Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Hour:\_\_\_\_\_

**Poetry Unit 5B: Rhyme**

**Punctured Poems: Can you Rhyme?**

* **Marlowe: “Was this the face that launched a thousand ships?”**
	+ **Student Response: No wonder there are keel marks on her lips.**
* **Shakespeare: “Full fathom five thy father lies…”**
	+ **Student Response: I pushed him. I apologize.**
* **Wordsworth: “My heart leaps up when I behold…”**
	+ **Your Response:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **Kilmer: “I think that I shall never see…”**
	+ **Your Response:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **Poe: “Once upon a midnight dreary…”**
	+ **Your Response:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Poetry Defined: Words arranged into a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**Poetry’s Appeal:**

* **Appeals to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
* **Appeals to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**Structure:**

* **Rhyme/\_\_\_\_\_\_\_\_\_\_\_**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_forms**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_forms**
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\*Rhyme=\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Rhyme Defined:** Identical sounds in the last \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ vowel and all of the sounds following that \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in \_\_\_\_\_\_\_\_\_\_\_\_ or more words.

**End Rhyme:** Rhyme that occurs at the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of corresponding lines of poetry. *Example:*

**Rhyme Scheme:** The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or rhyme sounds in a poem or in a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Eye Rhyme:** Rhyme that occurs when word \_\_\_\_\_\_\_\_\_\_\_\_\_ are spelled alike but \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ differently. *Example:*

**Slant Rhyme:** Two words with similar but slightly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sounds are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ together*. Example:*

***“ALLEN-A-DALE” (pp. 306-307)***

**Sir Walter Scott (1771-1832)**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_poet (feelings/imagination)
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ themes
* Famous for his novel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**History of “Allen-a-Dale”**

* Similar to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ballads
* Legend says Allen-a-Dale was one of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ men—a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Stanza form:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ballad
* Rhyme scheme:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Theme:** Nobility of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_ trumps nobility of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Which types of rhyme are present in this poem?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**“FUTILITY” (pp. 308-309)**

**Author:** Wilfred Owen (1893-1918)

**Context:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Purpose:** Presentation of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Style:** Lament & \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Assonance:** the repetition of similar \_\_\_\_\_\_\_\_\_\_\_\_\_\_ sounds in a \_\_\_\_\_\_\_\_\_\_\_\_\_ of words

**Consonance:** the repetition of terminal consonant sounds, and more rarely, of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ consonants that creates extra \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the words involved

**Rhyme Scheme of “Futility”:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Slant Rhyme: Give Example.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Owen’s Conclusion/Theme: Life is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

**\*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_=cure for despair! (Mal. 4:2a, Ps. 42:11)**