

## Teacher Notes



# Onomatopoeia

## Activity 1 Exploring 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
- ◆ LearningCheck™ Creator installed on classroom computer (optional)
- ◆ Projector connected to classroom computer (optional)
- ◆ Student resource file: **EXPONO.edc**
- ◆ Student Word Sheet: **Exploring Onomatopoeia** (optional)

### *Activity Overview*

In this activity, students will brainstorm a list of onomatopoeic words and then find examples of onomatopoeia in Edgar Allan Poe's poem, "The Bells." Once they find examples, students will reflect on how the onomatopoeic words add to the poem. Students will look at a short poem and write their own onomatopoeic poem based on that model.

### *Directions*

#### *Before the Activity Begins*

Distribute the resource file, **EXPONO.edc**, to the students using the LearningCheck™ Creator software (either the standalone creator software or by using the TI-Navigator™ classroom network). Inform the class that their task is to find examples of onomatopoeia and to determine the reasons that the poet

used this literary device. The file contains the poem excerpt as well as exploration questions for the students to use during the activity. The poem is available on the Internet at:

<http://www.poets.org/poems/poems.cfm?prmID=2213>. If your computer has projection capabilities, you might want to utilize the link to display the poem for the students.

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

### ***During the Activity***

Introduce the word onomatopoeia. If the students are not familiar with the term and concept, define the term for them. Have the class give examples of words that are onomatopoeic in nature.

When the students understand this term, have them open their resource file and read the poem excerpt. (If possible, display the poem for the class.)

#### **Excerpt:**

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!

*From "the Bells" by Edgar Allan Poe*

<http://www.poets.org/poems/poems.cfm?prmID=2213>

Demonstrate the process of analyzing the poem. Students may want to record the analysis in their files for future reference.

#### **Think Aloud**

Most of these lines just describe where the bells are, the setting that they are in. The speaker is near some sleighs, or "sledges," and the sleighs are decorated by "Silver bells." It is nighttime and it is cold outside because the speaker mentions "the icy air of night." The onomatopoeia in the poem, or the sound words, are "tinkle, tinkle, tinkle." The poet could have chosen to say that the bells were ringing, but instead the poet chose the verb "tinkle." "Tinkle" sounds like a little bell ringing. A bigger bell might make a "bong, bong, bong" noise. It is also a pleasant sound, and that matches the description that Poe uses when he states, "a world of merriment their melody foretells." The word "tinkle" matches the light, merry sound of the silver bells.

#### **Alliterations and Purpose**

The word "tinkle" in the first few lines of Poe's "The Bells" uses onomatopoeia to emphasize the light, happy sound that bells on the "sledges" make.

Answer any questions the students may have about interpreting onomatopoeia.

**Individual Activity**

Have the students move to the next question in their resource file. Here they will find a second excerpt from "The Bells." They should read this excerpt and interpret it in the same manner as demonstrated in class. Have the students record and save their analysis in the TI-83 Plus file. If time permits, a third excerpt is included in this file for analysis.

**After the Activity**

Five to ten minutes before the end of the class, select one student to read aloud the second excerpt. Select other students to identify the onomatopoeic elements in the excerpt, and then have one or two additional students read their interpretations to the class. Briefly discuss the interpretations.

If the third excerpt was not analyzed during class, this excerpt can be assigned for homework.

**Using LearningCheck™ Software****Sending a file to a TI-83 Plus**

The teacher should follow the directions listed below to transfer the **Assessing the Setting.edc** resource file to each student's TI-83 Plus. This file can be transmitted to the students

- ◆ By using the LearningCheck™ Creator and the TI-Navigator™ system.
- ◆ By using the standalone version of the LearningCheck™ Creator and the TI Connectivity cable.
- ◆ By using TI Connect™ software and the TI Connectivity cable.

**Transmitting a file using LearningCheck™ Creator and the TI-Navigator™ system:**

1. Open the TI-Navigator system and start LearningCheck™ Creator on the computer.
2. Choose **guest** as your Profile Name and click **OK**.
3. Select Open File, navigate to **EXPONO.edc** on the computer, and open it.
4. To send the file to the students, click the Send to Class icon located on the toolbar.

**Transmitting a file using LearningCheck™ Creator and a TI Connectivity cable:**

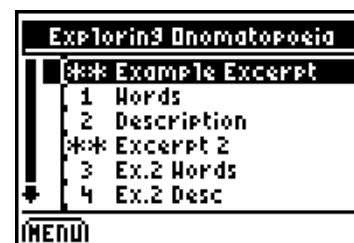
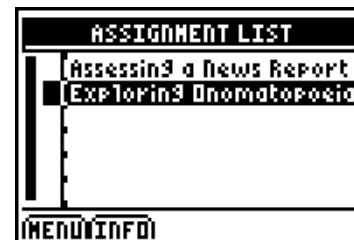
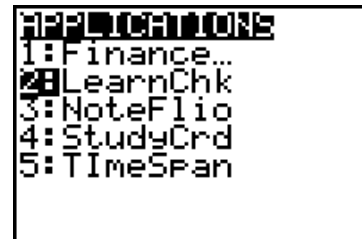
1. Start the LearningCheck™ Creator software on the computer. Connect the TI Connectivity cable to the computer and a TI-83 Plus.
2. When the software prompts you for a Profile Name, choose **guest** and click **OK**.
3. Select Open File, navigate to **EXPONO.edc** on the computer, and open it.
4. To send the file to the TI-83 Plus, click the Send to Device icon located on the toolbar. Repeat this procedure until all students have the file on their graphing handhelds.

**Transmitting a file using TI Connect™ software and a TI Connectivity cable:**

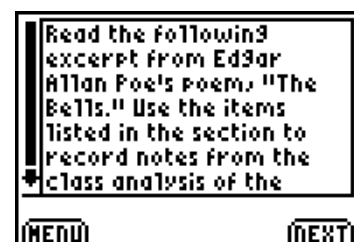
1. Connect the TI Connectivity™ cable to the computer and a TI-83 Plus. Use Windows Explore to locate the **EXPONO.edc** file on the computer, and then start the TI Connect™ software. Adjust the window so that the file name and TI Connect™ screen are both visible.
2. Drag the file onto the TI Connect™ window and drop it. This initiates the file transfer. When the file transfer is completed, unplug the cord from the current TI-83 Plus and attach it to a TI-83 Plus that needs to receive the file.
3. Repeat the drag and drop procedure to send the file to the next TI-83 Plus.

**Accessing the LearningCheck™ App on a TI-83 Plus**

1. Turn on the device and press the **Apps** key to display this screen. Select the **LearnChk** Application by highlighting the selection number using  $\uparrow$   $\downarrow$ . Press **ENTER**.
2. Press **ENTER** to move past the title screen. The **Assignment List** is displayed. Use  $\uparrow$   $\downarrow$  to highlight the **EXPONO** assignment, and then press **ENTER**.
3. Enter your ID to sign in, and then press **ENTER** to open the file.
4. The first entry gives instructions for the assignment. Highlight this option, and then press **ENTER** to open it.

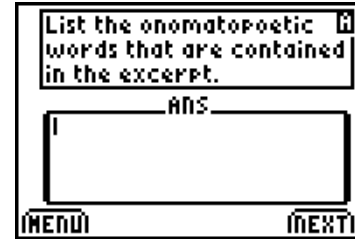


Read the section instructions. Use  $\downarrow$  to scroll down the page. (The long bar and down arrow on the left side indicates there is more text to view that is not displayed on the screen.)



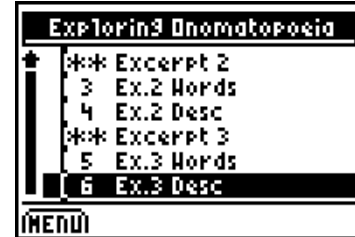
5. To continue to the assessment questions, press **NEXT** (using the **GRAPH** key.) Press **ANS** to move the cursor into the answer box.

**Note:** If you are not using a TI Keyboard, remember to press the **ALPHA** key to type letters.



6. Press **NEXT** to continue to the next question.

When all questions in the file are answered, the LearningCheck™ Application redisplay the list of questions in the file.



***Student Work Sheet***  
***Exploring Onomatopoeia***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Explore Edgar Allan Poe’s “The Bells” for examples of onomatopoeia. Indicate the line number where the onomatopoeia occurs, quote the lines themselves, and explain what the word describes and the purpose that the onomatopoeia serves. Think about how the word that Poe chooses matches the kind of bell described in the section of the poem. (The first excerpt in the table below is the example discussed during the class period.)

<b>Excerpt</b>	<b>Word(s)</b>	<b>Describes</b>
<p>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!</p>	<p>Tinkle</p>	<p>The sound of the bells  By repeating the word, the poet emphasizes that the bells are ringing several times. “Tinkle” is a happy, positive word that matches the “merriment of their melody.” The bells are making a sound that the speaker enjoys.</p>
<p>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 all in tune,  What a liquid ditty floats  To the turtle-dove that listens,  while she gloats  On the moon!</p>		

<p>Hear the loud alarum bells – Brazen bells! What 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.</p>		
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