></b> accept your nomination."</p> <p>— Hubert Humphrey, 1964 Democratic National Convention Address</p>	<p><b>Parallelism</b>  <i>dEf: successive words, phrases, clauses with the same or very similar grammatical structure</i></p> <p>Ex) "I've tried to offer leadership to the Democratic Party and the Nation. If, in my high moments, I have done some good, <b><u>offered some service, shed some light, healed some wounds, rekindled some hope,</u></b> or stirred someone from apathy and indifference, or in any way along the way helped somebody, then this campaign has not been in vain."</p> <p>— Jesse Jackson, 1984 Democratic National Convention Address</p>
<p><b>Personification</b>  <i>Def: Attributing human qualities to inanimate objects</i>                  Ex) "Once again, the <b><u>heart of America is heavy.</u></b> The <b><u>spirit of America weeps</u></b> for a tragedy that denies the very meaning of our land."</p> <p>— Lyndon Baines Johnson</p>	<p><b>Ploysyndeton</b>  <i>Def: the deliberate and excessive use of conjunctions in successive words or clauses.</i>                  Ex) "We must change that deleterious environment of the 80's, that environment which was characterized by <b><u>greed and hatred and selfishness and</u></b> mega-mergers <b><u>and</u></b> debt overhang...."</p> <p>— Barbara Jordan, 1992 Democratic National Convention Keynote Address</p>	<p><b>Rhetorical Question</b>  <i>Def: which asks a question, not for the purpose of further discussion, but to assert or deny an answer implicitly; a question whose answer is obvious or implied.</i></p> <p>Ex) Can anyone look at the record of this Administration and say, "Well done"?</p> <p>Can anyone compare the state of our economy when the Carter Administration took office with where we are today and say, "Keep up the good work"?</p>	<p><b>Scesis Onomaton</b>  <i>Def: a successive series of words or phrases whose meanings are generally equivalent.</i>                  Ex) "Ah <b><u>sinful nation, a people laden with iniquity, a seed of evildoers, children that are corrupters.</u></b>"</p> <p>— Isaiah 1:4, KJV</p>
		<p>Can anyone look at our reduced standing in the world today and say, "Let's have four more years of this"?</p> <p>— Ronald Reagan, 1980 Republican National Convention Acceptance Address</p> <p><b>Note:</b> Reagan was a particularly effective user of "stacked" rhetorical questions.</p>	

Lesson Plan 1, Resource 1- Rhetoric

Source: www.americanrhetoric.com

<p><b>Sententia</b>  <i>Ex) Figure of argument in which a wise, witty, or pithy maxim or aphorism is used to sum up the preceding material.</i>                  Ex) "So, I'm happy tonight. I'm not worried about anything. I'm not fearing any man. <b><u>'Mine eyes have seen the glory of the coming of the Lord.'</u></b>"                  -- Martin Luther King, Jr., <i>I've Been to the Mountaintop</i></p>	<p><b>Simile</b>  <i>Def: Making a comparison using like or as</i>                  Ex) "A <b><u>Republic whose history, like the path of the just, is as the shining light that shineth more and more unto the perfect day.</u></b>"                  -- William Jennings Bryan</p>	<p><b>Symploce</b>  <i>Def: repetition of the <u>first</u> and <u>last</u> words in a clause over successive clauses.</i>                  Ex) "You don't want the truth because deep down in places you don't talk about at parties, <b><u>you want me on that wall -- you need me on that wall.</u></b>"                  -- delivered by Jack Nicholson (from the movie <i>A Few Good Men</i>)</p>	<p><b>Synecdoche</b>  <i>Def: any part or portion or quality of a thing used to stand for the whole of the thing or vice versa -- genus to species or species to genus.</i>                  Ex) "Give us this day our daily <b><u>bread.</u></b>"                  -- Matthew 6:11                  Note: In this case, the part (bread) stands in for the whole (food and perhaps other necessities of life)</p>
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Alliteration	Allusion	Anadiplosis	Analogy
Anaphora	Anesis	Antimetabole	Antithesis
Aposiopesis	Appositio	Assonance	Asyndeton
Catachresis	Climax	Conduplicatio	Diacope
Distinctio	Enthymeme	Enumeratio	Epanalepsis
Epistrophe	Epitheton	Epizeuxis	Euphemismos
Exemplum	Expletive	Hyperbole	Hypophora
Metaphor	Oxymoron	Paradox	Parallelism
Personification	Polysyndeton	Rhetorical Question	Scesis Onomaton
Sententia	Simile	Symploce	Synecdoche