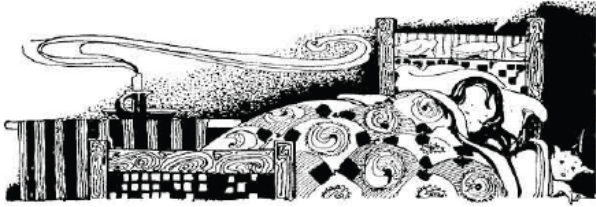


How does Robert Louis Stevenson use rhyme to develop the main events in “The Land of Nod”?

In this lesson you will learn how to identify the main events in a poem by analyzing the rhyming patterns, or rhyme scheme, of the poem.

Let's Review



The Land of Nod by Robert Louis Stevenson

from, A Child's Garden of Verses (1916)

From breakfast on through all the day
At home among my friends I stay,
But every night I go abroad
Afar into the land of Nod.

All by myself I have to go,
With none to tell me what to do--
All alone beside the streams
And up the mountain-sides of dreams.

The strangest things are these for me,
Both things to eat and things to see,
And many frightening sights abroad
Till morning in the land of Nod.

Try as I like to find the way,
I never can get back by day,
Nor can remember plain and clear
The curious music that I hear.

Illustration by Myrtle Sheldon
Courtesy of Gutenberg.org

- Writers choose words carefully to show meaning.
- Inference
- Mental Picture
- Illustration
- Rhythm

Let's Review

From breakfast on through all the day
At home among my friends I stay,
But every night I go abroad
Afar into the land of Nod.

Rhythm – pattern
of sounds



Let's Review

From breakfast on through all the dayA
At home among my friends I stay, A
But every night I go abroad B
Afar into the land of Nod. B

Rhyme – words that sound the same.

Rhyme scheme – pattern of words that rhyme.

Let's Review

Regular Pattern

Boy
Toy
Now
Bow

Big
Win
Rig
Spin



Irregular Pattern

Boy
Toy
New
Bow

Big
Win
Cowboy
Spin



Core Lesson

- 1 Label rhyming words at the end of each line with A, B, C, etc.
- 2 Identify the pattern, and any break in the pattern.
- 3 Ask: “What is the author trying to tell me by using this pattern?”
- 4 If there is a break in the pattern, ask: “What is the author trying to tell me by using this break in the pattern?”

Core Lesson

How does Robert Louis Stevenson use rhyme to develop the main events in “The Land of Nod”?



From breakfast on through all the day
At home among my friends I stay,
But every night I go abroad
Afar into the land of Nod.

A
A
B
B

All by myself I have to go,
With none to tell me what to do--
All alone beside the streams
And up the mountain-sides of dreams.

A
B
C
C

Try as I like to find the way,
I never can get back by day,
Nor can remember plain and clear
The curious music that I hear.

Illustration by Myrtle Sheldon
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Rhyming words at the end of each line get the same letter.

- AABB Rhyme scheme.
- 2nd Stanza – ABCC, a break in the pattern.

Core Lesson

What is the author trying to tell me using this pattern?

The strangest things are these for me, A
Both things to eat and things to see, A
And many frightening sights abroad B
Till morning in the land of Nod. B

Try as I like to find the way, A
I never can get back by day, A
Nor can remember plain and clear B
The curious music that I hear. B

• AABB Rhyme scheme.
• 2nd Stanza – ABCC, a break in the pattern. ?

- Land of Nod – Dreams
- Even rhyme scheme – going to sleep.

Core Lesson

What is the author trying to tell me using this break in the pattern?

From breakfast on through all the day
At home among my friends I stay,
But every night I go abroad
Afar into the land of Nod.

A
A
B
B

All by myself I have to go,
With none to tell me what to do -
All alone beside the streams
And up the mountain-sides of dreams.

A
B
C
C

- Break - marker
- The real world ends - the Land of Nod begins.

Starts describing Land of Nod.

Core Lesson

How does Robert Louis Stevenson use rhyme to develop the main events in “The Land of Nod”?

- The rhyme scheme is mostly AABB.
- It is similar to going to sleep, so the rhyme scheme shows how going to Nod is like going to sleep.
- Once the narrator enters Nod, the rhythm breaks and becomes an irregular ABCC.
- The break is a marker where the real world stops...and the Land of Nod begins.

Core Lesson

- 1 Label rhyming words at the end of each line with A, B, C, etc.
- 2 Identify the pattern, and any break in the pattern.
- 3 Ask: “What is the author trying to tell me by using this pattern?”
- 4 If there is a break in the pattern, ask: “What is the author trying to tell me by using this break in the pattern?”

In this lesson you have learned how to identify the main events in a poem by analyzing the rhyming patterns, or rhyme scheme, of the poem.