

JUDICIAL
ADDRESS
ONE

JUDICIAL ADDRESS ONE INVENTION

Character Bias

Tools for the Teacher

- Judicial Address One: Invention Worksheet (Student Workbook page 27)
- Appendix One: Tools of Invention

Skills to Be Mastered

In this lesson, students learn to identify the various biases of characters related to the issue.

Definitions

- ◇ **Admonish:** To chasten, cleanse, correct, or punish in love
- ◇ **Bias:** The inclination to favor or oppose people, institutions, actions, things, ideas, or opinions. The word “bias” is Greek for “a leaning.”
- ◇ **Defendant:** The character accused of the action considered in the issue.
- ◇ **Action:** The action/verb of the issue
- ◇ **Effect of Action:** Helps us identify the victim.
- ◇ **Victim:** The person or group hurt by the action of the issue.

Background for the Teacher

- ◇ **Logos:** Students learn that characters have identifiable biases.
- ◇ By identifying biases, students gather information for their ANI.
- ◇ In LTW I, students gathered information from eyewitnesses without considering bias. In LTW II, they consider their biases.
- ◇ Bias is commonly used for an unfair inclination, but not all biases are bad. It is good to be biased in favor of truth over falsehood, for example.

◇ Judicial issues are written in the form “whether X should be admonished for Y.” The word “admonish” was chosen to capture a wide range of issue severity. There may be a more appropriate verb for your student’s issue, such as “chasten,” “correct,” “discipline,” “punish,” etc. Students should be encouraged to choose the most appropriate term.

Steps to Teach the Lesson

◇ **REVIEW** LTW I Testimony. Note that information from witnesses tends to be about settings, characters, and actions.

◇ **DISCUSS** experiences (i.e., things students have seen, read, and/or lived) that express the human tendency toward bias. For example, “When Han Solo met Luke Skywalker, was he inclined to favor or oppose him?”

◇ Following the pattern below, **PRESENT** two or more examples that show how to identify character biases. Examples are provided after the Steps to Teach. Develop or draw additional examples from class discussions and readings.

- *Identify the defendant, action, and victim*
- *Choose a character from the story.*
- *Note whether the character is inclined to favor or oppose the defendant and how he shows his bias.*
- *Note whether the character is inclined to approve or disapprove of the action and how he shows his bias.*
- *Note whether the character is inclined to favor or oppose the victim and how he shows his bias.*

◇ **COMPARE** the examples of character bias you presented to your students. How did each character described above manifest bias?

◇ **ASK:** What is a bias? What can it favor or oppose? How is it shown? How will you use character bias to develop your ANI?

◇ **ASSIGN** the worksheet found on page 69 and in the Student Workbook.

Examples

Example A: From *Julius Caesar*

Select a group or character:

Roman crowd

Note what they favor or oppose:

Brutus(defendant), murder(action), Caesar (victim)

How do they show their bias:

Brutus–(F) they listen and believe; murder–(O) they are easily convinced by Antony; Caesar–(F) they listen closely to Antony

Example B: From *To Kill a Mockingbird*

Select a group or character:

Atticus Finch

Note what they favor or oppose:

Scout(defendant), trespassing(action, Mr. Radley(victim))

How do they show their bias:

Scout–(F) teaches her to read; trespassing–(O) forbids Scout from going to Radley home; Mr. Radley–(F) tries to protect Mr. Radley’s privacy

Assessment

Confirm that students:

- Can identify character bias concerning defendants, actions, and victims as well as additional biases*
- Can explain how biases are shown*

Character Bias

Key Terms:

- ◇ **ADMONISH** – To chasten, cleanse, correct, or punish in love
- ◇ **BIAS** – The inclination to favor or oppose people, institutions, actions, things, ideas, or opinions. The word bias is Greek for “a leaning.”
- ◇ **DEFENDANT** – The character who took the action of the issue
- ◇ **ACTION** – The action/verb in an issue
- ◇ **EFFECT OF THE ACTION** – Helps us identify the victim
- ◇ **VICTIM** – The person or group hurt by the action of the issue

Practice

There are two kinds of bias: for and against. In this exercise, you identify how a character is biased for or against the defendant, the action, and the victim.

Write your issue in the form “whether X should be admonished for Y”

1. Identify the following:

The defendant (X)

-

The action (Y)

-

The effects of the issue

-

-

The victim(s) (people who suffered as a result of the action—could be the defendant!)

-

2. Fill out the three charts below. Here's how.

- In the first/left column of the chart below, list four characters from the story.
- In the second column, state whether the characters are inclined to favor or oppose the defendant/action/victim.
- In the last/right column, state how each character demonstrates his bias: what did he do or say that showed you his inclination.

DEFENDANT: _____

Character	For/Against the Defendant	His/her statement or action shows the bias

ACTION: _____

Character	For/Against the Action	His/her statement or action shows the bias

VICTIM: _____

Character	For/Against the Victim	His/her statement or action shows the bias

THE “ANI” CHART

1. Move every item from every worksheet to your ANI chart below.
2. Write a minimum of 30 in each column.
3. Review your “I” column and move appropriate items to the A & N columns.

Affirmative (should be admonished):	Negative (should not be admonished):	Interesting/Indeterminate:

Continue to use all the Common Topics for every Invention in LTW II's Judicial Addresses.

JUDICIAL ADDRESS ONE ARRANGEMENT

Refining the Narratio

Tools for the Teacher

- Judicial Address One: Arrangement Worksheet (Student Workbook page 30)
- Judicial Address One: Arrangement Template
- Appendix Two: Elements of Arrangement

Skills to Be Mastered

Students learn to identify causes, to identify the appropriate emotion to elicit, and to order the narratio to that emotion.

Definitions

- ◇ **Narratio (i.e., Statement of Facts):** An arrangement in story form of a chain of causes that leads to the situation of the issue.
- ◇ **Causes:** The actions, decisions, or events that bring about a situation.
- ◇ **Situation:** The time, place, and characters present when the defendant is accused of having acted.

Background for the Teacher

- ◇ **Logos:** Students learn that a narratio is a chain of causes in story form that can be used to elicit pity or indignation.
- ◇ Students learn to elicit pity or indignation from the audience through a narratio.
- ◇ In LTW I, students described the actions and events that brought about the situation in which the issue arose. In LTW II, students select and arrange causes that elicit pity or indignation as appropriate.
- ◇ The narratio lesson helps students develop their narrative sense (i.e., their awareness of cause and effect sequences that lead to situations), which is also essential for both reading and story telling.

Steps to Teach the Lesson

- ◇ **REVIEW** LTW I Narratio. Define situation, setting, cause, effect, and narratio. What purpose did narratio serve in LTW I?
- ◇ **DISCUSS** with your students stories that emotionally affected them. Did any stories make students feel anger or pity in particular?
- ◇ Following the pattern below, **PRESENT** two or more examples that show how to elicit pity or indignation. Examples are provided after the *Steps to Teach*. Develop or draw additional examples from class discussions and readings.
 - Describe the situation of the issue.
 - Identify the sequence of causes that led to the situation.
 1. *If you are defending the defendant (negative), identify the action, decision, or event closest to or immediately responsible for causing the situation and is likely to elicit pity for the defendant. If you are prosecuting the defendant (affirmative), identify the action, decision, or event that is likely to elicit indignation toward the defendant. This is the proximate cause.*
 2. *Identify the action, decision, or event that caused the proximate cause.*
 3. *Identify the action, decision, or event that caused the previous cause.*
 4. *Identify the action, decision, or event that caused the previous cause.*
 5. *Add or remove causes as needed.*
 - Rearrange the sequence above into a narratio outline in chronological order, adding the time of your first cause.

**If you choose the negative, you will want to defend the defendant against those who say he should be adominshed. If you choose the affirmative, you are prosecuting him for having performed the action. The negative will want the audience to feel pity for the defendant. The affirmative will want the audience to feel indignation toward the defendant.*
- ◇ **FORM** several narratios with your students following the same sequence and emphasizing the causes that elicit the appropriate emotion.
- ◇ **COMPARE** the steps you took each time.
- ◇ **ASK** about the process. What steps did you take? How did you choose which causes to include? How will you develop a narratio?
- ◇ **ASSIGN** the worksheet found on page 76 and in the Student Workbook.

Examples

Example A: From *Julius Caesar*

Describe the Situation:

Brutus in theatre with conspirators and Caesar when Caesar was stabbed

Identify the sequence of causes that led to the situation:

1. If you are defending the defendant (negative), identify an action, decision, or event that caused the situation and is likely to elicit pity for the defendant. If you are prosecuting the defendant (affirmative), identify an action, decision, or event that caused the situation and is likely to elicit indignation toward the defendant: *Conspirators gathered at the theatre.*
2. Identify the action, decision, or event that caused #1: *Brutus accepted Cassius' plot.*
3. Identify the action, decision, or event that caused #2: *Cassius presented plot to Brutus.*
4. Identify additional causes as needed: *Cassius conspired against Caesar.*
5. When? *After Caesar's triumphal entry*

Rearrange the sequence above into a narratio outline in chronological order.

- a. Time of cause 1: After Caesar's triumphal entry into Rome
- b. Cause 1: Cassius formed conspiracy
- c. Cause 2: Cassius to Brutus
- d. Cause 3: Brutus accepted
- e. Cause 4: Conspirators at Senate session
- f. Situation: Brutus in theatre with conspirators and Caesar when Caesar was stabbed

Example B: From To Kill a Mockingbird

Describe the Situation:

Night time, Scout with Jem and Dill crawl under the Radleys fence

Identify the sequence of causes that led to the situation:

1. If you are defending the defendant (negative), identify an action, decision, or event that caused the situation and is likely to elicit pity for the defendant. If you are prosecuting the defendant (affirmative), identify an action, decision, or event that caused the situation and is likely to elicit indignation toward the defendant: They wanted to see if the rumors about Boo were true.
2. Identify the action, decision, or event that caused #1: Rumors about Boo spread through town.
3. Identify the action, decision, or event that caused #2: Boo never left house.
4. Identify additional causes as needed: The kids wondered about Boo.
5. When? All summer long

Rearrange the sequence above into a narratio outline in chronological order.

1. Time of Cause 1: All summer long
2. Cause 1: Wondered about Boo
3. Cause 2: Boo never left house
4. Cause 3: Rumors in town
5. Cause 4: Test rumors
6. Situation: Nighttime, Scout with Jem, and Dill, crawl under Radleys fence

Assessment

Confirm that students:

- Can describe the situation*
- Can identify causes that elicit indignation or pity*
- Can order the causes chronologically*

Refining the Narratio

Key Terms:

- ◇ **Narratio (i.e., Statement of Facts):** An arrangement in story form of a chain of causes that leads to the situation of the issue.
- ◇ **Causes:** The actions, decisions, or events that bring about a situation.
- ◇ **Situation:** The actor and his action

Part 1. Start below and work your way to the top, *which is the time of the first cause.*

- When was the first cause?
(after/during/once...)

- Why?

(NB: Add or subtract cause lines as needed.)

- Why?

- Why?

- Why? (proximate cause of the issue)

START HERE: SITUATION OF THE ISSUE:

Part 2. Now read your list from top to bottom to check your work by reading the list as a story to make sure you did not miss any steps or order them wrongly. Adjust names and wording as needed.

NOTE: *If you have not included the defendant, the action he's accused of, the time, the place, and others present (who are relevant to the case), then add them to the appropriate lines now.*

Part 3. Edit: add a slant that prepares your audience to see the truth you found during invention. Use adjectives, verbs, etc. that portray what was said or done that was right/wrong, appropriate/inappropriate, etc.

- If you're defending (choosing "Negative"), be sure you include causes and use wording that will elicit pity, understanding, or sympathy for the defendant. State the action (verb in your issue) with presumed innocence (e.g. Caesar was stabbed).
- If you're prosecuting (Affirmative), be sure you include causes and wording that will help your reader to see the injustice of the act and will cause indignation towards the defendant. State the action in accusatory terms (e.g. Brutus stabbed Caesar to death).

Add this narratio to your main outline.

Narratio

1. Time of Cause 1**
2. Cause 1**
3. Cause 2**

add or remove causes as needed

4. Cause 3**
5. Situation
 - a. Action of Issue
 - b. Location (if necessary)
 - c. Time (if necessary)
 - d. Observers (if necessary)

JA I Template

Fill in this template with your own material to create your outline.

Complete the introduction section last.

No sentences.

I. Introduction

A. Exordium's key words*

B. Narratio

1. Time of Cause 1**

2. Cause 1**

3. Cause 2**

add or remove causes as needed

4. Cause 3**

5. Situation of issue

a. Action*

b. Location*

c. Time*

C. Division

1. Agreement**

2. Disagreement

a. Thesis*

b. Counter thesis*

D. Distribution

1. Thesis*

2. Enumeration*

3. Exposition

a. Argument I*

b. Argument II*

c. Argument III*

II. Case

A. Argument I*

1. Support 1*

2. Support 2*

3. Support 3*

B. Argument II*

1. Support 1*

2. Support 2*

3. Support 3*

C. Argument III*

1. Support 1*

2. Support 2*

3. Support 3*

III. Refutation

A. Counter Thesis*

B. Counterargument I*

1. Support 1*

2. Support 2*

- 3. Support 3*
- 4. Inadequacy of Counterargument I*
- C. Counterargument II*
 - 1. Support 1*
 - 2. Support 2*
 - 3. Support 3*
 - 4. Inadequacy of Counterargument II*
- D. Summary of Refutation
 - 1. Counterargument I*
 - 2. Counterargument II*
 - 3. [Not persuasive]

IV. Conclusion

- A. Thesis*
- B. Summary of Case
 - 1. Argument I*
 - 2. Argument II*
 - 3. Argument III*
- C. Amplification
 - 1. To whom it matters*
 - 2. Why it matters to that person or group*

** Replace instructions with your own words*

*** Leave instructions and add your own words*

[] Indicates that wording can change, eg. not persuasive, not convincing, shouldn't have convinced him, doesn't persuade us, etc.

JUDICIAL ADDRESS ONE: ELOCUTION A

Personification

Tools for the Teacher

- Judicial Address One: Elocution Worksheet A (Student Workbook page 34)
- Judicial Address One: Sample Address
- Appendix Three: Tools of Elocution

Skills to Be Mastered

Students will learn how to generate examples of personification.

Definitions

- ◇ **Personification:** A trope in which human characteristics are attributed to a non-human thing.
- ◇ **Trope:** A figure of speech that appeals to the mind or imagination by way of an unexpected twist in the meaning of words.
- ◇ **Scheme:** A figure of speech that appeals to the senses by changing the standard or usual order of words.

Background for the Teacher

- ◇ **Logos:** Personification is a trope that attributes human characteristics to a non-human thing.
- ◇ Personification extends the idea of metaphor by comparing non-human things to humans. Both common speech and refined poetry use personification.
- ◇ Personification is especially useful to make a thought more clear, vivid, striking, or animated. Its purpose is to clarify and emphasize.

Examples from Great Literature

Robert Louis Stevenson’s “My Shadow”

One morning very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an errant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.

Harper Lee’s *To Kill a Mockingbird*

Nothing is more deadly than a deserted, **waiting street.**

The following week **the knot-hole yielded a tarnished medal.**

William Shakespeare’s *Macbeth*, Act IV, Scene III

The sun’s a thief, and **his great attraction robs the vast sea.**

Virgil’s *Aeneid*

Then, swiftest of all evils, **Rumor runs
Straightway through Libya’s mighty cities**—Rumor,
Whose life is speed, whose going gives her force.

J.A. Daly’s *In Coventry*

My friends, the leaves, **who used to entertain me
On summer afternoons with idle chatter,**
Are dropping off in ways that shock and pain me.
I wonder what’s the matter.

Steps to Teach the Lesson

◇ **REVIEW** tools of Elocution from *The Lost Tools of Writing* Level I. In particular, generate or find written examples of metaphor because personification is a kind of metaphor. Ask students how to develop simile and metaphor.

Level I Schemes: parallelism, antithesis, alliteration, assonance

Level I Tropes: simile, metaphor

◇ **DISCUSS** experiences (i.e., things students have seen, read, and/or lived) in which something that is not human is described with human characteristics. For example, “The traffic crawled.”

Nota Bene: *Personification is common in literature, but is often more difficult to remember from experience.*

◇ Following the pattern below, **PRESENT** two or more examples that show how to generate Personification. Examples are provided after the *Steps to Teach*. Develop or draw additional examples from class discussions and readings.

Share examples of personification (use the *Examples from Great Literature* above as a starting point). Ask the students to compare the examples to each other to learn how to recognize personification.

Teach the students how to generate personification.

Step 1: Identify a term to personify: sailboat

Step 2: Define the term: a water vehicle that moves by wind power

Step 3: How could the term be like a human? For example, what kind of personality might it have? What might it do? What might it be? What might it endure? Where might it spend time? What might it like or dislike? Etc.: Enjoy a trip, play in the waves, watch the birds flying by

Step 4: Choose one, and write a sentence attributing that characteristic to the term: My sailboat enjoyed a trip around the coast yesterday.

◇ **COMPARE:** Ask students to compare and explain the steps they took to personify things. Students become able to identify the steps when they compare them. To help them identify the steps, ask them questions like: What did we do the same each time? What did we do first? Then what did we do? What else did we do? What did we do before or after that? If the steps still elude them, present additional examples.

◇ **ASK** students to define the whole process of creating a Personification.

◇ **ASSIGN** the personification worksheet found on page 85 and in the Student Workbook. Add personification to the address.

Examples

Example A: From *Julius Caesar*

Identify the term to personify:
Brutus' sword

Define the term:
A weapon used by Brutus to kill Caesar

**Ask: If X were a person, what kind of personality might it have?
What might it do? What might it be? What might it endure?
What kinds of things might it do? Where might it live?
Where might it spend time?**

Kill people, defend Brutus, conspire against Caesar,
defend Rome in the senate

**Choose one, and write a sentence attributing that
characteristic to the term:**

Brutus' sword defended Rome in the senate.

Example B: From *To Kill a Mockingbird*

Identify the term to personify:
Jem's pants

Define the term:
An article of clothing that covers a person from waist to ankles

**Ask: If X were a person, what kind of personality might it have?
What might it do? What might it be? What might it endure?
What kinds of things might it do? Where might it live?
Where might it spend time?**

Run through town, sneak into the Radley yard,
climb a tree, be impatient

**Choose one, and write a sentence attributing that
characteristic to the term:**

Jem's pants waited impatiently on the Radley fence.

Assessment

Confirm that students:

- Can define a non-human term*
- Can identify human characteristics for a non-human term*
- Can generate a sentence with a personified term*

Personification

Key Terms:

- ◇ **PERSONIFICATION:** A trope in which human characteristics are attributed to a non-human thing.
- ◇ **TROPE:** A figure of speech that appeals to the mind or imagination by way of an unexpected twist in the meaning of words.
- ◇ **SCHEME:** A figure of speech that appeals to the senses by changing the standard or usual order of words.

Examples from Great Literature

Robert Louis Stevenson's *My Shadow*

One morning very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an errant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.

Harper Lee's *To Kill a Mockingbird*

Nothing is more deadly than a deserted, **waiting street.**

William Shakespeare's *Macbeth*, Act IV, Scene III

The sun's a thief, and **his great attraction robs the vast sea.**

Virgil's *Aeneid*

Then, swiftest of all evils, **Rumor runs
Straightway through Libya's mighty cities**—Rumor,
Whose life is speed, whose going gives her force.

J.A. Daly's *In Coventry*

My friends, the leaves, **who used to entertain me**
On summer afternoons with idle chatter,
Are dropping off in ways that shock and pain me.
I wonder what's the matter.

Student Examples

My computer hates me.
Your chair is trying to kill me.
The scissors were eager to open my package.
Every summer, the lake house calls me back.

Steps to Write Personification

1. Select a term to personify.
2. Define the term.
3. Identify human characteristics attributable to the term.
4. Write a sentence attributing a human characteristic to the term.

Practice

1. Personify a toy or tool you have used.

Term:

Definition:

Human characteristic:

Sentence:

2. Personify something you can find in your imagination.

Term:

Definition:

Human characteristic:

Sentence:

3. Personify something from a story.

Term:

Definition:

Human characteristic:

Sentence:

4. Generate a personification, and add it to your address.

JUDICIAL ADDRESS ONE: ELOCUTION B

Apostrophe

Tools for the Teacher

- Judicial Address One Elocution: Worksheet B
(Student Workbook page 37)
- Judicial Address One: Sample Address
- Appendix Three: Tools of Elocution
- Address One: Additional Elocution Practice Worksheet

Skills to Be Mastered

Students will learn how to generate examples of apostrophe.

Definitions

◇ **Apostrophe:** A trope in which a writer speaks directly to a personified object, an absent person (including someone who is deceased), an abstraction, or himself.

Background for the Teacher

- ◇ **Logos:** Apostrophe addresses a personified object, absent person, or abstraction.
- ◇ Apostrophe extends the idea of metaphor by comparing non-human things to humans and then addressing them. Both common speech and refined poetry use apostrophe.
- ◇ Apostrophe is especially useful to make a thought more clear, vivid, striking, or animated. Its purpose is to clarify and emphasize.

Examples from Great Literature

Alfred Lord Tennyson's "Break, Break, Break"

Break, break, break
On the cold gray stones, **O Sea!**

Bible, I Corinthians 15:55

O death, where is thy sting? **O grave**, where is thy victory?

William Shakespeare's *Macbeth*, Act V, Scene V

Out, Out, **brief candle!**

Maschwitz and Posford's "Goodnight, Vienna"

Goodnight, Vienna, you city of a million melodies...

William Shakespeare's *Julius Caesar*, Act III, Scene I

O pardon me, **thou bleeding piece of earth**,
That I am meek and gentle with these butchers!

Steps to Teach the Lesson

◇ **REVIEW** tools of Elocution from *The Lost Tools of Writing* Levels I and II. In particular, generate or find written examples of personification because Apostrophe is an extension of metaphor. Ask students how to develop metaphor and personification.

Level I Schemes: parallelism, antithesis, alliteration, assonance

Level I Tropes: simile, metaphor

Level II Tropes: personification

◇ **DISCUSS** experiences (i.e., things students have seen, read, and/or lived) in which a person addresses something that is not human as if it were human. For example, "Twinkle, twinkle, little star, how I wonder what you are." We often use apostrophe when frustrated. People often begin with, "You stupid..."

◇ Following the pattern below, **PRESENT** two or more examples that show how to generate apostrophe. Examples are provided after the *Steps to Teach*. Develop or draw additional examples from class discussions and readings.

Share examples of apostrophe (use the *Examples from Great Literature* above as a starting point). Ask the students to compare the examples to each other to learn how to recognize apostrophe. Teach the students how to generate apostrophe.

Step 1: Identify something to address: computer

Step 2: Identify a characteristic to emphasize: not working

Step 3: List some things you might say to a human that shares the characteristic above:
You're not behaving! You're not cooperating!

Step 4: Choose one: You're not cooperating!

Step 5: Write a sentence by speaking to the personified object: Computer, you're not cooperating!

◇ **COMPARE:** Ask students to compare and explain the steps they took to create apostrophe. Students become able to identify the steps when they compare them.

◇ **ASK:** What did we do the same each time? What did we do first? Then what did we do? What else did we do? Who or what do we address when we use apostrophe? If the steps still elude them, present additional examples.

◇ **ASSIGN** the apostrophe worksheet found on page 91 and in the Student Workbook. Add apostrophe to the address.

Examples

Example A: From *Julius Caesar*

Identify something to address:

North star

Identify a characteristic to emphasize:

Is unchanging

List some things you might say to a human that shares the characteristic above:

Why can't you ever change? Why are you so unyielding?

Choose one:

Why are you so unyielding?

Write a sentence by speaking to the personified object:

O, North Star, why are you so unyielding?

Example B: From *To Kill a Mockingbird*

Identify something to address:

The Radley fence

Identify a characteristic to emphasize:

Catches Jem's pants

List some things you might say to a human that shares that characteristic:

Give me back my pants! Why did you take my pants?
You stole my pants.

Choose one:

Why did you take my pants?

Write a sentence by speaking to the personified object:

Why, fence, did you take my pants?

Assessment

Confirm that students:

- Can identify a term and its characteristics*
- Can list things they might say to a human with a similar characteristic*
- Can generate a sentence with Apostrophe*

Apostrophe

Key Terms:

◇ **APOSTROPHE:** A trope in which a writer speaks directly to a personified object, an absent person (including someone who is deceased), an abstraction, or himself.

Examples from Great Literature

Alfred Lord Tennyson's *Break, Break, Break*

Break, break, break
On the cold gray stones, **O Sea!**

Bible, I Corinthians 15:55

O death, where is thy sting? **O grave**, where is thy victory?

William Shakespeare's *Macbeth*, Act V, Scene V

Out, Out, **brief candle!**

Maschwitz and Posford's *Goodnight, Vienna*

Goodnight, Vienna, you city of a million melodies...

William Shakespeare's *Julius Caesar*, Act III, Scene I

O pardon me, **thou bleeding piece of earth**,
That I am meek and gentle with these butchers!

Student Examples

Computer, be nice to me; I love you and I need you.

Chair, stop it!

Thank you, scissors!

Lake House, I'm coming home to you.

Steps to Writing Apostrophe

1. Identify something to address.
2. Identify a characteristic to emphasize.
3. List some things you might say to a human that shared the personified characteristic of that thing.
4. Choose one.
5. Write a sentence by speaking to the personified object, absent person, or abstraction

Practice

1. Generate apostrophe by speaking to a tool or toy you have used.

Identify something to address:

Identify a characteristic to emphasize:

List some things you might say to a human with the characteristic above:

Choose one:

Write a sentence by speaking to the personified object, absent person, or abstraction

2. Generate apostrophe by speaking to something in your imagination.

Identify something to address:

Identify a characteristic to emphasize:

List some things you might say to a human with the characteristic above:

Choose one:

Write a sentence by speaking to the personified object, absent person, or abstraction.

3. Generate apostrophe by speaking to something from a story.

Identify something to address:

Identify a characteristic to emphasize:

List some things you might say to a human with the characteristic above:

Choose one:

Write a sentence by speaking to the personified object, absent person, or abstraction:

4. Add apostrophe to your essay.

Additional Elocution

Level I Schemes: Parallelism, Antithesis, Alliteration, Assonance

Level I Tropes: Simile, Metaphor

Level II Tropes: Personification, Apostrophe

On a separate sheet of paper, for your address, write:

An example of Parallelism

An example of Antithesis

An example of Alliteration

An example of Assonance

An example of Simile

An example of Metaphor

- *Write your three main reasons in parallel form.*
- *Write your address.*
- *Add at least two of the schemes and/or tropes you generated above.*