

Teacher Notes



Onomatopoeia

Activity 3 Assessing Onomatopoeia

Activity at a Glance

- ◆ **Subject:** English/Language Arts
- ◆ **Subject Area:** American Literature
- ◆ **Category:** Literary Devices
- ◆ **Topic:** Onomatopoeia
- ◆ **Grade Level:** 8 - 12
- ◆ **Prerequisites:** None
- ◆ **Total Teaching Time:** 60 minutes

Materials

- ◆ TI-83 Plus
- ◆ LearningCheck™ application installed on each student's TI-83 Plus
- ◆ TI External Keyboard (optional)
- ◆ TI Connectivity cable or TI-Navigator™ classroom network
- ◆ Classroom computer
- ◆ Student resource file: **ASSESSON.edc**
- ◆ Student Word Sheet: **Assessing Onomatopoeia** (optional)

Activity Overview

In this activity, each student will demonstrate his or her understanding of onomatopoeia using many of the same processes introduced in previous activities. Teachers who have the TI-Navigator™ classroom network can use its features to review the responses submitted by the students.

Directions

Before the Activity Begins

Conduct a short review of onomatopoeia using the materials from Activity 1 and Activity 2. Answer any remaining questions the students may have about this literary device.

Distribute the LearningCheck™ file, **ASSESSON.edc** to each student. Use the instructions provided in Activity 1 to distribute the file.

Note: A paper-based version of this file is included at the end of this activity.

During the Activity

Monitor the students' progress. This assessment should not require the entire class period to complete.

After the Activity

If you have the TI-Navigator™ classroom network, you can collect each student's completed assessment file electronically. The Class Analysis feature of the software enables you to review the class' responses on the computer.

For classrooms that do not have TI-Navigator™ software, the files can still be collected electronically using the TI Connect™ software and the TI Connectivity cable. The teacher can review responses by using the LearningCheck™ Creator software.

Use the students' responses as discussion points about this lesson and the use of onomatopoeia in literature.

Student Work Sheet
Assessing Onomatopoeia

Name: _____

Date: _____

Short Answer

Read the poem and then write down the onomatopoeic words and the sound that the words describe. Complete each item by reflecting on the poet's choice of these words.

Example:

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!

Words: *tinkle* This word describes the sound of the bells.

Reflection: *By repeating the word, the poet emphasizes that the bells are ringing several times.*

1. **"Cynthia in the Snow" by Gwendolyn Brooks**

It SHUSHES
It hushes
The loudness in the road.
It flutter-twitters,
And laughs away from me.
It laughs a lovely whiteness,
And whitely whirs away,
To be
Some otherwhere,
Still white as milk or shirts,
So beautiful it hurts.

Words: _____

Reflection: _____

2. "The Night Wind" by Eugene Field

Have you ever heard the wind go "Yooooo" ?
 'Tis a pitiful sound to hear!
 It seems to chill you through and through
 With a strange and speechless fear.
 'Tis the voice of the night that broods outside
 When folk should be asleep,
 And many and many's the time I've cried
 To the darkness brooding far and wide
 Over the land and the deep:
 "Whom do you want, O lonely night,
 That you wail the long hours through?"
 And the night would say in its ghostly way:
 "Yooooooooo!
 Yooooooooo!
 Yooooooooo!"

My mother told me long ago
 (When I was a little tad)
 That when the night went wailing so,
 Somebody had been bad;
 And then, when I was snug in bed,
 Whither I had been sent,
 With the blankets pulled up round my head,
 I'd think of what my mother'd said,
 And wonder what boy she meant!
 And "Who's been bad to-day?" I'd ask
 Of the wind that hoarsely blew,
 And the voice would say in its meaningful way:
 "Yooooooooo!
 Yooooooooo!
 Yooooooooo!"

That this was true I must allow---
 You'll not believe it, though!
 Yes, though I'm quite a model now,
 I was not always so.
 And if you doubt what things I say,
 Suppose you make the test;
 Suppose, when you've been bad some day
 And up to bed are sent away
 From mother and the rest---
 Suppose you ask, "Who has been bad?"
 And then you'll hear what's true;
 For the wind will moan in its ruefullest tone:
 "Yooooooooo!
 Yooooooooo!
 Yooooooooo!"

Words: _____

Reflection: _____

3. **“Mariana” by Lord Alfred Tennyson**

(Stanza VII)

The sparrows chirrup on the roof
The slow clock ticking, and the sound
Which to the wooing wind aloof
The poplar made, did all confound
Her sense, but most she loathed the hour
When the thick-moted sunbeam lay
Athwart the chambers, and the day
Was sloping toward his western bower
Then, said she, “I am very dreary,
He will not come,” she said,
She wept, “I am aweary, aweary,
Oh God, that I were dead!”

Words: _____

Reflection: _____

Creative Response

Brainstorm a list of at least five onomatopoeic words that describe the sounds you associate with each the following items or events. In the reflective column, indicate why you have made the choices that you have made. Explain why these words provide a vivid description.

Item or Event	Onomatopoeic Words	Reflection on Your Choices
4. The school hallway between classes		
5. The sound of a thunderstorm		
6. Traffic on a busy street		

Essay

Explore the poem "When Icicles Hang by the Wall" by William Shakespeare.

When Icicles Hang by the Wall

by William Shakespeare

(Stanza I)

When icicles hang by the wall,
And Dick the shepherd blows his nail
And Tom bears logs into the hall,
And milk comes frozen home in pail,
When blood is nipp'd and ways be foul,
Then nightly sings the staring owl,
To-whit!
To-who! – amerry note,
While greasy Joan doth keel the pot.

Response: