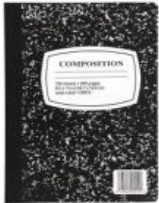


# Thursday

May 1, 2014 (5.1.14)

## Materials



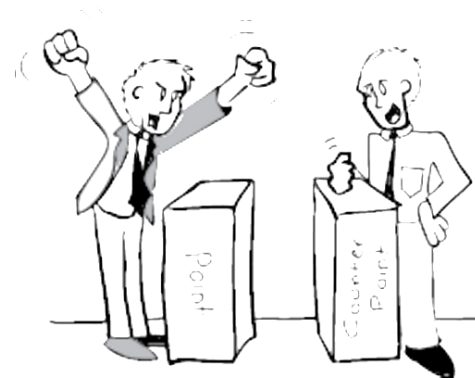
Composition Book  
& Pen or Pencil

## Agenda

### Time Estimate

### Activity

5	Points Update // Rule Reminder
10	Warm Up
20	GT #15: <i>Parallel Structure</i>
3	<i>Aims of Argument</i> Study Guide
10	Notes: Rhetorical Devices
30	Read: <i>Yes, We Can...</i>
Remaining	Silent Reading



# Points Update // Rule Reminder

- Need 220 points for no final
- 4 points per day = 44 points = 204 points
- 6 points per day = 66 points = 226 points

## Common Points Lost:

- Talking while others are explaining (#3 and #5)
- No materials out before music ends (#2)
- Getting up / moving without raising hand (#4)
- Not working on assignment (#5)

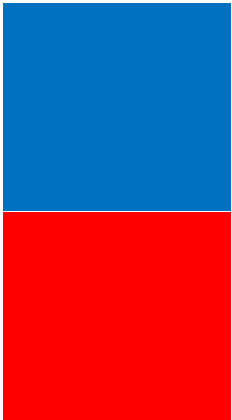
# Warm Up

May 1, 2014 (5.1.14)

Volume-O-Meter: 0 (Silence)

Time: 5 Minutes

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1. How did FCAT testing go last week? Can you remember any specific passages or stories that were easy or confusing?
2. Last time we met, you took notes on **propaganda**. List 3 kinds of propaganda and give an example from a commercial you've seen. Use your notes.

# Transition



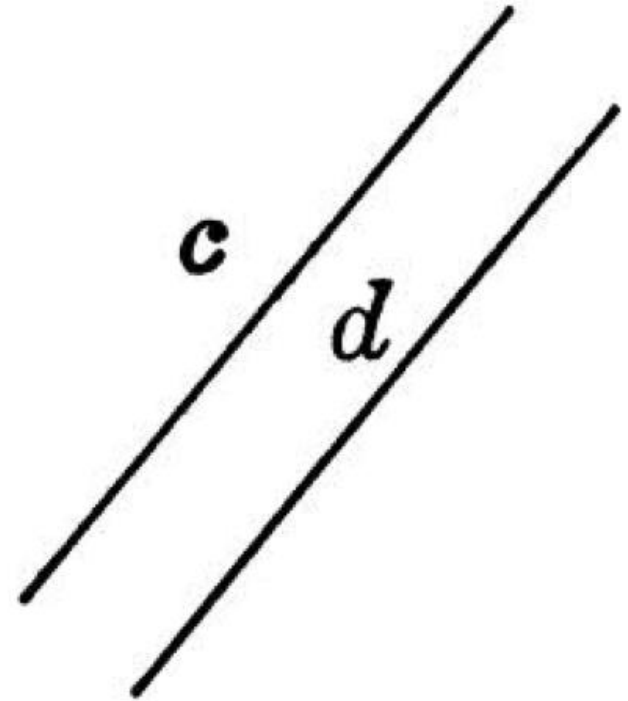
Notes

## GT #15: *Parallel Structure*

“Mary likes hiking, biking, and to swim”

# GT #15: Parallel Structure

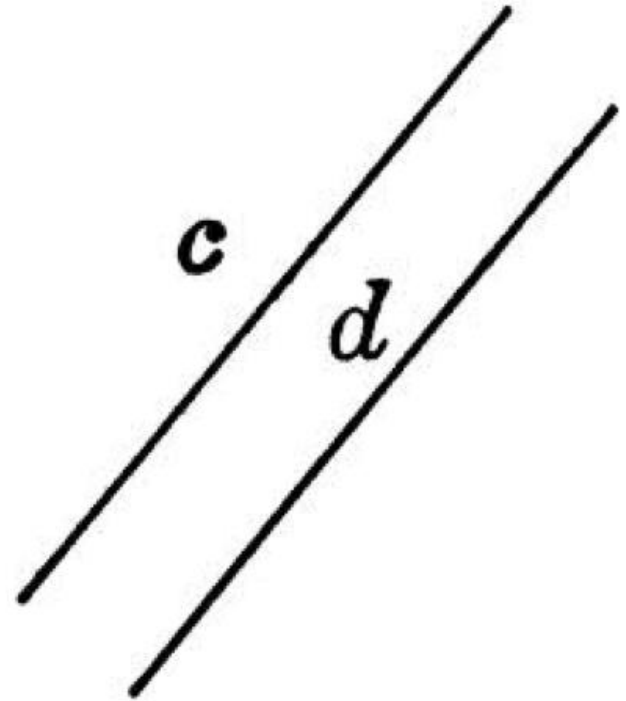
- Defined as using the same pattern of words; also shows that two or more ideas have the same importance level in a sentence.
- Simple: “I like *to* dance and *to* sing.” or “I like *singing* and *dancing*.”
- Complex: “The student wrote his report *quickly*, *accurately*, and *in a detailed manner*.”



# GT #15: Parallel Structure

Use P.S., especially when:

1. **Elements joined by a conjunction**  
INCORRECT: Your company, and what its potential is, are of great value to us.
2. **Elements are in a list or series**  
INCORRECT: The tribes emphasized survival, mutual aid, and being responsible.
3. **If elements are being compared**  
INCORRECT: I like swimming more than to dive.
4. **If elements are joined by a linking verb**  
INCORRECT: To succeed is opening a new door into prosperity.



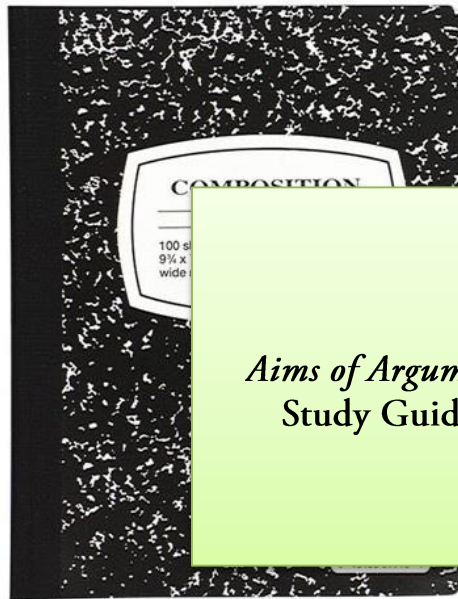
# GT #15: *Parallel Structure*

Re-write sentences to maintain parallel structure:

1. He wanted three things out of college: to learn a skill, to make good friends, and learning about life.
2. In English class, Tashonda learned to read poems critically and she appreciated good prose.
3. Phuong Tran has wit, charm, and she has an extremely pleasant personality.
4. Mr. Nguyen kept his store clean, neat, and he made it conveniently arranged.
5. There's nothing I like better than finding a good trout stream, setting up camp, and to spend a couple of days fishing.
6. Kim practices yoga every day because it's relaxing and for flexibility.



# Transition



*Aims of Argument*  
Study Guide



Study Guide

The BIG Question:  
How can I create and sustain an argument?

Key Text(s):  
*Professional Exemplars / Your Writing*

Concept 1:  
Introductions

1. How does one begin to “sell” an idea?

Concept 2:  
Support & Evidence

2. What makes good support in an essay?  
  
3. How do professional authors construct their support and evidence?

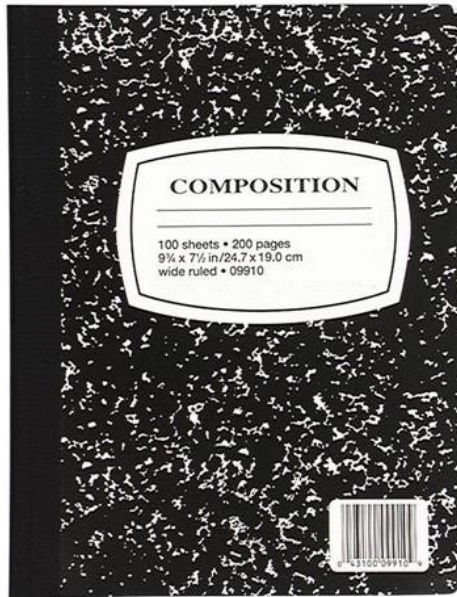
Vocabulary  
SSHTT, funnel, quote, anecdote, question, persuasive appeals, logos, pathos, ethos, credos

Vocabulary  
QtA, propaganda, rhetorical devices

Concept 3:  
Conclusions & Counterpoint

Vocabulary

# Transition



Notes

# Rhetorical Devices

- Techniques used by an author or speaker in a speech
- Contributes to a “good” speech

# Restatement vs. Repetition

- Repetition: repeating the same idea using the same words
- Restatement: repeating the same idea using different words

Repetition

Repetition

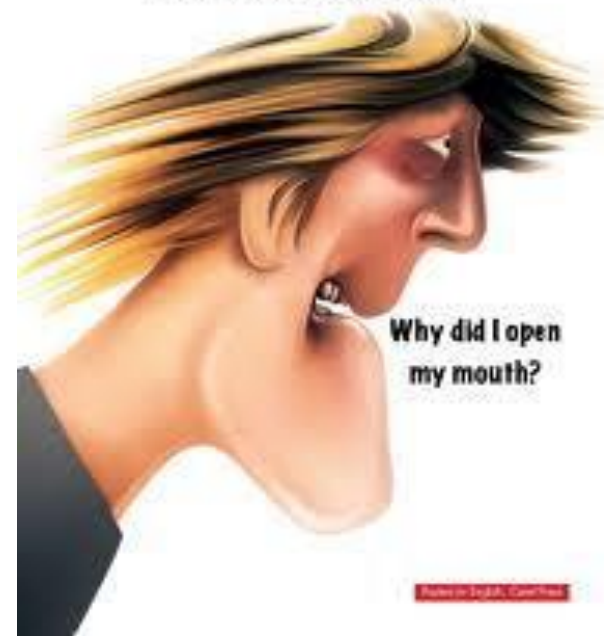
Repetition

# Rhetorical Question(s)

- When the speaker asks a question for dramatic effect; speaker does not want a response
- Answer is typically obvious

## **Rhetorical question**

is used to stress a point,  
not to get an answer



# Parallelism

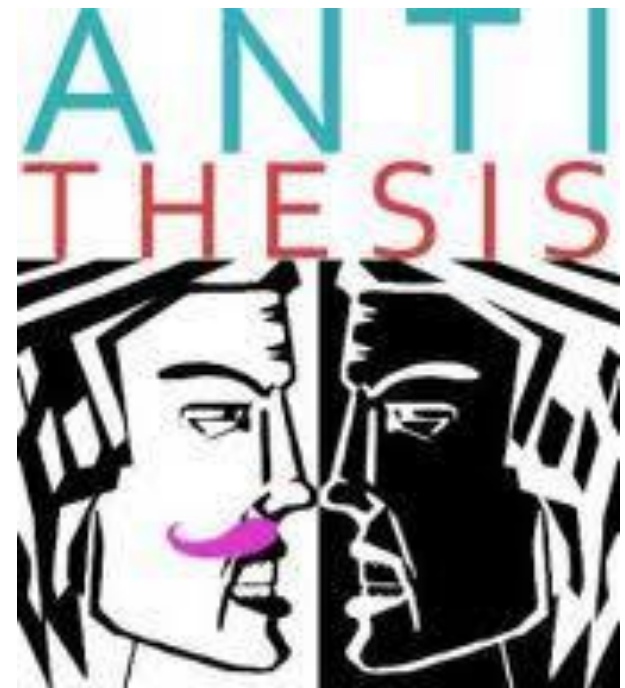
- Repeats a grammatical structure of a sentence
- See GT #15





# Antithesis

- Using strongly contrasting (different) words or idea
- Good vs. Evil, Heaven vs. Hell, etc.



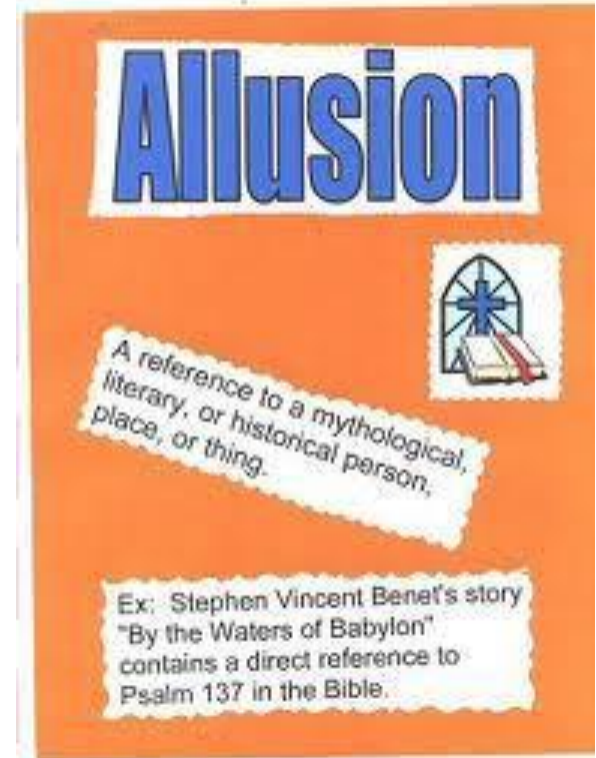
# Anaphora

- Repetition of the same word at the beginning of a sentence



# Allusion

- A reference to another work, usually well-known
- Fairy Tales, *Bible*, *Declaration of Independence*, *Bill of Rights*, etc.



# Practice: *I Have a Dream* (MLK)

## A S S I G N M E N T

- I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self evident, that all men are created equal."
- I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood...
- I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character...
- I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; "and the glory of the Lord shall be revealed and all flesh shall see it together."

# Read / Discuss: *Yes, We Can* (Obama)

## A S S I G N M E N T

### Directions (Vol-1):

- Sheet of paper: Make 2 column organizer:
  - Left: Line from Text
  - Right: Type of Rhetorical Device
- Grab workbook
- Pg. 255
- Read aloud
- Work together as team: 8-10 entries; turn in at end of class
- Silent read if done early

