

## Erotema: Lesson Plan

Topic	
An erotema is a rhetorical question. It is a question that is posed without the expectation of receiving an answer. Rather, it is used to make a point.	
Possible subjects/classes	Time needed
<ul style="list-style-type: none"> <li>● English</li> <li>● Public Speaking</li> <li>● Politics</li> </ul>	30-45 minutes
Video link:	
<a href="https://academy4sc.org/topic/erotema-are-your-serious-right-now/" style="color: #0056b3; text-decoration: underline;">https://academy4sc.org/topic/erotema-are-your-serious-right-now/</a>	
Objective: <i>What will students know/be able to do at the end of class?</i>	
Students will be able to... <ul style="list-style-type: none"> <li>● Define erotema.</li> <li>● Explain the purpose behind using an erotema.</li> <li>● Employ and combat erotemata effectively in arguments.</li> </ul>	
Key Concepts & Vocabulary	
Rhetoric, rhetorical device	
Materials Needed	
Worksheet	
Before you watch	
<b>Quick write:</b> List as many rhetorical questions you can think in one or two minutes. Share some examples with the class, and make sure they're truly rhetorical questions.	
While you watch	
1. What is another name for a rhetorical question?	

2. Define erotema.
3. What's one way you can use an erotema?

#### After you watch/discussion questions

1. What effects do rhetorical questions have on those who hear them?
2. When might it be useful to use rhetorical questions?
3. When might it be harmful to use rhetorical questions?

#### Activity Ideas

- Finish the Worksheet and discuss answers.
- If this is being used to supplement a reading or writing unit, use this time to ask students to incorporate rhetorical questions into their writing or identify it in a given text.
- Have students play Only Questions, a game where students must answer questions with other questions. The rules are outlined in Activity 1 at [education.nws.gov.au](http://education.nws.gov.au).

#### Sources/places to learn more

1. Blankenship, Kevin L. & Traci Y. Craig. "Rhetorical Question Use and Resistance to Persuasion: An Attitude Strength Analysis." *Journal of Language and Social Psychology*, vol 25, issue 2, June 2006, pp 111-128. Doi: 10.1177/0261927X06286380.
2. Frank, Jane. "You call that a rhetorical question?: Forms and functions of rhetorical questions in conversation." *Journal of Pragmatics*, vol 14, issue 5, Oct 1990, pp 723-738. Doi: 10.1016/0378-2166(90)90003-V.
3. Howard, Daniel J. "Rhetorical question effects on message processing and persuasion: The role of information availability and the elicitation of judgment." *Journal of Experimental Social Psychology*, vol 26, issue 3, May 1990, pp 217-239. Doi: 10.1016/0022-1031(90)90036-L.
4. Munch, James M & John L. Swasy. "Rhetorical Question, Summarization Frequency, and Argument Strength Effects on Recall." *Journal of Consumer Research*, vol 15, issue 1, June 1988, pp 69-76. Doi: 10.1086/209146.
5. Swasy, John L. & James M. Munch. "Examining the Target of Receiver Elaborations: Rhetorical Question Effects on Source Processing and Persuasion." *Journal of Consumer Research*, vol 11, issue 4, Mar 1985, pp 877-886. Doi: 10.1086/209023.