

## 6) Rhyme

### OBJECTIVES

Students will determine rhyme scheme.

Students will identify exact rhyme and approximate rhyme.

Students will demonstrate the ability to apply rhyme scheme to their own songs.

### STANDARDS

**CCSS.ELA-Literacy.CCRA.R.1**

**CCSS.ELA-Literacy.CCRA.R.4**

**CCSS.ELA-Literacy.CCRA.R.5**

### VOCABULARY

approximate rhyme, exact rhyme, free verse, rhyme scheme, tag

### PREPARATION

- Make copies of “**I Hope You Dance**” and “**Me and Bobby McGee**” Lyric Sheets.
- Locate audio or video versions of “I Hope You Dance” performed by Lee Ann Womack. Locate two versions of “Me and Bobby McGee,” the first performed by either Roger Miller or Kris Kristofferson and the second performed by Janis Joplin. **Note:** “Me and Bobby McGee,” written by Kris Kristofferson and Fred Foster, is a song that has been recorded and/or performed by many artists. Roger Miller originally recorded it, and Kristofferson's recording expanded its popularity, as well. Janis Joplin's version is the best known, though she changed some of the lyrics from the original. Kenny Rogers, Gordon Lightfoot, Pink, and many others have also performed the song. If possible, please allow time to play at least two versions for students.
- For advanced students, make copies of “Spotlight on Rhyme” (in the Appendix).

### FREE WRITE (5 minutes)

### DISCUSS HOMEWORK (3 minutes)

Divide students into pairs to review what they wrote.

**Prompt:** What syllable patterns did your partner use? What songs were used for models?

### BRAINSTORM (2 minutes)

**Prompt:** In your journal, write as many words that rhyme with “top” as you can in 30 seconds. Your rhyming words do not have to be only one syllable long. For example, “hip-hop” rhymes with “tip-top” or just “top.” Share a few of your favorites with a partner.

### ACTIVITY (35 minutes)

1. Explain that rhymes occur when words at the end of two or more lines in a song share the same or a similar sound.

Rhymes can be exact or approximate:

- An **exact rhyme** has the same ending sound. “Last,” “past,” and “fast” are examples of exact rhyme.
- An **approximate rhyme** sounds like a rhyme, depending on how the artist sings the words, though the words do not have exactly the same ending sounds. “Age,” “fade,” and “play”—which all share the same vowel sound—are examples of approximate rhyme.

### TEACHER TIP

Emphasize throughout the lesson that rhymes should support the meaning of the song. Students should avoid selecting words just because they rhyme. It is better to have a word that does not rhyme than to use a word that does not make sense.

2. Distribute “I Hope You Dance” Lyric Sheet. Read the following prompt:

A **rhyme scheme** describes the pattern of rhyming words in a song. To help you identify the rhyme scheme in these songs, use the first two letters of the alphabet. “A” is used for the first line, and any other lines that rhyme with it are also labeled “A.” When you come to a line that does not rhyme with “A,” label it “B.” All lines that rhyme with this line will be labeled “B,” as well. When you encounter the next rhyming sequence, return to “A,” and then “B,” and so on. You should circle words that are exact rhymes and underline words that are approximate rhymes.

3. Play the audio or video version of “I Hope You Dance,” performed by Lee Ann Womack. Ask students to review their rhyme scheme analysis as they listen, paying close attention to how Womack’s singing emphasizes the rhyme scheme.

After the song has played, discuss the rhyme scheme as a class.

4. Distribute “Me and Bobby McGee” Lyric Sheet. Play “Me and Bobby McGee,” as performed by either Roger Miller or Kris Kristofferson. Ask students to be attentive to how the singing emphasizes the rhyme scheme. Point out a creative example of rhyme in the last two lines of the first verse, where “time” rhymes with the first syllable of “finally,” even though the two words share only a long vowel sound. Play the Janis Joplin version and note that she took artistic license with the original lyrics.

After the song has played, divide the class into pairs or groups, assigning them to:

- Determine the song’s rhyme scheme.
- Make note of approximate rhymes.
- Compare how each artist sings (if playing multiple versions of the song).

### TEACHER TIP

Students may take note of the lengthy musical riff on the end of “Me and Bobby McGee.” This is called a **tag**. Separate from the main body of the song, a tag is a musical idea that extends the ending. A tag complements the song and is often improvised by the singer rather than written into the lyrics by the songwriter.

5. Share the following resources to help students with rhyming:

- Internet sites, such as rhymezone.com and rhymers.com, offer rhyme searches.
- A thesaurus, either online or in the library, is a resource for synonyms.
- A rhyming dictionary can be found in libraries and book stores.

6. Ask students to write four lines with one of the following rhyme schemes: AABB, ABAB. **Note:** You may want to mention that some songs are written in **free verse**, which means that they do not follow a rhyme scheme. Students may mistake free verse as an easier technique, but oftentimes, it is more difficult.

If time allows, students should try more rhyme schemes.

*For advanced work on rhyming, see “Spotlight on Rhyme” in the Appendix.*

## HOMEWORK

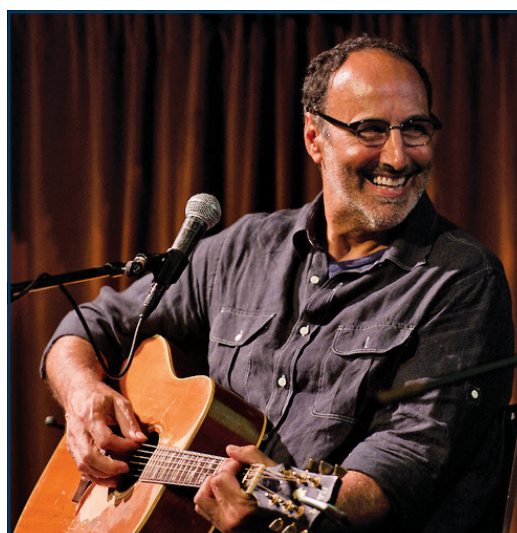
Give students the following prompt:

Pick two songs that you enjoy, but that you have not selected for previous assignments. Make sure the lyrics follow a rhyme scheme. Locate the lyrics for both songs.

1. In your journal, write down the rhyme scheme for each. Are the rhyme schemes the same or different? Explain.
2. Write part or all of a song that uses what you have learned about rhyming. To get inspired, look back at what you have written so far in your journal. Remember that your rhymes can be exact or approximate. Also remember to pick words that fit what you want to say, not just words that rhyme. You can use the Internet, a thesaurus, or a rhyming dictionary to help find rhyming words. What you write in this assignment could be part of your final song or it could just be for practice.



*Kris Kristofferson (left) got the idea for “Me and Bobby McGee” from his publisher, Fred Foster (above). Janis Joplin’s version of the song became a pop hit after her death in 1970.*



*Mark D. Sanders (above) and Tia Sillers (right) co-wrote the inspirational ballad “I Hope You Dance,” recorded by Lee Ann Womack. Sillers is pictured with her husband, songwriter Mark Selby.*

## LYRIC SHEET

**I Hope You Dance***Mark D. Sanders/Tia Sillers*

I hope you never lose your sense of wonder  
 You get your fill to eat but always keep that hunger  
 May you never take one single breath for granted  
 God forbid love ever leave you empty-handed

I hope you still feel small when you stand  
 beside the ocean  
 Whenever one door closes I hope one more opens  
 Promise me that you'll give faith a fighting chance  
 And when you get the choice to sit it out or dance

I hope you dance, I hope you dance

I hope you never fear those mountains in the distance  
 Never settle for the path of least resistance  
 Livin' might mean takin' chances but they're worth takin'  
 Lovin' might be a mistake but it's worth makin'

Don't let some hell-bent heart leave you bitter  
 When you come close to sellin' out reconsider  
 Give the heavens above more than just a passing glance  
 And when you get the choice to sit it out or dance

I hope you dance, I hope you dance

I hope you dance, I hope you dance

*(Background vocals)*

*Time is a wheel in constant motion always  
 rolling us along*

*Tell me who wants to look back on their years  
 and wonder where those years have gone*

I hope you still feel small when you stand  
 beside the ocean  
 Whenever one door closes I hope one more opens  
 Promise me that you'll give faith a fighting chance  
 And when you get the choice to sit it out or dance

Dance, I hope you dance

I hope you dance, I hope you dance

I hope you dance, I hope you dance

*Time is a wheel in constant motion always  
 rolling us along*

*Tell me who wants to look back on their  
 years and wonder where those years have gone*

[Repeat]

**REMINDER**

**Rhyme scheme** is the pattern of rhyming words at the ends of lines.

**Exact rhymes** have the same ending sounds, like "last" and "past."

**Approximate rhymes** sound similar to each other, like "age" and "fade."



## LYRIC SHEET

**Me and Bobby McGee***Kris Kristofferson/Fred Foster*

Busted flat in Baton Rouge, headin' for the trains  
Feelin' nearly faded as my jeans  
Bobby thumbed a diesel down just before it rained  
Took us all the way to New Orleans,

I took my harpoon out of my dirty red bandanna  
And was blowin' sad, while Bobby sang the blues  
With them windshield wipers slappin' time and Bobby clappin' hands  
We finally sang up every song that driver knew.

Freedom's just another word for nothin' left to lose  
And nothin' ain't worth nothin' but it's free;  
Feelin' good was easy, Lord, when Bobby sang the blues  
Feeling good was good enough for me  
Good enough for me and Bobby McGee.

From the coal mines of Kentucky to the California sun  
Bobby shared the secrets of my soul  
Standing right beside me, Lord, through everything I done  
And every night she kept me from the cold.

Then somewhere near Salinas, Lord, I let her slip away  
Lookin' for the home I hope she'll find  
And I'd trade all my tomorrows for a single yesterday  
Holdin' Bobby's body next to mine.

Freedom's just another word for nothin' left to lose,  
And nothin' left is all she left for me  
Feelin' good was easy, Lord, when Bobby sang the blues  
And buddy, that was good enough for me  
Good enough for me and Bobby McGee.