

Repetition, Alliteration, Rhyme Handout - AAPI Women Voices: Untold Stories through Poetry

1. Sound Devices: Repetition, Alliteration, Rhyme

- A. Repetition: The use of the same words or phrases to create a beat, rhythm, or develop emphasis.
- “How they **tinkle, tinkle, tinkle**, in the icy air of night!”
 - In this example of repetition, the writer is emphasizing and bringing the audience’s attention to the tinkling of the subject [bells].
- B. Alliteration: The repetition of the first sounds of words.
- “**Deep** into that **darkness** peering, long I stood there wondering, fearing.”
 - This example of alliteration, **deep** and **darkness**, shows how the device is used to bring attention to certain words to set the tone, mood, or rhythm of the passage.
- C. Rhyme: A type of echoing which uses a correspondence of sound.
- “It was quite a **shock** to find my **sock** sitting atop the **rock**.”
 - This rhyme example, **shock, sock, rock**, shows how rhyme can be used to establish a rhythm or beat.

2. Repetition, Alliteration, Rhyme:

Examples:

Repetition	
1	I want her to live. I want her to breathe. I want her to be happy.
2	If you think you can win, you can win .
3	Almost nothing was more annoying than having our wasted time wasted on something not worth wasting it on
4	And miles to go before I sleep, and miles to go before I sleep.
5	Common sense is not so common.
6	The horror! Oh, the horror!

Alliteration	
7	She walked past the babbling brook every day.
8	Peter Piper picked a peck of pickled peppers .
9	I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.
10	Fair is foul, and foul is fair: hover through the fog and filthy air.
11	The soul selects her own society.
12	So we beat on, boats against the current, borne back ceaselessly in the past.

Rhyme	
13	I have measles and the mumps, a gash , a rash , and purple bumps.
14	This precious book of love, this unbound lover , to beautify him only lacks a cover .
15	From there to here , and here to there , funny things are everywhere .
16	True words end; lies extend.
17	Being two beings requires a rage for rigor, rewritable memory, hybrid vigor.

3. Identify which of the three sound devices is being used:

		Which sound device?
18	Through the balmy air of night, how they ring out their delight!	
19	“Breathe, breathe, breathe,” I told myself.	
20	What tale of terror, now, their turbulence tells!	
21	Her socks wouldn’t fit Phillip’s feet.	
22	How it tells of the rapture that impels to the swinging and the ringing of the bells.	

Repetition, Alliteration, Rhyme Classwork & Homework AAPI Women Voices: Untold Stories through Poetry

1. Interpreting and Recognizing Repetition, Alliteration, and Rhyme:

Poem of the Day: "2 Degrees" by Kathy Jetnil-Kijiner.

	Phrase from the poem	Repetition, Alliteration, or Rhyme	What does the author achieve by using this literary device?
1	Across my lap , listless LiPeinam is usually a wobbly walking toddler	alliteration	Emphasizes how LiPeinam was acting and feeling.
2	Imagine North American wildfires increasing by 400% animal extinction rising by 30% fresh water declining by 20%	repetition	The percentages relate to the theme of the fragility of the environment and how changes, large or small, have serious impacts.
3	Imagine North American wildfires increasing by 400% animal extinction rising by 30% fresh water declining by 20%	rhyme	The rhymes help establish the rhythm and beat of the poem and this stanza in particular.
4	thousands, millions displaced left wandering wondering what happened?		The poet raise a question for the reader to think about.
5	a colleague tells me 2 degrees is an estimate I tell him for my island 2 degrees is a gamble At 2 degrees my islands...		The 2 degrees repetition relates directly to the title of the poem and the theme of climate change and destruction of the environment
6	like 0.5 degrees shouldn't matter like 0.5 degrees are just crumbs like the Marshall Islands		
7	just crumbs you dust off the table, wipe your hands clean		
8	in the only clinic on island woke to a wild water world		
9	a rushing rapid of salt closing in around them		
10			
11			

11			
12			
13			
14			
15			

2. Discussion questions

- a) What are some examples of repetition, alliteration, and rhyme that you felt were effective? How did the use of these sound devices affect your opinion of the poem?

- b) Kathy Jitner-Kijiner wrote this poem because she was asked to write a piece about the importance of the 2 degree number in climate change, but challenged the 2 degree number with 1.5 degrees, which island leaders have been pushing. Was this is an effective method of introducing that alternative idea? What made it effective, or what might be more effective?

- c) How effective is her concluding line? And why?

3. Repetition, Alliteration, and Rhyme Exercise

a) Write two examples of repetition, two examples of alliteration, and two examples of rhyme.

1	
2	
3	
4	
5	
6	

b) Write one sentence with repetition, one with alliteration, one with rhyme.

1 _____

2 _____

3 _____

“I Am” Poem

The poem is modeled after Janice Mirikitani’s “Desert Flower II”.

Choose a community you want to write about. Examples:

- A community of causes: environmental, Black Lives Matter, LGBTQ, just immigration, women rights, labor rights, ethnic rights, language rights, housing rights, education rights, healthcare rights, disability rights.
- Your family, your neighborhood, a group of friends, any kind of community you want to write about.
- What are you trying to convey in your poem?
- What characteristics or aspects of the community are you trying to emphasize in your poem?
- What is your concluding line to convey your message?

I am _____

(What is a distinguished example of your community? See how Janice Mirikitani describes her community in “Desert Flowers II”: “I am the wind that shaves mountains, twisted barbed wire of Amache Gate, Poston, Manzanar, Rohwer, Tule Lake.”)

I am _____

(What is life like for your community? What aspects of this community’s living conditions or reality are unique and relate to the overall message you are trying to convey?)

I am _____

(What is an event that might relate to the previous distinguished example or to the life of your community you wrote above?)

I am _____

(Try to think of an image or vivid description that helps convey your message and the characteristics of your community that you are trying to emphasize.)

I am _____

Repetition, Alliteration, Rhyme Homework 2
AAPI Women Voices: Untold Stories through Poetry

“Filipino Boogie” poem by Jessica Hagedorn

Background of the poem:

- 1898 - 1933 The Philippines was a colony of America.
- 1942 - 1945 The Philippines was occupied by Japan.
- Dale Evans, Jack Palance were American actors. Kirk Douglas is an American actor.
- Sitting Bull was an American Indian warrior, 1834–90.
- Minnehaha is a fictional Native American woman.
- Mohawk people are an indigenous people of North America.
- "Little Joe" is referring to Americans.
- Laramie was an American Western television series.
- Yellow Peril is a term referring to an unjust and misguided widely held fear of Asians in the West in the late 1800s and early 1900s. It is used as a satire in this poem.
- Notice how Jessica Hagedorn writes about American cowboys, Native Americans and Filipino Americans.

Homework

Identify the 3 sound devices in the “Filipino Boogie” poem. Identify at least one of each.
