

Important Concepts . . .

Preview Review



Language Arts Grade 7 TEACHER KEY

W3 - Lesson 1: Poetic Structure

Important Concepts of Grade 7 Language Arts	Materials Required
W1 - Lesson 1 Communication Skills	Textbooks
W1 - Lesson 2 Sentence Structure	<i>ResourceLines 7/8</i>
W1 - Lesson 3 Punctuation Skills	<i>SightLines 7</i>
W1 - Lesson 4 Writing Paragraphs	
W1 - Quiz	
W2 - Lesson 1 What's a Short Story?	
W2 - Lesson 2 Short Story Analysis	
W2 - Lesson 3 Literary Techniques	
W2 - Lesson 4 Essays	
W2 - Quiz	
W3 - Lesson 1 Poetic Structure	
W3 - Lesson 2 Forms of Poetry	
W3 - Lesson 3 Letters	
W3 - Lesson 4 Writing Poetry About Letters	
W3 - Quiz	

Language Arts Grade 7

Version 5

Preview/Review W3 - Lesson 1 Teacher Key

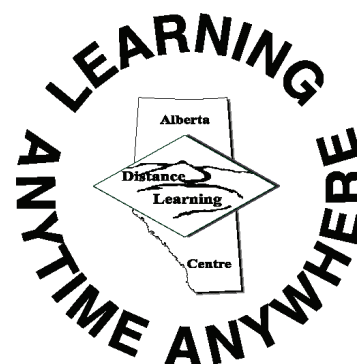
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Preview/Review Concepts for Grade Seven Language Arts

TEACHER KEY



*W3 - Lesson 1:
Poetic Structure*

OBJECTIVES

By the end of this lesson, you should

- understand poetic structure
- recognize rhythm and metre in poetry
- recognize rhyme in poetry
- identify rhyme scheme in poetry

GLOSSARY

Refer to *ResourceLines* 7/8

metre – predictable rhythm of a poem (pages 59, 63, and 64)

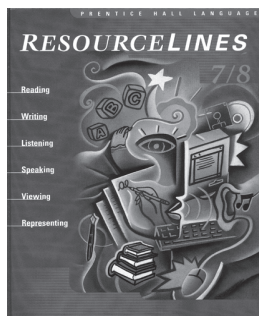
stanza – groups of lines within a poem (page 60)

rhythm – the pattern of beats similar to the beat in music created by various stressed or unstressed syllables (pages 9, 56, 59, and 348)

Welcome to W3 - Language Arts 7 – Preview/Review!

This course gives a snapshot of some of the important concepts required for effective communication. These concepts and skills will act as tools for you to build bridges or connections with your audience. They will help you be a better writer, listener, presenter, and viewer—in short, a better learner and communicator. These skills or tools will also assist you in courses other than Language Arts because you are often required to share information. Communication skills are tools for learning in any subject or context.

These lessons focus on specific skills or tools. They are organized into a variety of exercises and end with a short quiz at the end of the week. The quiz is designed to help you check your understanding of the concepts you previewed or reviewed and to see where more learning is required.



You may be working on these lessons on your own, or you may be in a classroom situation. If you are in a classroom situation, your teacher may choose activities for you to do in groups or pairs.

The textbooks *SightLines 7* and *ResourceLines 7/8* are necessary to complete some of the assignments.

Each lesson has a Learning Log to help you think about your learning process. You will identify main points covered in the lesson and record them in the Learning Log with questions to help focus your learning. This process ensures you have understood all the concepts you studied.



W3 - Lesson 1: Poetic Structure

Early poetry is associated with the songs performed by traveling minstrels. Although poetry is usually no longer read with music, it has a quality that is pleasing for the human voice. The rhythm and rhyme of poetry often makes it easy to remember and pleasant to listen to. Not all poems follow particular rhythms or rhymes, but most use powerful words arranged pleasingly. Word choice and arrangement used in poetry offer the writer or reader new ways of seeing some object, action, or feeling.

Reading poetry aloud is helpful to appreciation because the voice can add to the meaning of the poem. Therefore, the more you understand about the grouping and spacing of lines and words chosen to create certain sounds and patterns in poetry, the better you will understand and appreciate poetry.

Rhythm

In speech, people say certain syllables or words with greater emphasis or stress than others. A dictionary will usually indicate how words are pronounced, and which syllables are emphasized. A poet often arranges the stresses in a line of poetry so that the rhythm conveys a certain mood or feeling.

When poetry is divided into a number of sections that have similar arrangements of stress, each section is called a *foot*. Each foot has only one stressed syllable although the number of unstressed syllables may vary.

Dividing a line of poetry into feet and marking the stressed syllables is called *scanning*. (p. 221)

On page 59 in *ResourceLines* 7/8, read “The Sounds of Poetry” to learn how to scan and mark the beat of a poem.

Here is an example of a nursery rhyme with its syllables stressed:

/ u u / u u /
 Hickory, / dickory, / dock,
 u / u / u /
 The mice / ran up / the clock.
 u / u /
 The clock / struck one,
 u / u /
 The mice / ran down.
 / u u / u u /
 Hickory, / dickory, / dock.



Activity 1

Scan the following nursery rhyme and mark its stressed syllables:

/ u u / u u
Pussycat, / pussycat,

/ u u /
Where have / you been

/ u u / u
I've been to / London

/ u u u /
To vis/it the Queen.

Rhyme

Rhyme is the similarity of sounds among words. It helps us to remember things. Small children easily learn many rhymes, whether they are Mother Goose rhymes or songs by a favorite children's entertainer. Elementary education often incorporates rhyming songs to help students remember the rules for reading, or classroom behaviour. Even adults remember things better when a rhyme is involved, which is why much television advertising includes rhymes.

End rhyme is the use of rhymed syllables at the ends of separate lines.

A famous song uses all different word endings, but the same rhyme:

When I'm feeling **blue**
All I have to **do**
Is think of **you**

Internal rhyme occurs when the rhymed words are within the line itself rather than at the end.

Nursery rhymes often use this type of rhyme:

Little Bo-**Peep** has lost her **sheep**
And doesn't know where to find them.
Leave them **alone** and they'll come **home**
Dragging their tails behind them.

Activity 2

Find the examples of internal and external rhyme in the first stanza of Edgar Allan Poe's "The Raven":

Once upon a midnight dreary, while I pondered, weak and weary,
Over many a quaint and curious volume of forgotten lore,
While I nodded, nearly napping, suddenly there came a tapping,
As of someone gently rapping, rapping at my chamber door.
" 'Tis some visitor," I muttered, "tapping at my chamber door;
Only this, and nothing more."

(‘Dreary’ and ‘weary’, and ‘napping’ and ‘tapping’ are examples of internal rhyme. ‘lore’ and ‘door’ and ‘more’ are examples of end rhyme.)

Figures of Speech

Figures of speech are often used to create image. For example, "rough as sandpaper" creates a sense of touch. "There was a vast blue bowl which was the sky" creates a visual image more effectively than "The sky was blue."

Six common figures of speech are **similes**, **metaphors**, **personification**, **hyperbole**, **alliteration**, and **onomatopoeia**.

A **simile** is a comparison introduced by the word **like** or **as**. It means you are saying that something is similar to something else.

Although she was now 89 years of age, Anne's mind was still as sharp as a tack.

After the crushing machine finished, the old car looked like a pancake.

Activity 3

Write your own example of a simile to describe an animal:

Answers will vary.

Example: Jen's German shepherd was as gentle as a lamb with the young children.

A **metaphor** is another type of comparison that is used frequently in prose or poetry. It describes one thing not as if it was similar, but as if it were something else.

Fireman Fred's actions during the terrifying high-rise fire proved he was a tower of strength. (Fred's behaviour showed he worked well under pressure.)

The Chihuahuas were annoying little monsters, scurrying between people's legs. (Chihuahuas are little monsters.)

Activity 4

Describe a person using a metaphor.

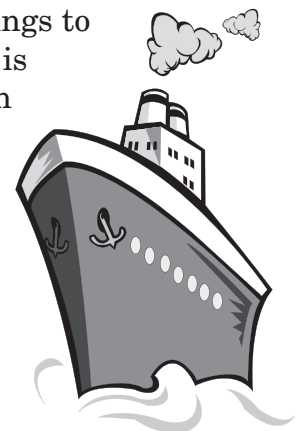
Answers will vary.

Example: That sharp dressed man is a sly fox.

Personification is the giving of human characteristics, powers or feelings to inanimate objects or abstract qualities; lifeless things are given life. It is a type of metaphor in which the comparison is always made to a human being. Notice the root word **person** in **personification**.

The sea deliberately smashed and maliciously pounded our ship against the rocks. (The sea is given human characteristics of being vicious and deliberately hurtful.)

Icy fingers of fear traced a path down my neck. (Fear, an abstract quality or feeling, is given fingers, a human trait – very creepy.)



Activity 5

Use personification to bring to life a **skateboard** or a **mountain bike**. Make it speak, squeak, gleam, groan, grunt or leer

Answers will vary. Example: (Only a single sentence is necessary.)

The wheels refuse to budge. The trucks are locked in a mire of grease and dirt.

The rails and grip tape are ragged. I remember when it would race up the half

pipe, grind the curb with a delighted squeal, and tailslide with abandon.

Now, my skateboard is tired and quiet.

Hyperbole is excessive (hyper) exaggeration, often used for dramatic or comic effect. Notice the prefix **hyper**.

My apple pie would knock your socks off.

(Although my apple pie is delicious, it could not, literally, knock your socks off. This exaggeration helps to emphasize just how tasty the dessert would be.)

The cup shattered into a million pieces when it hit the tile floor.

(The cup broke, but it is unlikely that there are a million pieces.)

Activity 6

Write your own sentence using hyperbole to describe a car.

Answers will vary.

Example: My Corvette is faster than greased lightning.

Alliteration is the repeated use of the initial letter or sound in two or more words in your sentence. You want to use this when you want to gain attention, to bind phrases together, or to create a musical effect. Advertising slogans often use alliteration.

Visit Vivienne's Vegetable Stand in Vernon, B.C.

She sells sea shells by the sea shore.

Activity 7

Use alliteration of your own in a sentence about some type of food.

Answers will vary.

Example: Dave's dunking doughnuts are delicious.

Sally's salmon sandwiches are simply superb.

Onomatopoeia, also known as **imitative harmony**, is the use of words whose sound suggests their meaning.

Examples: buzz, hiss, quiver, slap, crash, drip, creak, croak, whirl, squeal, bang, thud

Sometimes a poem will use an entire line or even a stanza of imitative words to convey a special effect, as in these lines from Shakespeare's *Macbeth*:

Double, double, toil and trouble;
Fire burn, and cauldron bubble.

(p. 224)

Activity 8

Describe a summer day using onomatopoeia.

Answers will vary.

Example: One lazy August afternoon, a few filmy clouds floated across the sky and the wind whispered through the tall grass as I lay listening to the babbling brook.

Her mood changed, her humming stopped when she heard the knock, knock, knocking at her door.

LEARNING LOG

Reflect on and record your learning process for this lesson.

(Note: Students' answers will match their experience with the lesson.)

What do I know about rhythm and rhyme in poetry?

Answers will vary.

What do I need to review so I can remember it for future use?

Answers will vary.

You should now be able to meet all the objectives listed at the beginning of the lesson. Review the list to see if there is anything you need to spend more time on.

Teacher's Comments: _____
