

# Title: Poetic Devices #5 (Technology)

<b>Objectives</b> Students will be able to identify poetic devices in a poem. Students will be able to summarize and explain a poem in their own words.											<b>Time frame to Complete</b> 30-45 minutes										
											<b>NRS EFL</b> 4										
Stackable Cert.	Documentation	Technology	Study / Life skills	EL-Civics	Career Pathways	Police	Paramedic	Fire Rescue	Medical Asst.	EKG / Cardio	Phlebotomy	Practical Nursing	Healthcare Admin	Pharmacy Tech	IMT	AMT	HVAC	Welding	Other:		
X	X																				
<b>Standard(s) Addressed in Lesson</b> Read with Understanding																					
<b>Benchmark(s) Addressed in Lesson</b> R.4.6. Select and use print and electronic reference materials (for example, web search) to determine and clarify word meaning. R.4.8. Understand meaning of some specialized content vocabulary (for example, "constitution"). R.4.9. Identify and explain the use of figurative language (for example, hyperboles, personification, metaphor) in text. R.4.13. Analyze literary elements and characteristics that define genres of writing (for example, prose, poetry, drama).																					
<b>Materials</b> <ul style="list-style-type: none"> <li>• "Remember When" poem – available from <a href="http://www.jamesshuggins.com/h/tek1/rememberwhen.htm">http://www.jamesshuggins.com/h/tek1/rememberwhen.htm</a></li> <li>• <i>Poetic Devices</i> handout</li> <li>• Dictionary</li> </ul>																					
<b>Learner Prior Knowledge</b> <ul style="list-style-type: none"> <li>• Some basic computer knowledge will benefit students, as it will help them identify the humor in the poem.</li> <li>• It is also beneficial if students have some basic knowledge of poetry. If students are not aware that poetry differs from prose or "academic" writing, explain that it is similar to the difference between an essay and a song. Both communicate a message, but there are significant differences in arrangement, length, and word choice.</li> </ul>																					
<b>Activities</b>  <u>Step 1</u> Distribute <i>Poetic Devices</i> handout. Review with students, clarifying or providing examples as necessary.  <u>Step 2</u> Students read the poem "Remember When". Poem available online: <a href="http://www.jamesshuggins.com/h/tek1/rememberwhen.htm">http://www.jamesshuggins.com/h/tek1/rememberwhen.htm</a> . This poem is composed of words with more than one meaning (e.g. <i>ram</i> , <i>gig</i> , <i>application</i> ) – a standard meaning and a meaning related to technology. If students are unfamiliar with the technology definitions of each word, they should use a dictionary or online resource to define any unknown words within the poem.																					

Step 3 After reading the poem, students identify two poetic devices in the poem. Students should copy the examples, label each device, and explain the meanings and/or how each device contributes to the meaning of the poem.

Step 4 Students share and discuss their examples.

**Assessment/Evidence**

Definitions of technology vocabulary words  
Correct identification and explanation of poetic devices within the poem  
Class discussion

**Adaptations for Beginning Students**

Beginning students may work with a partner.

**Adaptations for Advanced Students**

**Teacher Reflection/Lesson Evaluation**

This lesson was created by Middletown ABLE.

## Poetic Devices

Poetry is a means of expressing one's ideas, emotions, or opinions. Often, the only tool an author has for creating his work is words. In poetry, the message is communicated through word choice, arrangement, sound, and rhythm. Poetry is not required to follow the same rules as prose writing, and so standard conventions such as capitalization and punctuation are choices that contribute to the form and meaning of the poem.

Poetic devices are ways in which words can be used and arranged to communicate a specific feeling or meaning. Common poetic devices are listed below:

- **alliteration** – intentional repetition of a consonant sound
- **allusion** - a reference to a person, place, or event of which most people are aware
- **assonance** – intentional repetition of a vowel sound
- **hyperbole** - an exaggeration or overstatement
- **imagery** – words, phrases, or details that appeal to the senses
- **internal rhyme** – the use of rhyme within one line of poetry
- **metaphor** - comparison of unlike things without using *like* or *as* (e.g. stating one thing *is* another)
- **meter** - rhythm or pattern of stressed and unstressed syllables
- **onomatopoeia** – a word that imitates a sound
- **personification** - giving human characteristics to the non-living
- **repetition** – the re-use or repeating of words, phrases, lines, or stanzas
- **rhyme** – the similarity of ending sounds in two words
- **rhyme scheme** – the pattern by which lines of poetry are grouped
- **simile** - comparison of unlike things using *like* or *as*
- **stanza** – grouping of two or more lines of poetry by length, rhythm, rhyme, and/or idea (also called a verse)
- **symbol** – an object or action that represents something other than its literal meaning

Read “Remember When” two times.

1. In the first reading, concentrate on understanding the poem. This poem uses a lot of words with multiple meanings. Concentrate on the meaning of each as it is related to technology. If you do not know what the following mean, please look them up in a dictionary or using an online reference.

- Window
- Ram
- Meg
- Gig
- Bytes
- Application
- Program
- Cursor
- Keyboard
- Memory
- CD
- Compress
- Floppy
- Zip
- Log on
- Hard drive
- Mouse pad
- Backup
- Web
- Virus
- Crash

2. Think about what message the poet is communicating. What idea or feeling are you left with after reading the poem?

3. As you reread the poem, look for two examples of poetic devices. For each example, write the following:
  - a. Type of poetic device
  - b. Copy the line (or lines) in which it occurs.
  - c. What does it mean OR what effect does it have on the poem?

Example #1

Example #2