

# Lesson 13 Part 1: Introduction

## Analyzing Rhyme and Repetition

### CCLS

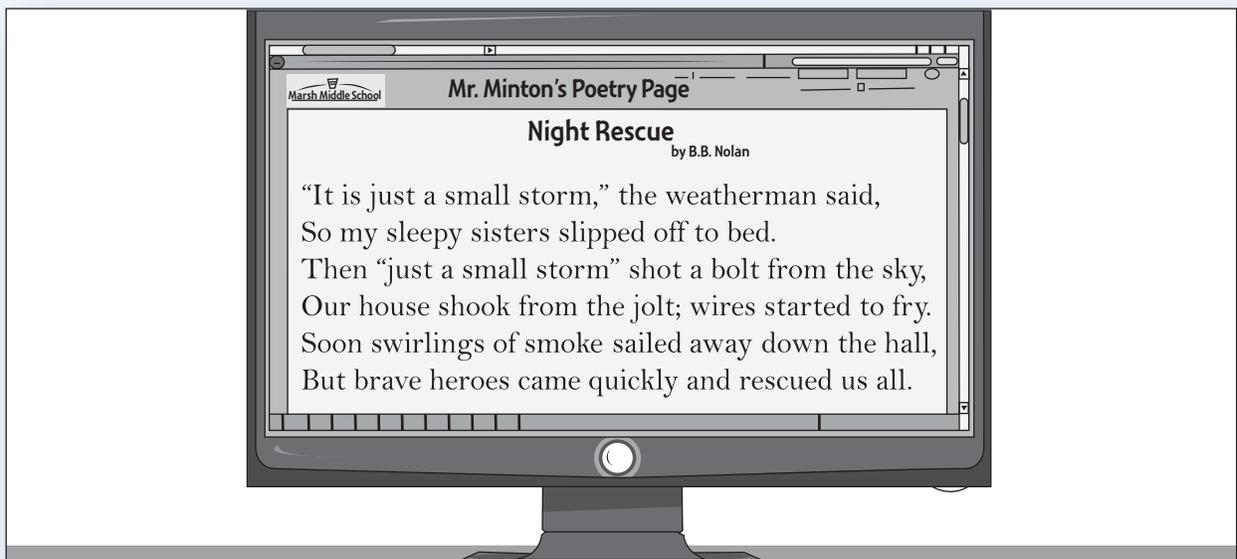
**RL.7.4:** . . . analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Theme: *Honoring Heroes*

Did you know that a song is a poem in disguise? Like songwriters, poets and other authors revel in the musical quality of language. They use words, sounds, and rhythm in creative ways.

**Repetition**—the repeated use of a sound, word, phrase, or line—is one way in which authors produce an effect that adds meaning. An example of this is **alliteration**, or the repetition of consonant sounds at the beginnings of words. **Rhyme**, or the repetition of sounds at the ends of words, gives poems a musical quality and creates unity between ideas.

**Read this poem. Look for the ways in which the poet uses rhyme and alliteration.**



**Draw arrows to connect pairs of rhyming words, and circle the alliterations. Think of how the poet's word choice affects the poem. Then compare your thoughts to the chart below.**

Sound Device	Examples	Impact on Meaning
Rhyming words	said, bed; bolt, jolt; sky, fry; hall, all	They connect ideas and create unity and structure.
Alliteration	small storm sleepy sisters slipped soon swirlings, smoke sailed	Using the same sound calls attention to those words.

All authors choose words to convey meaning. But some authors—especially poets—arrange words to make the best use of their sounds. Being aware of sound devices such as alliteration and rhyme will help you “hear” how words can flow in a way that’s music to your ears.



Read the first two stanzas of a poem about Harriet Tubman.

Genre: Lyric Poem

### Harriet Tubman *by Eloise Greenfield*

Harriet Tubman didn't take no stuff  
 Wasn't scared of nothing neither  
 Didn't come in this world to be no slave  
 And wasn't going to stay one either

"Farewell!" she sang to her friends one night  
 She was mighty sad to leave 'em  
 But she ran away that dark, hot night  
 Ran looking for her freedom  
 She ran to the woods and she ran through the woods  
 With the slave catchers right behind her  
 And she kept on going till she got to the North  
 Where those mean men couldn't find her

(continued)

**Explore how to answer this question:** "How does the poet use rhyme, alliteration, and repetition in her description of Harriet Tubman?"

Analyzing the effect of the sound devices chosen by the poet will help you interpret her message. Think of how the poet's choices emphasize important ideas and make her thoughts clearer. Also think of how the meaning of the poem would change without the rhyme, alliteration, and repetition.

**Find examples of rhyme, alliteration, and repetition in the poem, and complete the chart below. Describe how they affect the poem's overall message or the meaning of a particular stanza.**

Sound Device	Examples	Impact on Meaning
Rhyming Words	neither, either behind her, find her	
Alliteration	nothing neither	
Repetition		

**With a partner, analyze the line "She ran to the woods and she ran through the woods" to determine the effect of the poet's use of repetition. How would the meaning of the line be different without it?**



### Close Reading

What sound devices does the poet use in this stanza? **Circle** examples of rhyming words and **underline** lines or phrases that are repeated.

Continue reading the poem about Harriet Tubman. Use the Close Reading and the Hint to help you answer the question.

*(continued from page 130)*

Nineteen times she went back South  
To get three hundred others  
She ran for her freedom nineteen times  
To save Black sisters and brothers  
Harriet Tubman didn't take no stuff  
Wasn't scared of nothing neither  
Didn't come in this world to be no slave  
And didn't stay one either  
  
And didn't stay one either

### Hint

What did you think about Harriet when you read that she made the journey nineteen times?

**Circle the correct answer.**

Which choice best states the impact that the repeated phrase "nineteen times" has on the poet's message?

- A** The repetition of the phrase creates a musical rhythm in the first few lines of the stanza.
- B** The repetition emphasizes how frequently Tubman traveled back to the South.
- C** The repetition helps readers understand that "nineteen times" is the most important idea.
- D** The repetition of the phrase highlights Tubman's determination and courage.



### Show Your Thinking

Explain how the sound devices helped you interpret the poet's feelings about Harriet Tubman.

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With a partner, discuss how repetition of the line "And didn't stay one either" added to your understanding of the poem. What phrase does it echo from the first stanza?



Read the drama, which quotes from John Greenleaf Whittier’s “Barbara Frietchie” and Alfred Lord Tennyson’s “The Charge of the Light Brigade.” Use the Study Buddy and Close Reading to guide you.

Genre: Drama



So far, the poems I’ve read use sound devices to add meaning to the lines. I wonder how they’ll add meaning in this drama. As I read, I’ll look for examples and think about how their use can help me understand what happens in this scene.

## Close Reading

**Underline** examples of alliteration and words that rhyme. What effect do they create?

**Circle** words and phrases that are repeated in the dialogue. What impact do they have on the characters?

## To Honor *by Jayna Taylor*

- 1 *Scene II, in which three students discuss their group project*
- 2 TIA: Mr. Claypool said we have to find “a unique way to honor a hero” in our Veteran’s Day presentation. People have been honoring heroes forever; so how can we possibly be unique?
- 3 JEROME: Yeah, like way back in Roman times when conquering generals were given a parade with chariots, cheering crowds, tons of trumpets—
- 4 ALICIA: That gives me an idea. We can create a unique version of an old way of honoring a hero by using poetry somehow. People have been writing poems about heroes forever.
- 5 JEROME: Poetry? Really? Poems are about flowers and fluff!
- 6 ALICIA: No way! What about this poem from the Civil War? It’s about a woman who stood up to the Southern soldiers by hanging up the Union flag after they took it down.  
  
Up rose old Barbara Frietchie then,  
Bowed with her fourscore years and ten;  
Bravest of all in Frederick town,  
She took up the flag the men hauled down;
- 7 JEROME: Hmm, bravest of all . . . that’s neat. Do you know others?
- 8 TIA: Well, there’s a famous poem about a battle in 1854 when British soldiers bravely charged a hill while cannons thundered all around them. It goes, “Cannon to right of them/Cannon to left of them, . . .”
- 9 JEROME: Yeah, poems about soldiers, . . . bravest of all. Wait! There’s got to be poems about bravery and courage, and lots of veterans have proved they’re brave. We can find poems that describe the bravest of all!
- 10 TIA: That’s *it*, Jerome! We’ll put together a slide show using poems about bravery—and music, too. Jerome, you’re a genius!



### Hints

How does the poet create a sense of unity in the Barbara Frietchie poem?

What phrase does Jerome repeat several times?

What happens before, during, and after each student says the phrase "bravest of all"?

Use the Hints on this page to help you answer the questions.

- 1 Which of the following describes the effect of a sound device that the poet uses in the Barbara Frietchie poem (paragraph 6)?
  - A The repetition of the sound at the end of *bravest* and the beginning of *town* stresses the importance of these words.
  - B The rhyming words at the end of each pair of lines tie the lines together and cause the lines to flow in a musical way.
  - C The repetition of the word *up* in the first and fourth lines shows that Barbara Frietchie’s bravery made the town look up to her.
  - D The similar sounds in the words *Frietchie* and *flag* call attention to the connection between Barbara Frietchie and her heroic deed.
  
- 2 Which phrase is used to highlight Jerome’s gradual change in attitude?
  - A “chariots, cheering crowds, tons of trumpets”
  - B “flowers and fluff”
  - C “bravest of all”
  - D “poems about soldiers”
  
- 3 Read the statement below. Then answer the question that follows.

The author repeats the phrase “bravest of all” to emphasize how the students build on each other’s ideas as they plan their presentation.

Write a paragraph explaining how you can tell that the above statement is true. Use at least two details from the passage to support your response.

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Read the story. Then answer questions 1 through 4.

# Welcome Home

*by Joyce Mallery*

As far back as I could recall, basketball has been my passion. My father had set up a basketball hoop in our backyard, and my older brother Andy had started showing me how to play basketball from the time I was small. As I grew older, playing basketball became the focus of my life.

5 In most situations, I tend to be a shy and timid person, but I become someone completely different when I'm on the basketball court. It's almost like a switch turns on inside of me, and I can shut out everything else. When I'm playing basketball, my brother calls me Fast and Furious Fi. *Fi* rhymes with *see*, and *Fi* is short for Fiona. When I'm playing basketball, the spectators love to chant rhymes during the game: "What do you see, Fi?" "Score one for me, Fi!" and even "Hey Fi, make it three!!"

10 My brother has always been my best friend. While we did all the things that kids generally do to annoy each other, we always seemed to know what was in each other's hearts. But the past year has been so hard for me because my brother enlisted in the Air Force, and shortly after, he was deployed to the Middle East. My heart still thumps when I think back to the night before he left—the night we sat together and silently stared at the stars. "I don't know what I'll do without you," I blurted out, despite my feeble attempt to put on a brave face.

15 Andy was quiet, which is totally unlike him. "I'm scared to leave," he admitted quietly. "But it will be easier for me to be away if I know you're okay, and we can always text and email. I just have to know that you're going to be all right while I'm gone, Fiona—that you're going to be the star of your basketball team and work to get good grades."

20 I hugged him and I couldn't stop crying. My passion is basketball, and I'll work hard to get good grades because I know those things are important to my brother. "Hang in there, Fast and Furious," he whispered, trying his best to reassure me. But instead of fast and furious, I felt lost and lonely.

25 My life just wasn't the same after Andy left. My friends didn't seem to comprehend how I felt now that my brother was not around and how I worried about him. "I'd love to have my brother leave for awhile," my best friend Chloe once said. It took all the strength I had not to start crying, and I could tell that Chloe immediately regretted her remark. "I guess that was a thoughtless thing to say," she mumbled apologetically. "I know how much you love Andy."

30 The following week, Chloe and I were at the library when she called me over to her computer and pointed to a website. "Fiona, look at this," she said excitedly. "My mom told me about this: Troop Greeters official website. People assemble at the airport and greet the troops that pass through." We read the mission statement together: The mission of Troop Greeters is to express the nation's gratitude and appreciation to the troops, for those going overseas and for those heroes coming home.



The website said we could contact the group for additional information. “Let’s go outside and call,” Chloe suggested. I grabbed my cell phone and dialed the number. A woman answered, and she explained it all to us. “We’ll let you know when flights are arriving,” she said. “Have at least one parent accompany you. The welcome means so much to our returning and departing military personnel.”

That night I discussed it with my parents. “This sounds like a wonderful idea,” Mom said. “And we’ll bring Chloe, too, since it was her idea.”

Then, the night before we were scheduled for our first meet-and-greet, I started to get really nervous about talking to strangers. Finally, I called Chloe. “I can’t do this. I’ll have no idea what to say!” I moaned.

“Wait a minute—you can’t back out now!” Chloe snapped. “What happened to ‘Fast and Furious Fi’ of the basketball court? You’re acting more like a foolish and flighty fan in the bleachers!” Then, in a softer voice, she added, “I’ve got an idea. Why don’t you bring your basketball with you. That way the troops will know something about you right from the start, and you’ll have something to talk about.”

The next morning we stood in line with the other troop greeters. Suddenly, there was a rush of footsteps and uniforms, and we could feel an electric buzz of excitement and energy. The first man in line looked at me, smiled, and shook my hand. “Thank you for coming,” he said. “And you’re a basketball player! Can I borrow this?” He grabbed the ball and started dribbling and laughing. Then he passed it to his friend.

I took a deep breath and forced myself to ask, “Did you play basketball in high school? I play for my varsity team.” That remark brought a grin to several faces.

After that, it was easy for me to talk to the troops. Each one said hello and asked about my basketball. And every time I said, “Welcome home!” I knew in my heart that someday soon I would be uttering those words to my own hometown hero—my brother.

**1**

The author **most likely** chose to use rhyme in lines 7 and 8 to

- A** reflect the excitement at Fi’s basketball games
- B** add a musical quality to the paragraph
- C** foreshadow which team will win the next game
- D** reinforce the idea of Fiona’s strong bond with her brother



- 2 Why has the author **most likely** chosen to use phrases such as “silently stared at the stars” and “lost and lonely” in the scene that took place the night before Andy left (lines 12 through 21)?
- A to highlight similarities between the feelings of the brother and sister
  - B to build up the mood of stillness and sadness
  - C to create suspense about what will happen after Andy leaves
  - D to emphasize the close relationship between Fiona and her brother

- 3 How does Chloe’s use of the phrase “Fast and Furious Fi” in lines 41 and 42 help Fiona rethink her feelings about meeting strangers?
- A It helps Fiona see the differences between basketball players and the arriving troops.
  - B It suggests that Fiona should remember what Andy said the night before he left.
  - C It emphasizes that Fiona should think up rhymes to chant for the soldiers.
  - D It reminds Fiona to draw on the confidence she gained from playing basketball.

4 **Short Response** How does the author’s use of repetition and alliteration help to draw the reader’s attention to Fiona’s feelings at different points in the story? Use **two** details from the story to support your response.

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 **Self Check** Go back and see what you can check off on the Self Check on page 120.