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Common Core Learning Standard

RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

THEME: Living in the World

1 Introduction

Read, or have students read, the instructional text. Work through the examples as a class. Discuss with students how rhyme and the repetition of sounds are used for effect. Review the different forms of sound repetition. Remind students to closely read the poem to understand why and how the poet is using rhyme for a specific purpose and effect. Encourage students to pay attention to how repetition is used in speeches and other prose.

2 Focused Instruction

Title: Celebrate

Genre: Poetry

Lexile® Measure: N/A

Guide students as they work together as a class, in pairs or groups, or individually. Offer assistance to students as needed.

Vocabulary

To help with comprehension, review these vocabulary words with students before they read the passage. Write the words on the board and keep them displayed so students can refer to them when they read independently.

crazed, diamantine, quivers, splendour

CCLS RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

LESSON 10 Exploring Rhyme and Repetition

1 Introduction THEME: » Living in the World

Authors use the **repetition** of sound—the same sound over and over—to achieve an effect in a text. There are several forms of repetition:

- **Alliteration** is the repetition of sound at the beginning of a word in a group of words that are close to each other. For example: *Peter Piper picked a peck of pickled peppers.*
- **Consonance** is the repetition of consonants in the middle or end of a word in a group of words that are close to each other. For example: *The black sack is in the back.*
- **Assonance** is the repetition of vowel sounds in the middle or end of a word in a group of words that are close to each other. For example: *Try to light the fire.*

Rhyme is the echoing or repetition of sounds, providing a song-like quality to words in a poem. A **rhyme scheme** describes the pattern of end rhymes in a poem.

Read the poem. Then analyze the poem's rhyme and repetition by filling in the chart.

The mouse in the house was a clever old louse,
Outsmarting the traps with hardly a scuffle,
Laughing, playing, and overstaying in our house,
Outsmarting the traps with barely a shuffle,
5 Oh, yes the mouse in the house was a clever old louse,
Winking at us from his home in the wall,
Winking at us and having a ball.

	Example	Impact on Poem
Rhyme	<i>louse, house;</i> <i>scuffle, shuffle;</i> <i>wall, ball</i>	<i>The speaker seems entertained and amused by the mouse in the house</i>
Rhyme scheme	<i>Lines 1, 3, and 5 rhyme.</i> <i>Lines 2 and 4 rhyme.</i> <i>Lines 6 and 7 rhyme</i>	<i>The poem's rhyme scheme gives the poem a light, humorous tone. It makes the idea of a mouse in the house funny rather than problematic</i>
Repetition	<i>"the mouse in the house was a clever old louse," "outsmarting the traps," and "winking at us,"</i>	<i>By repeating the phrases, the speaker emphasizes that the mouse is able to outwit the people in the house</i>

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2 Focused Instruction Lesson 10

Read the first part of the poem. Then answer the questions.

Celebrate
by Anna Akhmatova

Celebrate our anniversary—can't you see tonight the snowy night of our first winter comes back again in every road and tree—that winter night of diamantine splendour.

5 Steam is pouring out of yellow stables, the Moika river's sinking under snow, the moonlight's misted as it is in fables, and where we are heading—I don't know.

There are icebergs on the Marsovo Pole.

10 The Lebyazh'ya's crazed with crystal art... Whose soul can compare with my soul, if joy and fear are in my heart?—

And if your voice, a marvellous bird's, quivers at my shoulder, in the night,

15 and the snow shines with a silver light, warmed by a sudden ray, by your words?

Think About It

What is the rhyme scheme of the first two stanzas? The question asks you to identify the pattern of end rhyme in the poem.

Which lines rhyme in stanza 1? Lines 1 and 3 rhyme.
Lines 2 and 4 rhyme.

Which lines rhyme in stanza 2? Lines 5 and 7 rhyme.
Lines 6 and 8 rhyme.

What is the rhyme scheme, or pattern of end rhyme, in the first two stanzas of the poem? Every other line in both stanzas rhymes.

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2 Focused Instruction Lesson 10

Read an excerpt from a play. Then answer the question.

For the Crime of Voting
by Jan Kelter

ACT 1, Scene 2

The law office of Henry Selden. SELDEN sits behind a desk, with SUSAN B. ANTHONY in a chair opposite him.

SELDEN: You know that you will likely be arrested by federal marshals if you vote tomorrow?

SUSAN: I am counting on it, sir. I want my arrest to be as public as possible.

SELDEN: *(sighs)* Miss Anthony. As your attorney, and as a former judge, I agree with your reading of the 14th Amendment. I have advised you that the only way to find out what the law is upon a subject is to bring a test case.

SUSAN: Mr. Selden, I believe you knew my father. *(Selden nods.)* He and my mother raised my sisters and me to believe firmly in equal rights for all people. It was a loss of innocence when I learned that the majority does not feel this way. If a woman is unmarried, law and custom do not permit her the education and employment required to earn a substantial living. If she marries, the law requires her to yield her property to her husband.

She gets up from her chair, agitated, but quickly composes herself.

SUSAN: I have been silenced in temperance meetings and in abolition meetings, and all on account of my sex. You may not know how many women are regularly beaten by their husbands. *(You may not know it)* because they would have no recourse to legal counsel, assuming they could afford it, and therefore no reason to seek it. *(You must not assume)* that only poor men beat their wives. It happens in the most respectable homes. In this as in other matters, the female has no rights. Under the law, she is her husband's property. Under the law, to obtain a divorce she must abase herself to the extent that respectable society regards her as no better than those unfortunate women sitting in our county jail. And why, Judge Selden? Because we are constrained from exercising the fundamental right to participate in the process that makes the laws—the very right that defines citizenship in a free country. Do I make myself plain?

SELDEN: Quite plain, Miss Anthony.

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A Closer Look

Use A Closer Look to have students increase their understanding of the text. Remind students to use the hint box to help them answer the question.

A CLOSER LOOK
Circle repeated phrases in Susan B. Anthony's dialogue.

2 Focused Instruction Lesson 10

Examine how the repetition of phrases and sounds in Susan's monologue affects your reading of the scene.

Several times, Susan begins a series of sentences with the same or similar words and phrases: "If..." "You may not know..." "You must not assume..." "Under the law..." This gives a kind of beat and excitement to her speech, like in a rap song.

Do the words used by Susan have positive, negative, or neutral connotations?

Write two sentences that show evidence of Susan's demeanor in this scene.

"I want my arrest to be as public as possible." "Do I make myself plain?"

DISCUSS IT
With a partner, discuss Susan's mood and use of language in the scene. How does she feel about her lack of voting rights? Discuss, too, your opinion of women's suffrage in the 1870s.

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Discuss It

For this discussion activity, you can choose to have students discuss in pairs, in groups, or as a class.

Writing Activity

Have students write about what rights citizens are guaranteed in America. Ask students to share their work with the class.

3 Guided Practice

Title: The Need of Being Versed in Country Things

Genre: Poetry

Lexile® Measure: N/A

Students should complete the Guided Practice section on their own. Offer assistance as needed, pointing out the A Closer Look and Hint call-out boxes along the left side of the page.

Vocabulary

forsaken, phoebes, pistil, versed

Speaking/Listening Activity

Have students share a poem they like. Ask students to share why they like the poem and what they know about the poet.

ELL Support

Discuss with students how the poet has used adjectives to describe objects in the poem. Ask students to create their own descriptions of a special place using adjectives.

3 Guided Practice Lesson 10

Read the poem. Then answer the questions.

The Need of Being Versed in Country Things
by Robert Frost

The house had gone to bring again
To the midnight sky a sunset glow
Now the chimney was all of the house that stood
Like a pistil after the petals go

5 The barn opposed across the way
That would have joined the house in flame
Had it been the will of the wind, was left
To bear forsaken the place's name

No more it opened with all one end
10 For teams that came by the stony road
To drum on the floor with scurrying hoofs
And brush the mow with the summer load

The birds that came to it through the air
At broken windows flew out and in,
15 Their murmur more like the sigh we sigh
From too much dwelling on what has been.

Yet for them the lilac renewed its leaf,
And the aged elm, though touched with fire;
And the dry pump flung up an awkward arm;
20 And the fence post carried a strand of wire.

For them there was really nothing sad.
But though they rejoiced in the nest they kept,
One had to be versed in country things
Not to believe the phoebes wept.

A CLOSER LOOK
Circle the last word of each line of stanzas 1-3. Connect the lines that rhyme.

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3 Guided Practice Lesson 10

The rhyme scheme is the same in every stanza.

1 What is the rhyme scheme of the poem "The Need of Being Versed in Country Things"?

A The second and fourth line of every stanza rhymes.
B The first two lines and the last two lines of every stanza rhyme.
C Every other line of each stanza rhymes.
D The first and third line of every stanza rhymes.

What words have a repeated beginning sound?

2 Which of the following lines of the poem contains alliteration?

A line 7
B line 9
C line 11
D line 13

What is the main purpose of the conjunction and?

3 What point is the poet emphasizing by repeating the word *and* in stanza 5?

By repeating the word "and," the poet emphasizes that some things go on, despite the changes that occur, such as the fire that destroyed the house.

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4 Independent Practice Lesson 10

Read the poem. Then answer the questions.


An Empty Nest
by James Whitcomb Riley

I find an old deserted nest,
Half-hidden in the underbrush:
A withered leaf, in phantom jest,
Has nestled in it like a thrush
5 With weary, palpitating breast.

I muse as one in sad surprise
Who seeks his childhood's home once more,
And finds it in a strange disguise
Of vacant rooms and naked floor,
10 With sudden tear-drops in his eyes.

An empty nest! It used to bear
A happy burden, when the breeze
Of summer rocked it, and a pair
Of merry tattlers told the trees
15 What treasures they had hidden there.

But Fancy, flitting through the gleams
Of youth's sunshiny atmosphere,
Has fallen in the past, and seems,
Like this poor leaflet nestled here, —
20 A phantom guest of empty dreams.



1 What is the rhyme scheme in each stanza of the poem?

A Lines 1 and 2 rhyme, and lines 3, 4, and 5 rhyme.
 B Lines 2 and 4 rhyme, and lines 1, 3, and 5 rhyme.
 C Lines 3 and 4 rhyme, and lines 1, 2, and 5 rhyme.
 D Lines 1 and 5 rhyme, and lines 2, 3, and 4 rhyme.

**RL.7.4
DOK 2**

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4 Independent Practice Lesson 10

2 Which of the following lines of the poem includes alliteration?

A line 7
 B line 11
 C line 14
 D line 17

**RL.7.4
DOK 2**

3 What is the effect on the reader of using the long *a* sound in line 9?

The use of the long a sound in "vacant" and "naked" places emphasis on the deserted nest.

4 How does the repetition of the word *empty* support the main emotion expressed in the poem? Cite evidence from the poem to support your answer.

The poet repeats "empty" three times in the poem: in the title and in lines 11 and 20. The main emotion expressed in the poem is sadness. The repetition of this word, which has a negative connotative meaning, supports this sadness.

**RL.7.4
DOK 3**

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4 Independent Practice

Title: An Empty Nest

Genre: Poetry

Lexile® Measure: N/A

Have students complete the Independent Practice on their own. Students can complete it at home, or during class.

Vocabulary

muse, palpitating, thrush, underbrush, withered

4 Independent Practice Answer Analysis

- Choice B is correct because the rhyme scheme is ABABA. Choice A is incorrect because only lines 3 and 5 rhyme. Choice C is incorrect because only lines 1 and 5 rhyme. Choice D is incorrect because lines 1 and 5 rhyme, but line 3 does not rhyme with lines 2 and 4.
- Choice C is correct because line 14 repeats the letter "t" in "tattlers told the trees." Choices A, B, and D are incorrect because they do not contain repeating sounds at the beginning of a word in a group of words.
- Answers should state that the long *a* sound in the words *vacant* and *naked* helps put the emphasis on the deserted nest.
- Answers should note that the main emotion in the poem is sadness. Repeating the word *empty* helps express this sadness.

Media/Research Activity

Have students use Internet and library resources to learn more about different birds and the types of nests they build. Have students present their findings to the class.