

poetic YOUTH

Lesson 2: Rhyme

Learning Objectives: To better understand rhyme, rhythm and repetition through the examination of song lyrics as poetry.

Supplies: song lyrics, paper and writing utensils

Length of session: 60 minutes

Opening: Make a circle. First have each student state their favorite artist and/or genre of music. Next, play a rhythm/rhyming game. A facilitator begins by stating a word that is somewhat easy to rhyme (ex: boat), and each student must say a word that rhymes as fast as they can in turn. When the circle reaches another facilitator in the circle, they may say a different word and the students must create a rhyme for the new word. Go around the circle at least twice; try to increase the speed during the second round. Ask students to raise their hands if they cannot hear what one of their classmates has said; the student must repeat their rhyme more audibly. On the third round, the students hit their thighs twice and clap their hands as a group to create a rhythm. This time, they say their rhymes in time with the clap.

Length: 10 minutes

Warm-Up: Facilitator reads aloud Shakespeare's Sonnet #18. Another facilitator talks about lyrical poetry vs. song lyrics. The third facilitator mentions techniques used to create music in poetry, such as repetition, rhyme, etc. Choose three volunteers to read the three sets of song lyrics. If possible, project the lyrics on the board. Between readings, have a dialogue with the class about what they noticed about the lyrics. What can they tell us about the mood of the song and how the way it's written contributes to its mood? How do repetition, rhyme, and the use of the lyric's vocabulary function?

Length: 15 minutes

Writing Exercise: Tell students ahead of time that they will share their work at the end of class. While they are writing, play an instrumental song. Ask students to name words; generate a bank of them on a board. Students choose two words and brainstorm several rhymes for each, which they will use in a poem. The poem should be at minimum 8 lines. The 1st and 3rd line should rhyme as well as the 2nd and 4th. The last four do not have to rhyme, but should repeat a line from the first four.

Length: 15 minutes

Closing: Have students get in a circle and read a pair of rhyming lines from their poem. After everyone has shared, have them give themselves a round of applause. Have students return to their seats and select a student from the right, left and middle of the room to read their full poem.

Length: 15 minutes