About This Lesson:
Sound Devices in Poetry

Common Core State Standards

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<th>Grade 6</th>
<th>Grade 7</th>
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<td>RL 4 Determine the meaning of words and phrases as they are used in a</td>
<td>RL 4 Analyze the impact of rhymes and other repetitions of sounds</td>
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<td>text; analyze the impact of a specific word choice.</td>
<td>(e.g., alliteration) on a specific verse or stanza of a poem.</td>
<td>text; analyze the impact of specific word choices.</td>
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Lesson Objectives
Tell students that, in this lesson, they will learn to
• identify sound devices in poetry, including *rhyme, rhythm, repetition, alliteration,* and *onomatopoeia*
• analyze the effects of sound devices

Strategies for Teaching
How you use this interactive lesson will reflect your personal teaching style, your instructional goals, and your available technological tools. For example, *Sound Devices in Poetry* can work well as both a whole-class lesson or as a targeted small-group skill review.

Here are teaching tips for each screen in the lesson.

SHARE WHAT YOU KNOW

Screen 2: The Sound of Your Life
Encourage students to think of other emotions—such as annoyance, disgust, anger, surprise, anticipation, awe—and sounds that trigger those emotions.

Ask questions to help students think of powerful sounds. For instance, ask: What sounds inspire annoyance? (Sample answers: *nails on a chalkboard, dripping faucet*)

Screen 3: The Power of Sound
Have students discuss soundtracks. Ask: Why are they important for films and television shows? What other kinds of “soundtracks” do people commonly experience? (Sample answers: *background music in stores, music at a party, cheers at sporting events.*) Lead students to see that music and other sounds are used because they create certain feelings or effects.
LEARN THE SKILL

Screen 4: What Role Does Sound Play in Poetry?
Before clicking to reveal the answer, ask students to give their own answers. If they have trouble answering the question at first, ask them what kinds of sounds they hear in poetry. They may be most familiar with rhyme as a sound device.

Screen 5: Sound Devices in Poetry
Students who have trouble hearing the patterns of stressed and unstressed syllables may benefit from clapping the rhythm as they hear the lines read out loud.

Screen 6: Match That Sound Device
If students choose “repetition of consonant sounds at the beginning of words (drops dry)” as the correct answer for “repetition,” encourage them to look for a matching definition that is more general; while alliteration is indeed a kind of repetition, students should look for a definition that is broad enough to cover kinds of repetition other than alliteration.

Screen 7: Mark the Rhyme Scheme
Before students drag the letters to mark the rhyme scheme, have them highlight end-rhyming words in the same color. If they need help, tell them that rhyming words often share letters (set, wet), but that they do not have to (high, by).

Screen 8: Identify Other Sound Devices
Possible Answers:
- **Repetition:** gallop, Whenever the, By, at the gallop, he goes / goes he
- **Alliteration:** Whenever the wind, gallop and gallop, low and loud, gallop goes, gallop he goes, By . . . back
- **Rhyme Scheme:** dedeff
- **Rhythm:** The boldfaced syllables should be marked as stressed (/); the lightfaced ones should be unstressed (-).

Whenever the **moon** and **stars** are **set**,  
Whenever the **wind** is **high**,  
**All night long** in the **dark** and **wet**,  
A **man** goes **riding** **by**.  
**Late** in the **night** when the **fires** are **out**,  
**Why** does he **gallop** and **gallop about**?

- **Onomatopoeia:** The repetition of the word *gallop* mimics the rhythm of a galloping horse.

Screen 9: Analyze the Effects
Before students complete the activity, have a volunteer read the poem aloud. Invite the rest of the class to listen for specific sound devices and consider their effects. Remind students that sound devices can emphasize ideas, create a rhythm, or make readers feel a certain way.
Screen 10: Tips for Analyzing Sound Devices
Here are the frames with sample answers filled in for “Windy Nights” by Robert Louis Stevenson.

• The poem’s rhyme scheme is ababcc.
• The poet uses alliteration in the line “Whenever the wind is high”.
• The phrase “gallop and gallop” sounds like galloping and reminds me of a running horse.
• Through the sound device repetition, the poet emphasizes/communicates when the man “goes riding by.”

PRACTICE & APPLY

Screen 11: Mark Rhyme Scheme
If students have trouble identifying the rhyme scheme, first have them highlight or underscore the last word of each line, using a different color for each line that ends with a new sound. Each color can then be assigned a letter.

Screen 12: Identify Sound Devices
Students should highlight at least one example for each of these:

• Repetition: Casey and Casey
• Alliteration: score stood, sickly silence, deep despair
• Rhyme: day/play, same/game, rest/breast, that/bat
• Onomatopoeia: whack
• Rhythm: Students should identify stressed and unstressed syllables.
  Words/syllables in boldfaced type are stressed; lightfaced ones are unstressed.

The outlook wasn’t brilliant for the Mudville nine that day;
The score stood four to two with but one inning more to play.

Screen 13: Analyze the Effects
Before students complete the activity, have a volunteer read the stanzas aloud. Invite the rest of the class to listen for specific sound devices and consider their effects. Remind students that sound devices can emphasize ideas, establish a rhythm, or create a certain mood, or feeling.

Screen 14: Rhyme Scheming
Have students use the background image to suggest the subject matter of their poems. Explain that the last tab contains six blank tiles, which students can use to help them complete rhymes.

Sample Poem
I stand under a doorway and shiver
As a cold rain drenches the trees.
My hope is starting to wither
And I fear that my body will freeze.

**Screen 15: Show What You Know**
Divide students into four teams to play the game. Have the teams take turns choosing specific squares and then answering the questions. Check the correct answer and then add or subtract money from team’s score based on that team’s response. Once a team has answered a question, that square is out of play.

**Screen 16: Tic-Tac-Toe**
Assign one team X and one team O. One team chooses a square. A student from that team gives an example of the sound device. (Students may need time to jot down ideas before responding.) If you judge an example to be correct, assign an X or O to the space. Play goes on until one team has three in a row or the board is full (in which case whichever team has the most squares wins).

**Screen 17: Wing It**
To extend this activity, offer students a variety of poems and ask them to complete the sentence frames and to mark stressed and unstressed syllables for lines of those poems.

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**Note:** Printable versions of all public-domain selections in this lesson are available on the following pages of this document.
“Windy Nights”  
by Robert Louis Stevenson

Whenever the moon and stars are set,  
    Whenever the wind is high,  
All night long in the dark and wet,  
    A man goes riding by.  
Late in the night when the fires are out,  
Why does he gallop and gallop about?

Whenever the trees are crying aloud,  
    And ships are tossed at sea,  
By, on the highway, low and loud,  
    By at the gallop goes he.  
By at the gallop he goes, and then  
By he comes back at the gallop again.
**from “Casey at the Bat”**  
**by Ernest Lawrence Thayer**

The outlook wasn’t brilliant for the Mudville nine that day;  
The score stood four to two with but one inning more to play.  
And then when Cooney died at first, and Barrows did the same,  
A sickly silence fell upon the patrons of the game.

A straggling few got up to go in deep despair. The rest  
Clung to that hope which springs eternal in the human breast;  
They thought if only Casey could but get a whack at that—  
We’d put up even money now with Casey at the bat.
“April”  
by Sara Teasdale

The roofs are shining from the rain.  
The sparrows tritter as they fly,  
And with a windy April grace  
The little clouds go by.

Yet the back-yards are bare and brown  
With only one unchanging tree—  
I could not be so sure of Spring  
Save that it sings in me.