***AAPI Women Voices: Untold Stories Through Poetry (4th/5th Grade)***

Lesson 3: Poetic Elements—Repetition, Alliteration, Rhyme, & Form

**Repetition:** The use of the same words or phrases to create a beat, rhythm, or develop emphasis.

* “How they **tinkle, tinkle, tinkle**, in the icy air of night!”
* In this example of repetition, the writer is emphasizing and bringing the audience’s attention to the tinkling of the subject [bells].

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|  | Repetition |
| 1 | **Common** sense is not so **common**. |
| 2 | If you think **you can win, you can win**. |
|  | **Identify the repetition in the following:** |
| 3 | And miles to go before I sleep, and miles to go before I sleep. |
| 4 | I want her to live. I want her to breathe. I want her to be happy. |
| 5 | The horror! Oh, the horror! |

**Alliteration:** The repetition of the first sounds of words

* “The **blue balloon bobbed** around the room with every breeze that came through the window.”
* Used to create a flow through the pattern of sounds and adds to the beauty of the writing

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|  | Alliteration |
| 6 | **Mickey Mouse** is one of the most popular Disney characters. |
| 7 | The instructor checked our rope and said it was **not knotted** well enough. |
|  | **Identify the alliteration in the following:** |
| 8 | She shook the shells so hard that each broke into many tiny pieces. |
| 9 | Tim thought his sister certainly skipped class on Monday. |
| 10 | Her description painted a pretty picture for those who didn’t go on the trip. |

**Rhyme:** A type of echoing which uses a correspondence of sound.

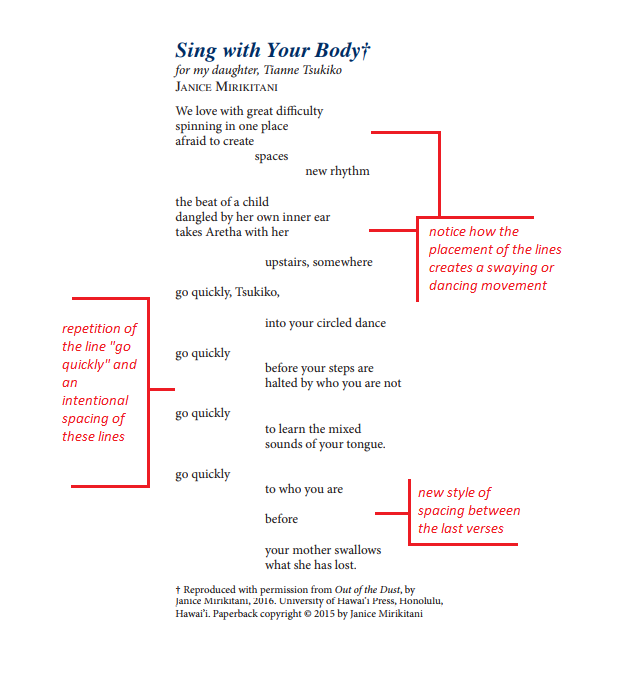
* **“**It wasquite a **shock** to find my **sock** sitting atop the **rock.”**
* This rhyme example, **shock, sock, rock**, shows how rhyme can be used to establish a rhythm or beat.

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|  | Rhyme |
| 11 | I have measles and the **mumps**, a **gash**, a **rash**, and purple **bumps**. |
| 12 | This precious book of love, this unbound **lover**, to beautify him only lacks a **cover**. |
|  | **Identify the rhyme in the following:** |
| 13 | From there to here, and here to there, funny things are everywhere. |
| 14 | True words end; lies extend. |
| 15 | Being two beings requires a rage for rigor, rewriteable memory, hybrid vigor. |

**Form and structure of the poem relate to:**

* The particular pattern and organization of the poem
* They can be created through the length of the lines, their rhythm, and the use of literary devices like rhyme and repetition.

**Form & Structure: Example— “Sing with Your Body” by Janice Mirikitani**

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**Analyzing Form: Learning from “Sing with Your Body”**

1. **What words, phrases or lines draw your attention most? Explain.**
2. **How does the organization of the poem and pattern of the lines and verses make you feel about the poem? Do you enjoy this structure or dislike it? Explain.**
3. **Imagine that Janice Mirikitani had all the lines of the poem lined up on the right side with no extra spaces between the lines. How would this structure change the impact of the poem?**
4. **Choose one example of unique form (particular spacing, line structure, punctuation, capitalization, etc.) from “Sing with Your Body” and explain how it adds meaning to the poem.**

**“Learning to Love America”—Rhyme, Repetition, & Form:**

* 1. **What is the central idea of “Learning to Love America”?**
  2. **How does the repetition of the word “because” add meaning to the poem? How does it interact with or add to the central idea of the poem?**
  3. **Choose one example of unique form and explain how it adds meaning or significance to the poem’s message or overall effect.**
  4. **Add your own unique element of form (through spacing, punctuation, repetition, rhyme, etc.) to “Learning to Love America”. Write your new or revised lines below and describe the changes you made and why.**