



Introduction to Literary Periods and Rhetoric

Just Read, Florida!

2022



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Objectives

Participants will...

- ✓ Develop a clear connection between literary periods and rhetoric;
- ✓ Examine sample instructional activities aligned with R.3.4 Understanding Rhetoric Benchmarks at three different grade levels; and
- ✓ Plan for strong rhetoric implementation in districts.

Literary Periods and Rhetoric – Example

Excerpt from “A Modest Proposal” by Jonathan Swift

“I do therefore humbly offer it to publick consideration, that of the hundred and twenty thousand children, already computed, twenty thousand may be reserved for breed, whereof only one fourth part to be males; which is more than we allow to sheep, black cattle, or swine, and my reason is, that these children are seldom the fruits of marriage, a circumstance not much regarded by our savages, therefore, one male will be sufficient to serve four females. That the remaining hundred thousand may, at a year old, be offered in sale to the persons of quality and fortune, through the kingdom, always advising the mother to let them suck plentifully in the last month, so as to render them plump, and fat for a good table. A child will make two dishes at an entertainment for friends, and when the family dines alone, the fore or hind quarter will make a reasonable dish, and seasoned with a little pepper or salt, will be very good boiled on the fourth day, especially in winter.” (Paragraph 9)

How might not discussing the time period of this piece impact students’ ability to explain the author’s use of rhetoric?

**9th Grade
(Text List
Page 161)**

Why are literary periods important?

Restore Context:

- Knowledge of the timeframe of when the text was written gives us insight on why an author included certain content, his/her perspective and social issues during that time.
- We encounter works from the timeframe we are reading in rather than the timeframe the work was written.

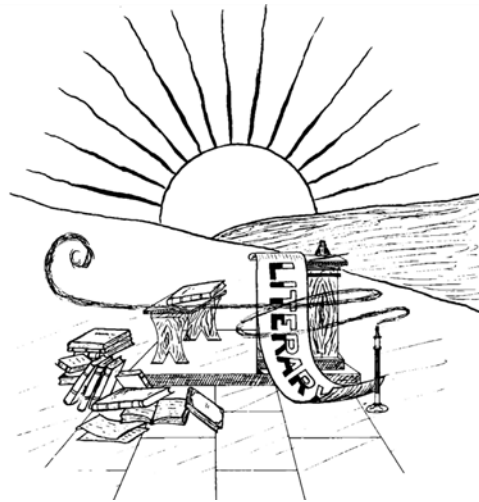
Why is teaching rhetoric important?

- Rhetoric connects purpose to the act of writing.
- Awareness of rhetoric helps to build discernment in the audience.
- Knowledge of the techniques of rhetoric creates more effective communicators.
- Understanding rhetoric gives the reader/listener a more thorough understanding of the levels of meaning within a piece.



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Literary Periods



Literary Periods: Grades 9-12

- Grades 9-12 cover all literary periods.
- The **Classical**, **Medieval** and **Renaissance** time periods are covered only in grades 9-12.

Literary Periods

Classical (1200 BCE–455 CE)		Medieval (455 CE–1485 CE)		Renaissance (1300–1660)	
Features	Authors	Features	Authors	Features	Authors
<ul style="list-style-type: none"> • Focus on balance and form • Emphasis on reason vs. irrationality/chaos • Incorporation of myth • Direct expression • Emergence of conventions such as the deus ex machina and the chorus • Emphasis on the relationship of man to the gods 	<ul style="list-style-type: none"> • Plato • Socrates • Aristotle • Aesop • Euripides • Aeschylus • Sophocles • Homer • Sappho • Virgil • Ovid 	<ul style="list-style-type: none"> • Starts with a continuation of the focus on the epic hero • “Epics” are written in the vernacular and do not follow all of the features of classical epics • Later in the period, a shift in focus to everyday, common people • Dictated memoirs 	<ul style="list-style-type: none"> • Author Unknown - Beowulf • Author Unknown - Gawain poet • Author Unknown - The Nibelungenlied • Dante Alighieri • Geoffrey Chaucer • Geoffrey of Monmouth • Giovanni Boccaccio • Marco Polo • Margery Kempe • Omar Khayyam • Thomas Malory 	<ul style="list-style-type: none"> • New thinking, innovation and philosophy • A “rebirth” returning to many of the ideas of the Classical period • Focus on philosophy • Humanistic ideals • Greater reproduction and distribution of literature because of invention of the printing press • Recovery of ancient texts 	<ul style="list-style-type: none"> • Ben Johnson • Christopher Marlowe • Edmund Spenser • John Donne • John Milton • Miguel de Cervantes • Moliere • Niccolo Machiavelli • Petrarch • Thomas More • William Shakespeare

Page 165

Grades 9-12 (continued) and Grades 6-8

- **Restoration and 18th Century** are also introduced in grades 9-12.
- Grades 6-8 begin with the **Colonial and Early National** and **Romantic**.

Restoration and 18th Century (1660–1790)		Colonial and Early National (1600–1830)		Romantic (1790–1870)	
Features	Authors	Features	Authors	Features	Authors
<ul style="list-style-type: none"> • A great age of satire in English literature, including a flowering of comic drama • Revival of classical models (Dryden did a famous translation of The Aeneid, Pope of The Odyssey) • Rise of the novel as a major literary form • Concern over the boundary between reason and madness 	<ul style="list-style-type: none"> • John Dryden • William Congreve • John Gay • Daniel Defoe • Alexander Pope • Jonathan Swift • Thomas Gray • Samuel Johnson 	<ul style="list-style-type: none"> • Puritan influence strongest during first part of period • Largely marked by short prose • Rooted in colonial and early national beliefs • Inspired by cultural, societal, and political forces • Rhetorical devices and persuasive writing techniques • The rise of the short story as a form 	<ul style="list-style-type: none"> • Alexander Hamilton • Anne Bradstreet • Benjamin Franklin • Cotton Mather • James Madison • Jonathan Edwards • Olaudah Equiano • Phillis Wheatley • Thomas Paine • Washington Irving • William Cullen Bryant 	<ul style="list-style-type: none"> • Emphasis on imaginative freedom and modern individualism • Experiments with form and style • Inspired by nature, emotion, and sensibility 	<ul style="list-style-type: none"> • Alfred Lord Tennyson • Brontë Sisters • Charles Dickens • Edgar Allan Poe • Emily Dickinson • Henry David Thoreau • Jane Austen • John Keats • Nathaniel Hawthorne • Ralph Waldo Emerson • Walt Whitman • William Wordsworth • Samuel Taylor Coleridge

Page 166

Grades 9-12 and Grades 6-8 (continued)

- Grades 6-8 continue with **Realism and Naturalism, Modernist and Contemporary** periods.

Realism and Naturalism (1870–1910)		Modernist (1910–1945)		Contemporary (1945–Present)	
Features	Authors	Features	Authors	Features	Authors
<ul style="list-style-type: none"> Focus on real life experiences and human frailty In American Realism, focus on regional culture Emphasis on social commentary 	<ul style="list-style-type: none"> Abraham Lincoln Booker T. Washington Edith Wharton Jack London James Weldon Johnson Mark Twain Nelly Bly Stephen Crane Theodore Dreiser W.E.B. DuBois Willa Cather 	<ul style="list-style-type: none"> Strong reactions to established religious, political, and social views Thematic, formal and stylistic innovation 	<ul style="list-style-type: none"> e. e. cummings Ernest Hemingway F. Scott Fitzgerald John Steinbeck Langston Hughes Richard Wright Robert Frost Sinclair Lewis William Faulkner Zora Neal Hurston T. S. Eliot 	<ul style="list-style-type: none"> Because of globalization and on-demand printing, the contemporary period is too broad in scope to be defined by common features. 	<ul style="list-style-type: none"> Adrienne Rich Alice Walker Anne Sexton Elizabeth Bishop Eudora Welty Flannery O'Connor Gwendolyn Brooks James Baldwin Lorraine Hansberry Ray Bradbury Tennessee Williams

Page 167

Infusion of Literary Periods

Comparative Reading

ELA.6.R.3.3: Compare and contrast **how authors from different time periods** address the same or **related** topics.

Benchmark Clarifications:

Clarification 1: Texts for this benchmark should be selected from the following literary periods:

- Colonial and Early National Period (1600-1830)
- Romantic Period (1790-1870)
- Realism and Naturalism Period (1870-1930)
- Modernist Period (1910-1945)
- Contemporary Period (1945-present)

Infusion of Literary Periods

Comparative Reading

ELA.9.R.3.3: Compare and contrast **the ways in which authors have adapted mythical, classical or religious literary texts.**

Benchmark Clarifications:

Clarification 1: The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE-455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.

Infusion of Literary Periods

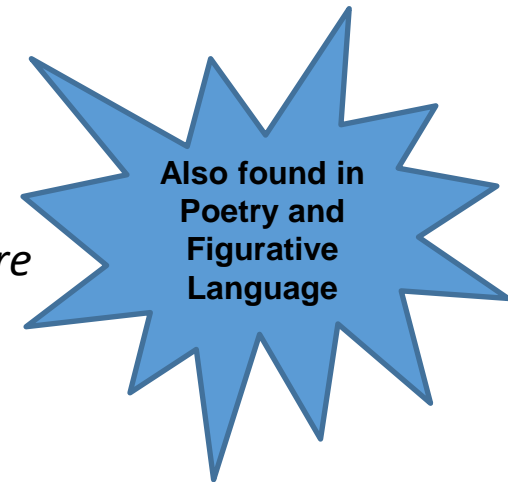
Comparative Reading

ELA.11.R.3.3: Compare and contrast how **contemporaneous authors** address related topics, **comparing the author's use of reasoning and analyzing the texts within the context of the time period.**

Benchmark Clarifications:

Clarification 1: Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:

- Classical Period (1200 BCE-455 CE)
- Medieval Period (455 CE-1485 CE)
- Renaissance Period (1300-1600)
- Restoration and 18th Century (1660-1790) *British Literature*
- Colonial and Early National Period (1600-1830) *American Literature*
- Romantic Period (1790-1870)
- Realism and Naturalism Period (1870-1930)
- Modernist Period (1910-1945)



Clarification 2: For more information on types of reasoning, see [Types of Logical Reasoning](#).

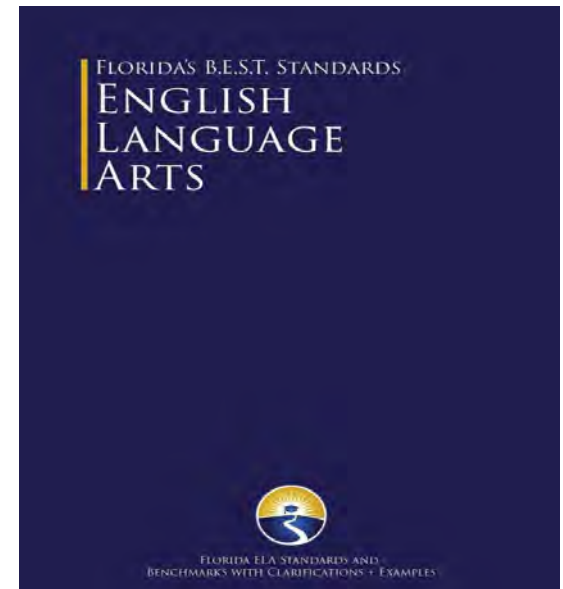


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Rhetoric and Rhetorical Appeals

What is Rhetoric?

Rhetoric: the art or skill of speaking or writing formally and effectively especially as a way to persuade or influence people
(Glossary, p. 218)

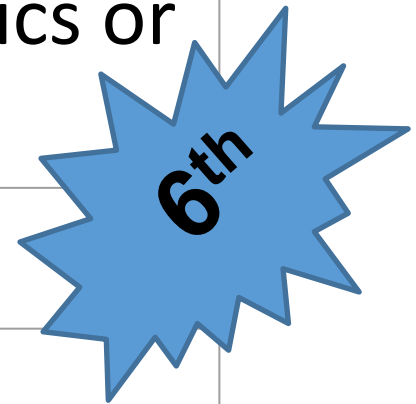


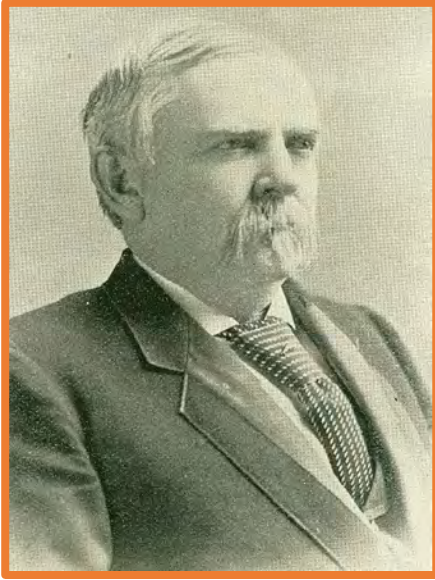


Rhetoric Progression

R.3.4 Understanding Rhetoric	
ELA.12.R.3.4	Evaluate rhetorical choices across multiple texts.
ELA.11.R.3.4	Evaluate an author's use of rhetoric in text.
ELA.10.R.3.4	Analyze an author's use of rhetoric in a text.
ELA.9.R.3.4	Explain an author's use of rhetoric in a text.
ELA.8.R.3.4	Explain how an author uses rhetorical devices to support or advance an appeal.
ELA.7.R.3.4	Explain the meaning and/or significance of rhetorical devices in a text.
ELA.6.R.3.4	Identify rhetorical appeals in a text.

Ethos	An appeal to credibility, ethics or moral principles
Pathos	An appeal to emotion
Logos	An appeal to logic or reason
Kairos	An appeal to time or place





Let's Try It!

Text: “Eulogy of the Dog” by George G. Vest
Benchmark: ELA.6.R.3.4 - Identify rhetorical appeals in a text.

Directions: Read through the text. Then highlight examples of ethos, pathos and logos. Be sure to label each highlighted section.

Remember:

Ethos - An appeal to credibility, ethics or moral principles

Pathos - An appeal to emotion

Logos - An appeal to logic or reason

Check for Understanding of the Rhetorical Appeals Practice

Ethos - Appeal to morals

And when the last scene of all comes, and death takes his master in its embrace and his body is laid away in the cold ground, no matter if all other friends pursue their way, there by the graveside will the noble dog be found, his head between his paws, his eyes sad, but open in alert watchfulness, faithful and true even in death.

Pathos - Appeal to Emotions

And when the last scene of all comes, and death takes his master in its embrace and his body is laid away in the cold ground, no matter if all other friends pursue their way, there by the graveside will the noble dog be found, his head between his paws, his eyes sad, but open in alert watchfulness, faithful and true even in death.

Logos - Appeal to Logic

He guards the sleep of his pauper master as if he were a prince. When all other friends desert, he remains.



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Rhetorical Devices



How would you use this chart?

Rhetorical Appeals and Rhetorical Devices-Progression by Grade Level

Introduction Level	Symbol
Appeal/Device is introduced.	I
Students begin to apply, explain, analyze, and evaluate appeal/device.	R

Rhetorical Devices (R.3.4)	6	7	8	9	10	11	12	Rhetorical Appeals (R.3.4)	6	7	8	9	10	11	12
figurative language (as a rhetorical device)	-	I	R	R	R	R	R	ethos	I	R	R	R	R	R	R
irony	-	I	R	R	R	R	R	logos	I	R	R	R	R	R	R
rhetorical questions	-	I	R	R	R	R	R	pathos	I	R	R	R	R	R	R
antithesis	-	-	I	R	R	R	R	kairos	-	-	-	-	-	I	R
zeugma	-	-	I	R	R	R	R								
metonymy	-	-	-	I	R	R	R								
synecdoche	-	-	-	I	R	R	R								
asyndeton	-	-	-	-	I	R	R								
chiasmus	-	-	-	-	-	I	R								

Expectation	Symbol
Explicitly noted in benchmark or clarification.	N
Continued application.	C

Application of Rhetoric	6	7	8	9	10	11	12
R.2.3	-	-	N	N	C	C	C
R.2.2	-	-	-	N	N	N	N
C.1.3	-	-	-	-	N	C	C
C.2.1	-	-	-	-	-	N	N
R.2.4	-	-	-	-	-	-	N

Figurative Language Progression by Grade Level

How would you use this chart?

Introduction Level	Symbol
Type of Figurative Language is introduced.	I
Students begin to explain, analyze, and evaluate Figurative Language.	R

Figurative Language	2	3	4	5	6	7	8	9	10	11	12
simile	I	R	R	R	R	R	R	R	R	R	R
idiom	I	R	R	R	R	R	R	R	R	R	R
alliteration	I	R	R	R	R	R	R	R	R	R	R
metaphor	-	I	R	R	R	R	R	R	R	R	R
personification	-	I	R	R	R	R	R	R	R	R	R
hyperbole	-	I	R	R	R	R	R	R	R	R	R
imagery	-	-	-	I	R	R	R	R	R	R	R
onomatopoeia	-	-	-	-	I	R	R	R	R	R	R
allusion	-	-	-	-	-	I	R	R	R	R	R
meiosis (understatement)	-	-	-	-	-	-	-	I	R	R	R

Use of Reasoning & Fallacies in Reasoning-Incorporation into Benchmarks

Expectation	Symbol
Explicitly noted in benchmark or clarification.	N
Continued application.	C

How would you use this chart?

Benchmark	6	7	8	9	10	11	12
R.2.4	N	N	N	N	N	N	N
C.1.3	N	N	N	N	N	N	N
C.5.1	-	-	-	-	N	C	C
R.3.3	-	-	-	-	-	N	C

Types of Logical Reasoning

Deductive

Inductive

Abductive

Types of Informal Fallacies in Reasoning

Ad hominem

Ad populum

Hasty Generalization

Red Herring

Slippery Slope

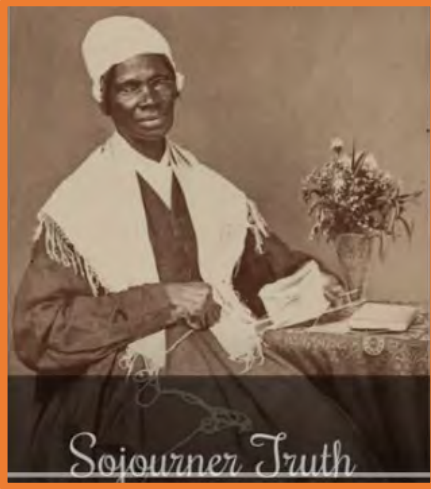
Strawman

False Analogy

Circular Reasoning

Non sequitur

8th Grade Example



Text: “Ain’t I a Woman” by Sojourner Truth

Benchmark: ELA.8.R.3.4 - Explain how an author uses rhetorical devices to support or advance an appeal.

Discussion Question: As we view the recording of the “Ain’t I a Woman” speech, jot down at least one rhetorical device that is used to advance a rhetorical appeal in the speech. Discuss your findings with your group.

Possible Answer: Sojourner Truth uses rhetorical questions to support logos throughout the text such as the repetition of the rhetorical question “Ain’t I a woman?”

List the types of activities or evidence that you should see during quality classroom instruction about rhetoric. Jot down your ideas on sticky notes and place them on the anchor charts.



Reading



Writing



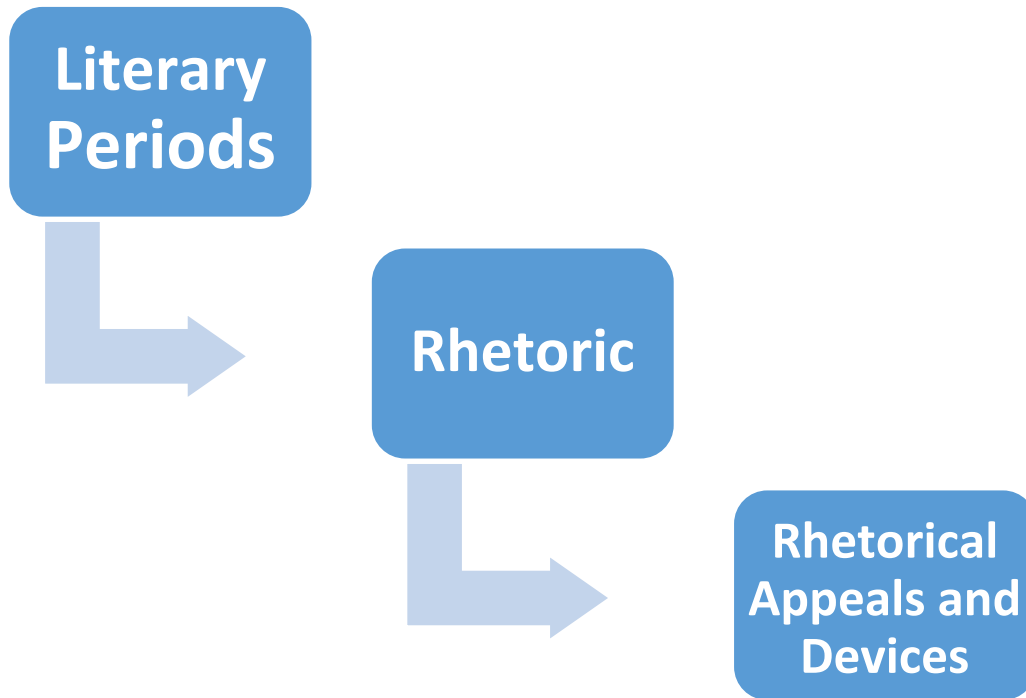
**Oral
Language**

Implementation Planning



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Reviewing Today's Content



Resources

- ✓ B.E.S.T. Appendices pages 165-182
 - Literary Periods
 - Secondary figurative language
 - Rhetoric
 - Types of logic
 - Logical fallacies
- ✓ Glossary page 212
- ✓ State Regional Literacy Director (SRLD)
 - Implementation planning and support

Sources

- B.E.S.T. for ELA Standards
- “A Modest Proposal” by Jonathan Swift
- “Eulogy of the Dog” by George G. Vest
- “Ain’t I a Woman” by Sojourner Truth
- Pixabay.com



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