

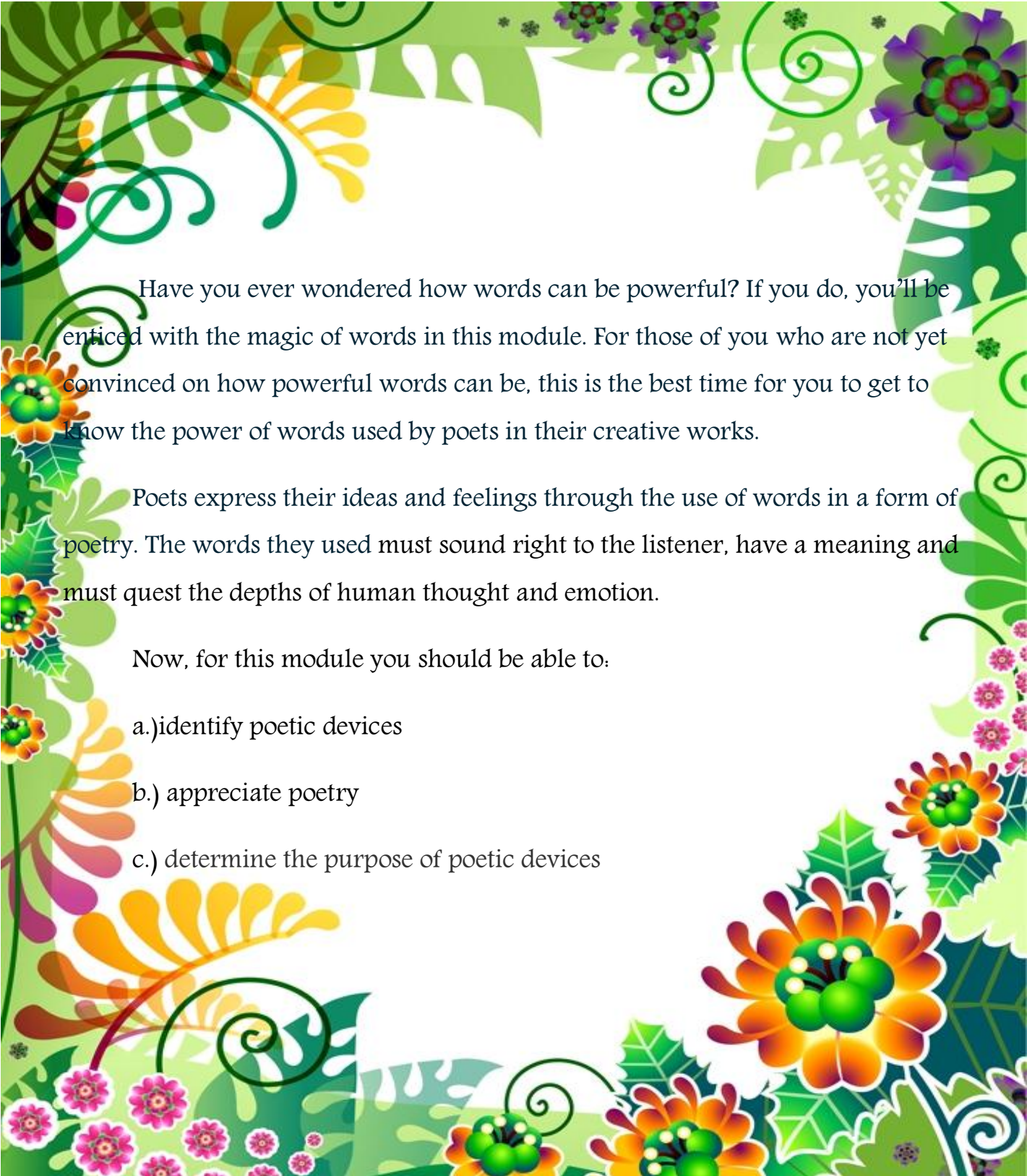
The Magical World of Poetry

A Module on Sound Devices



by:

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Have you ever wondered how words can be powerful? If you do, you'll be enticed with the magic of words in this module. For those of you who are not yet convinced on how powerful words can be, this is the best time for you to get to know the power of words used by poets in their creative works.

Poets express their ideas and feelings through the use of words in a form of poetry. The words they used must sound right to the listener, have a meaning and must quest the depths of human thought and emotion.

Now, for this module you should be able to:

- a.) identify poetic devices
- b.) appreciate poetry
- c.) determine the purpose of poetic devices

Hi! I'm Trixie and I'll be your guide as you journey the World of Sound Devices. You may now read the poem, "The Bells" by Edgar Allan Poe.



THE BELLS



I

Hear the sledges with the bells-
Silver bells!
What a world of merriment their melody foretells!
How they tinkle, tinkle, tinkle,
In the icy air of night!
While the stars that oversprinkle
All the heavens, seem to twinkle
With a crystalline delight;
Keeping time, time, time,
In a sort of Runic rhyme,
To the tintinnabulation that so musically wells
From the bells, bells, bells, bells,
Bells, bells, bells-
From the jingling and the tinkling of the bells.

II

Hear the mellow wedding bells,
Golden bells!
What a world of happiness their harmony foretells!
Through the balmy air of night
How they ring out their delight!
From the molten-golden notes,
And an in tune,

What a liquid ditty floats
To the turtle-dove that listens, while she gloats
On the moon!
Oh, from out the sounding cells,
What a gush of euphony voluminously wells!
How it swells!
How it dwells
On the Future! how it tells
Of the rapture that impels
To the swinging and the ringing
Of the bells, bells, bells,
Of the bells, bells, bells, bells,
Bells, bells, bells-
To the rhyming and the chiming of the bells!

III

Hear the loud alarum bells-
Brazen bells!
What a tale of terror, now, their turbulency tells!
In the startled ear of night
How they scream out their affright!
Too much horrified to speak,
They can only shriek, shriek,
Out of tune,
In a clamorous appealing to the mercy of the fire,

In a mad expostulation with the deaf and frantic
fire,

Leaping higher, higher, higher,
With a desperate desire,
And a resolute endeavor,
Now- now to sit or never,
By the side of the pale-faced moon.
Oh, the bells, bells, bells!
What a tale their terror tells
Of Despair!
How they clang, and clash, and roar!
What a horror they outpour
On the bosom of the palpitating air!
Yet the ear it fully knows,
By the twanging,
And the clanging,
How the danger ebbs and flows:
Yet the ear distinctly tells,
In the jangling,
And the wrangling
How the danger sinks and swells,
By the sinking or the swelling in the anger of the
bells-
Of the bells-
Of the bells, bells, bells, bells,
Bells, bells, bells-
In the clamor and the clangor of the bells!

IV

Hear the tolling of the bells-
Iron Bells!
What a world of solemn thought their monody
compels!
In the silence of the night,
How we shiver with affright
At the melancholy menace of their tone!
For every sound that floats
From the rust within their throats
Is a groan.
And the people- ah, the people-
They that dwell up in the steeple,
All Alone
And who, tolling, tolling, tolling,
In that muffled monotone,
Feel a glory in so rolling
On the human heart a stone-
They are neither man nor woman-

They are neither brute nor human-
They are Ghouls:

And their king it is who tolls;
And he rolls, rolls, rolls,
Rolls
A paeon from the bells!
And his merry bosom swells
With the paeon of the bells!
And he dances, and he yells;
Keeping time, time, time,
In a sort of Runic rhyme,
To the paeon of the bells-
Of the bells:
Keeping time, time, time,
In a sort of Runic rhyme,
To the throbbing of the bells-
Of the bells, bells, bells-
To the sobbing of the bells;
Keeping time, time, time,
As he knells, knells, knells,
In a happy Runic rhyme,
To the rolling of the bells-
Of the bells, bells, bells:
To the tolling of the bells,
Of the bells, bells, bells, bells-
Bells, bells, bells-
To the moaning and the groaning of the bells.



What have you observed when reading the poem? Write your observations on the box provided below.



ANSWER:

LET'S GET TO KNOW MORE!

The poem you have just read demonstrates the mastery of sound devices and creates a sensory extravaganza. Let us, therefore, begin our journey with **examples of onomatopoeia, alliteration, assonance, and consonance.**

Onomatopoeia: "tinkle, tinkle, tinkle" (4), "tintinnabulation" (11), "jingling and the tinkling" (14), "How they ring out their delight" (19), "To the swinging and the ringing" (31), "shriek, shriek" (42), "By the twanging / and the clanging" (58-59), "In the jangling / and the wrangling" (62-63), "the clamor and the clangor" (69)

Alliteration: "Runic rhyme," "sounding cells" (II, 11), "What a tale of terror, now, their turbulence tells" (III, 3), "frantic fire" (III, 10), "desperate desire" (III, 12), "now to sit or never" (III, 14), "What a tale their terror tells" (III, 16), "clang and clash" (18), "melancholy menace" (IV, 6), "muffled monotone" (IV, 26), "human heart" (IV, 28)

Assonance: "sledges, bells" (I, 1), "merriment their melody foretells" (I, 3), "icy air of night" (I, 5), "crystalline delight" (I, 8), "tintinnabulation" (I, 11), "jingling and the tinkling" (I, 14), "mellow wedding bells" (II, 1), "molten-golden notes" (II, 6), "liquid ditty" (II, 8) "What a gush of euphony voluminously wells" (II, 14), "pale-faced" (III, 15), "silence of the light" (IV, 4), "melancholy menace" (IV, 6), "glory...rolling" (IV, 15),



You have already entered the world of sound devices. Sound devices are resources used by poets to convey and reinforce the meaning or experience of poetry through the skillful use of sound.

You may go ahead and explore the sound devices below. Take note Tinker Bell will guide you with the exercises you'll meet along the way.

I. ALLITERATION

When writers use two or more words together that have the same beginning sounds, they are using *alliteration*.

Poets especially like to use alliteration because it adds sound quality to their poems, but you too can use alliteration occasionally in your paragraphs or essays to add freshness and style.

The purpose of alliteration is to make text stand out and direct the reader's attention to a particular section of text. Alliteration is commonly used to add interest to a sentence and can be a great way to help you remember names and phrases.

Be careful of using too many because it can distract your reader from your ideas. Here are some examples of alliteration:

John received a **brilliant, blue** bird for his **birthday**.

The **four** firefighters rushed to find the victims in the burning house.

She **p**icked up the **p**lump **p**each.

The **s**olitary child **s**ang a **s**ong.

Dancing **d**elicately, **D**on ushered in the **d**awn of a new **d**ay.

Here are some tongue twisters using alliteration:

Angela Abigail Applewhite ate anchovies and artichokes.

Bertha Bartholomew blew big, blue bubbles.

Clever Clifford Cutter clumsily closed the closet clasps.

Dwayne Doodle drew a drawing of dreaded Dracula.

Elmer Elwood eluded eleven elderly elephants.

Floyd Fingle flipped flat flapjacks.



EXERCISE #1

Now, underline the alliteration in the following sentences:

1. Puny panthers pit their skills against zebras.
2. Pretty Petunia picked peaches for preserves.
3. Handsome Howard hired hundreds of hippos for the holidays.

Answer:

1. Puny,panthers,pit
2. Pretty, Petunia,picked,peaches,preserves
3. Handsome,Howard,hired,hundreds,hippos,holidays



Exercise #2

Now it's your turn. Try writing 5 sentences using alliteration. Try some serious ones and some funny ones like the tongue twisters. Show them to your teacher for feedback. Good luck.

II. ONOMATOPOEIA



EXERCISE #3

Choose the word that would best fit the sentences below and encircle your answer.

1. I've finally finished reading that book. (Yum yum, Phew, Shh) ! I'm glad it's over.
2. (Yuck, Phew, Shh, Boo)! Stop making so much noise, will you?

3. (Huh, Ouch, Yoo-hoo)? What did you say? Sorry, I have a hard time hearing.
4. (Wow, Yoo-hoo, Yum yum) ! Anybody home?
5. (Yuck, Yum yum, Phew)! This is really good.

Answers:

1. Phew
2. Shh
3. Huh
4. Yoo-hoo
5. Yum yum

What have you noticed with your answers? Are they naming a thing or action by a vocal **imitation** of the sound associated with it? If your answer is a resounding YES, then you got it right.

The use of words (such as *snap, crackle, and pop*) that imitate the sounds associated with the objects or actions they refer is called Onomatopoeia.

Poets use onomatopoeia to give the readers a sense of sound. It can be difficult to communicate the sense of sound in imagery, and onomatopoeia is an excellent word tool to achieve this purpose. At the same time, it can increase the dramatic effect and emotional appeal of the poem.

Here are other examples of Onomatopoeia.

Zip goes the jacket

" Zip" is an onomatopoeia word because it sounds like a jacket is zipping up.

Here are other examples of Onomatopoeia words: **Boom, bang, slash, slurp, gurgle, meow, and woof**



EXERCISE #4

Write an onomatopoeia that describes the sound you might hear in each picture.

1.



2.



3.



4.



III. ASSONANCE & CONSONANCE

ASSONANCE

The repetition of identical or similar vowel sounds in neighboring words.

Examples:

“Or hear old Triton blow his wreathed horn”.

In the above line from the poem of William Wordsworth, the sound of 'o' is repeated to provide rhythm to the verse. Thus the sound of 'O' is the assonance in this verse.

'Hear the mellow wedding bells'

The repeated sound of 'e's in Edgar Allan Poe's poem 'the bells' is another popular example of assonance.

Literary works usually feature plenty of assonant words and sounds, as poets and writers try to make their words and phrases rhythmic.

CONSONANCE is the repetition of consonant sounds either inside the lines of a poem or at the end of a line. It also add certain cadence to the most regular sentences, but can also be used to emphasize the importance of certain words in a sentence.

Example:

"T was later when the summer went
Than when the cricket came,
And yet we knew that gentle clock
Meant nought but going home.

'T was sooner when the cricket went
Than when the winter came,
Yet that pathetic pendulum
Keeps esoteric time."

* The consonant 'm' frequently used to emphasize the words.

Here are more examples of Assonance and Consonance in the following excerpt from the poem:

" The Raven" (Edgar Allen Poe)

Once upon a midnight dreary
While I pondered **weak** and **weary**
Over many a curious volume of **forgotten lore**

Let us check how well you have learned.



EXERCISE #5

The lines below are taken from the poem, "What It Hinges On" by Eleanor Wilner. Identify whether the lines provided below are Assonance or Consonance. Write **A** for Assonance and **C** for Consonance on the blanks provided.

1. When everything is going _____
2. just one way, and seems to be _____
3. takes the sail, the cage door opens _____
4. of torn paper, confetti in the air _____
5. there, years of work litter the field _____

Check your work

Answer: 1.C (everything and going)

2.A (seems and be)

3. A (sail and cage)

4. A(torn & confetti)

5. C (there and litter)

SUMMARY TEST

I. Identifying Poetic Devices

Directions: Write which technique/sound device is being used on the line (Alliteration, Onomatopoeia, Assonance and Consonance). Then, explain how you know your answer.

1. “children sleeping softly in their bedroom bunks”

What technique is being used?

Explain how you figured it out:

2. “As the bird chirps the frog croaks”

What technique is being used?

Explain how you figured it out:

3. "Hear the mellow wedding bells"

What technique is being used?

Explain how you figured it out:

4. “Rap rejects my tape deck, ejects project/le Whether Jew or Gent/le, I rank top percentile”

What technique is being used?

Explain how you figured it out:

5. "The buzz-saw snarled and rattled in the yard"

What technique is being used?

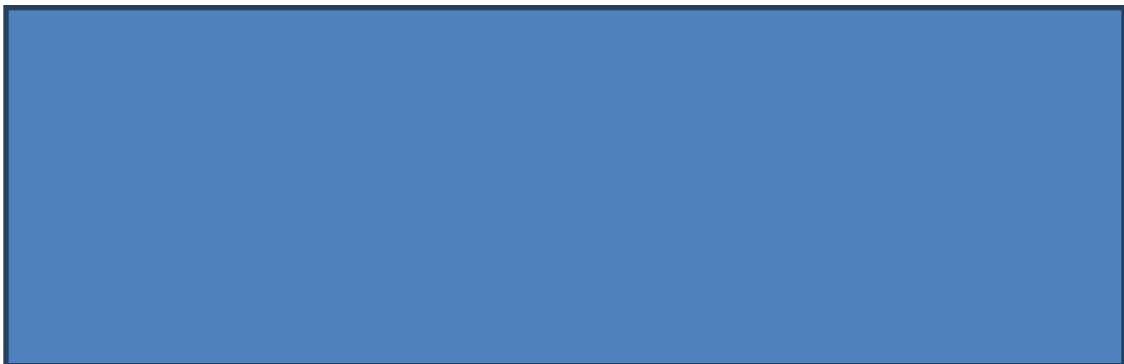
Explain how you figured it out:

II. ESSAY.

1. Discuss how and why poets use sound to create mood in a poem. You may want to quote examples from the poem you have read.



2. Write a definition of poetry. You may use your own words or paraphrase a quote from an author. Has your understanding of poetry changed? Please explain how.



Answer Key:

I.

1. Alliteration.
2. Onomatopoeia
3. Assonance
4. Consonance
5. Consonance
- 6.

II.

Answers will vary. (Your teacher will be the one to check on this part.)

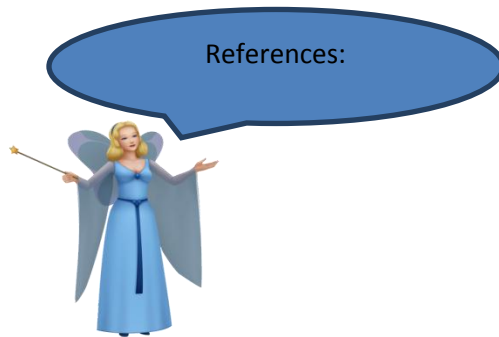


You have just completed the module on Sound Devices. Always remember that WORDS are full of magic especially when you used it in poetry.

Summary:

You have completed the module on Sound Devices. You learned the different sound devices (Alliteration, Assonance, Consonance and Onomatopoeia). At the same time, you learned why poets used these devices in their poetry. Always remember that Sound Devices are resources to convey and reinforce the meaning or experience of poetry through the skillful use of sound.

It is never too late though, you can always apply what you've learned from this module in creating your own poetry to be more skillful with the use of the Sound Devices.



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