

Name:

Date:

How to Woo like Shakespeare

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Shakespeare



Unit Objectives

Know

- Students will know the literary, poetic, and dramatic techniques used by Shakespeare.
- Students will know the structure of a sonnet.

Understand

- Students will understand how to analyze a sonnet.
- Students will understand the impact of sonnets on literature.
- Students will understand the importance of sonnet writing in Elizabethan/Shakespearean times.

Do

- Students will be able to analyze a sonnet's structure.
- Students will be able to analyze a sonnet's meaning.
- Students will be able to identify figurative language and deeper meaning within a sonnet.
- Students will be able to write a sonnet.

Ordering Shakespeare Around

Word order in Shakespearean Writing

Shakespearean Syntax (Word Order in Yoda Style):

Notice the following 6 sentences:

I ate the sandwich.
I the sandwich ate.
Ate the sandwich I.
Ate I the sandwich.
The sandwich I ate.
The sandwich ate I.



Four words can create six unique sentences which carry the same meaning. When you are reading Shakespeare, look for his unusual word arrangement. Locate the subject, verb, and object of the sentence. Notice that the object of the sentence is often placed at the beginning in front of the verb and the subject. This should help with making sense of Shakespeare.

When Shakespeare wrote his prose, he often used a slightly different word order than we are used to. The subject, verb, and object did not always follow in a 1, 2, 3 order. Look at the following sentence. Rewrite the sentence four times, changing the word order each time. Put one word on each blank provided below the original sentence.

Original Sentence: I lost my homework.

Rewrite #1: _____

Rewrite #2: _____

Rewrite #3: _____

Rewrite #4: _____

Look at each of your rewritten sentences above. Has the meaning of the original sentence changed? No matter how you word it...you're toast if your homework is lost! Now, think about how Yoda spoke in the Star Wars Movies. We understood exactly what he was saying, even though the word order was slightly different than what we are used to hearing.

The Terms You Must Know!

Term	Definition
sonnet	
quatrain	
couplet	
rhyme scheme	
iamb	
iambic pentameter	
syllable	
meter	
foot	
turn	

The Science of Shakespeare's Sonnets

Shakespeare used a very special "formula" when he developed his sonnets.

Length – Every sonnet has fourteen lines – three stanzas called "quatrains" made up of four lines and "a couplet" of two on the end

Rhyme Scheme – Shakespeare adopted the rhyme scheme of ABAB CDCD EFEF GG for his sonnets, having each stanza rhyme within.

Iambic Pentameter – each line of the poem will consist of five "feet" or measures of alternating unstressed and stressed syllables totaling ten total syllables per line.

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Message - The Shakespearean sonnet usually focused on a message of love, devotion, nature, and in a few a touch of politics. The message was often developed through the use of a sequence of metaphors or ideas, one in each quatrain, while the couplet offers either a summary or a new take on the preceding images or ideas.

Quatrain 1 – the speaker characterizes the "object of his affection"

Quatrain 2 – the speaker describes the relationship with the person

Quatrain 3 – the speaker describes the consequences of the relationship/his love

Couplet – the speaker confirms his resolve (everlasting love, devotion, etc) for the object of his affection

The Message sometimes started off with a tone that was not flattering (mentioning flaws or unappealing characteristics) but in Quatrain 3 the tone will take a sharp turn and become one of passionate devotion or appreciation for the individual.

Iambic Pentameter

Rhythm, or meter, is an important element of poetry. Iambic pentameter is one type of meter. Complete the worksheet below to practice identifying and writing iambic pentameter.

I. What is iambic pentameter?

Let's look at these two terms separately. An **iamb** is a combination of stressed and unstressed syllables. Say the words *between*, *mature*, and *instead*. These are iambs. In poetry, repeated rhythmic units are called "feet." An iamb is a kind of foot.

Pentameter means that the foot is repeated five times. It has the Greek root *penta-*, which means five. (Think of a pentagon; it has five sides.)

Now put the two terms together: **iambic pentameter** is a line of poetry with five iambs in it. It has this rhythm:

da DUM / da DUM / da DUM / da DUM / da DUM

Try clapping it out!

II. Who uses iambic pentameter?

Iambic pentameter is the most common meter in poetry. William Shakespeare is famous for using it in both his plays and his poems. Check out this line from *Macbeth*:

So foul and fair a day I have not seen.

Macbeth, Act I, Scene 3

Now read the first four lines of Sonnet XVIII. (By definition, a sonnet has 14 lines of iambic pentameter.)

Shall I compare thee to a summer's day?

Thou art more lovely and more temperate:

Rough winds do shake the darling buds of May

And summer's lease hath all too short a date:

YOUR TURN

Clap out the rhythms of the sonnet. Then draw slashes in each line to show how they break into iambs. Finally, underline all the stressed syllables. We did the first line for you:

Shall I / compare / thee to / a sum / mer's day?

III. Craft Your Own Poem!

Writing in iambic pentameter requires thought and discipline to find just the right words. Create your own poem using iambic pentameter. If you don't get the right rhythm or number of syllables at first, think about how you can rephrase your thoughts or use different words to express yourself. Use the lines below to write your poem. Continue on the back if you wish.

/ / / /

/ / / /

/ / / /

/ / / /

Find the Rhyme Scheme

One way to learn about a poem is to look at its rhyme scheme. To find the rhyme scheme, we give a letter to each ending sound of a line. Look at this example on the right.

Writing the rhyme scheme would look like this:

Roses are red, A
Violets are blue. B
Sugar is sweet, C
and so are you. B

The first line ends with *red*, so that line is given the letter A. All lines that end in the same word or a word that rhymes with *red* will have an A.

The second line ends in *blue*, which does not rhyme with *red*. The second line is given the letter B.

The third line ends in *sweet*, which does not rhyme with either *red* or *blue*, so that line gets the letter C.

The last line ends in *you*. Since *you* rhymes with *blue*, it is given the same letter as the second line, which is a B.

Directions: Below are some simple nursery rhymes. Write the rhyme scheme in the blanks next to the lines.

1. Sing a song of sixpence, _____

A pocket full of rye. _____

Four and twenty blackbirds, _____

Baked in a pie. _____

2. Humpty Dumpty sat on a wall, _____

Humpty Dumpty had a great fall. _____

All the king's horses and all the king's men _____

Couldn't put Humpty together again. _____

3. Hickory, dickory, dock, _____

The mouse ran up the clock. _____

The clock struck one, _____

The mouse ran down, _____

Hickory, dickory, dock. _____

Sonnet Structure

Label:

- line numbers (on left of each poem)
- rhyme scheme (on right of each poem)

<p>Sonnet 18 by William Shakespeare</p> <p>____ Shall I compare thee to a summer's day? ____ ____ Thou art more lovely and more temperate: ____ ____ Rough winds do shake the darling buds of May, ____ ____ And summer's lease hath all too short a date: ____ ____ Sometime too hot the eye of heaven shines, ____ ____ And often is his gold complexion dimm'd; ____ ____ And every fair from fair sometime declines, ____ ____ By chance or nature's changing course untrimm'd; ____ ____ But thy eternal summer shall not fade ____ ____ Nor lose possession of that fair thou owest; ____ ____ Nor shall Death brag thou wander'st in his shade, ____ ____ When in eternal lines to time thou growest: ____ ____ So long as men can breathe or eyes can see, ____ ____ So long lives this and this gives life to thee. ____</p>	<p>Sonnet 138 By William Shakespeare</p> <p>____ When my love swears that she is made of truth, ____ ____ I do believe her though I know she lies, ____ ____ That she might think me some untutored youth, ____ ____ Unlearned in the world's false subtleties. ____ ____ Thus vainly thinking that she thinks me young, ____ ____ Although she knows my days are past the best, ____ ____ Simply I credit her false-speaking tongue: ____ ____ On both sides thus is simple truth suppressed: ____ ____ But wherefore says she not she is unjust? ____ ____ And wherefore say not I that I am old? ____ ____ O! love's best habit is in seeming trust, ____ ____ And age in love, loves not to have years told: ____ ____ Therefore I lie with her, and she with me, ____ ____ And in our faults by lies we flattered be. ____</p>
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Based on what you labeled, answer the following questions:

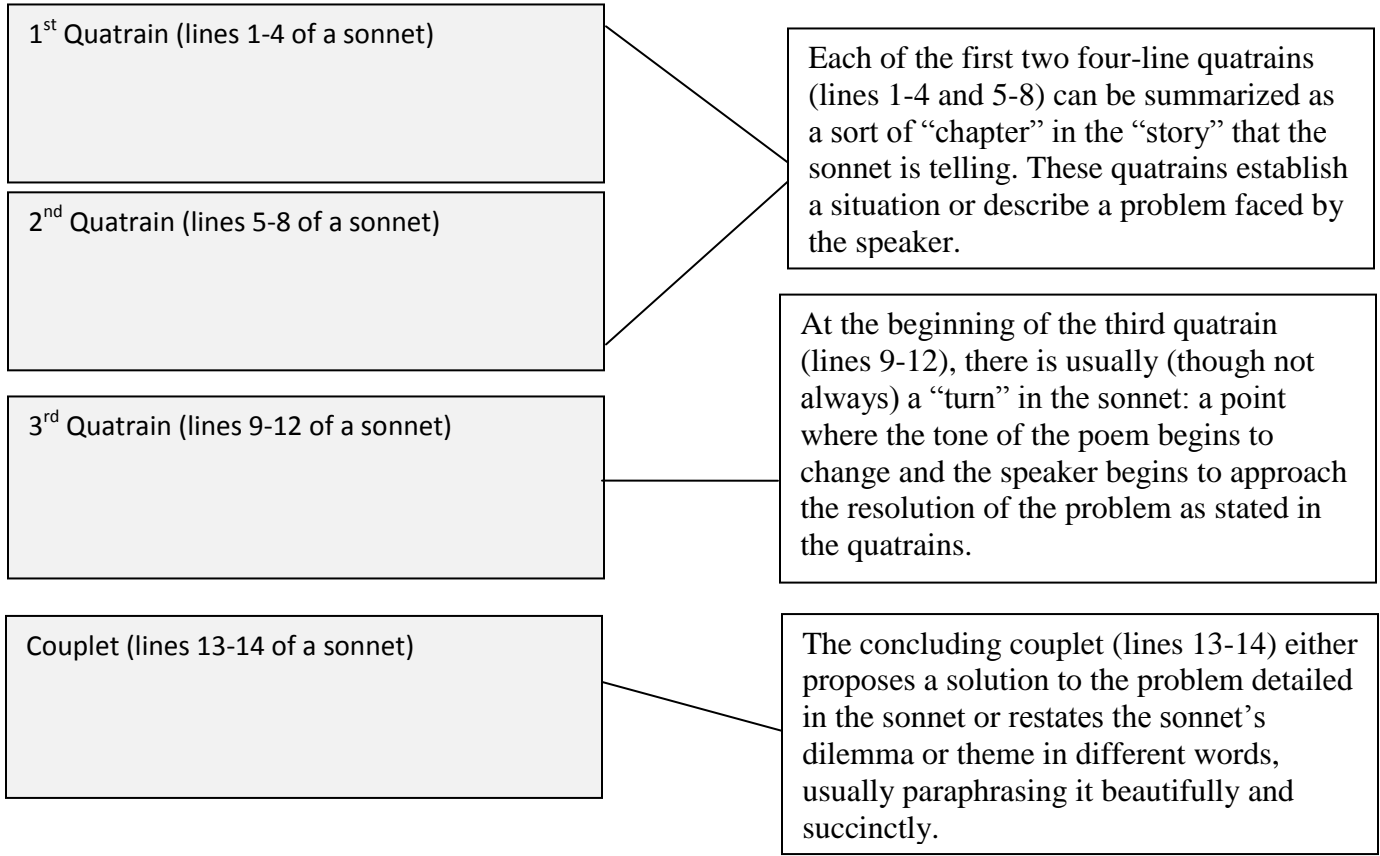
1. What is the rhyme scheme for a Shakespearean sonnet?

2. How many lines are in a Shakespearean sonnet? _____

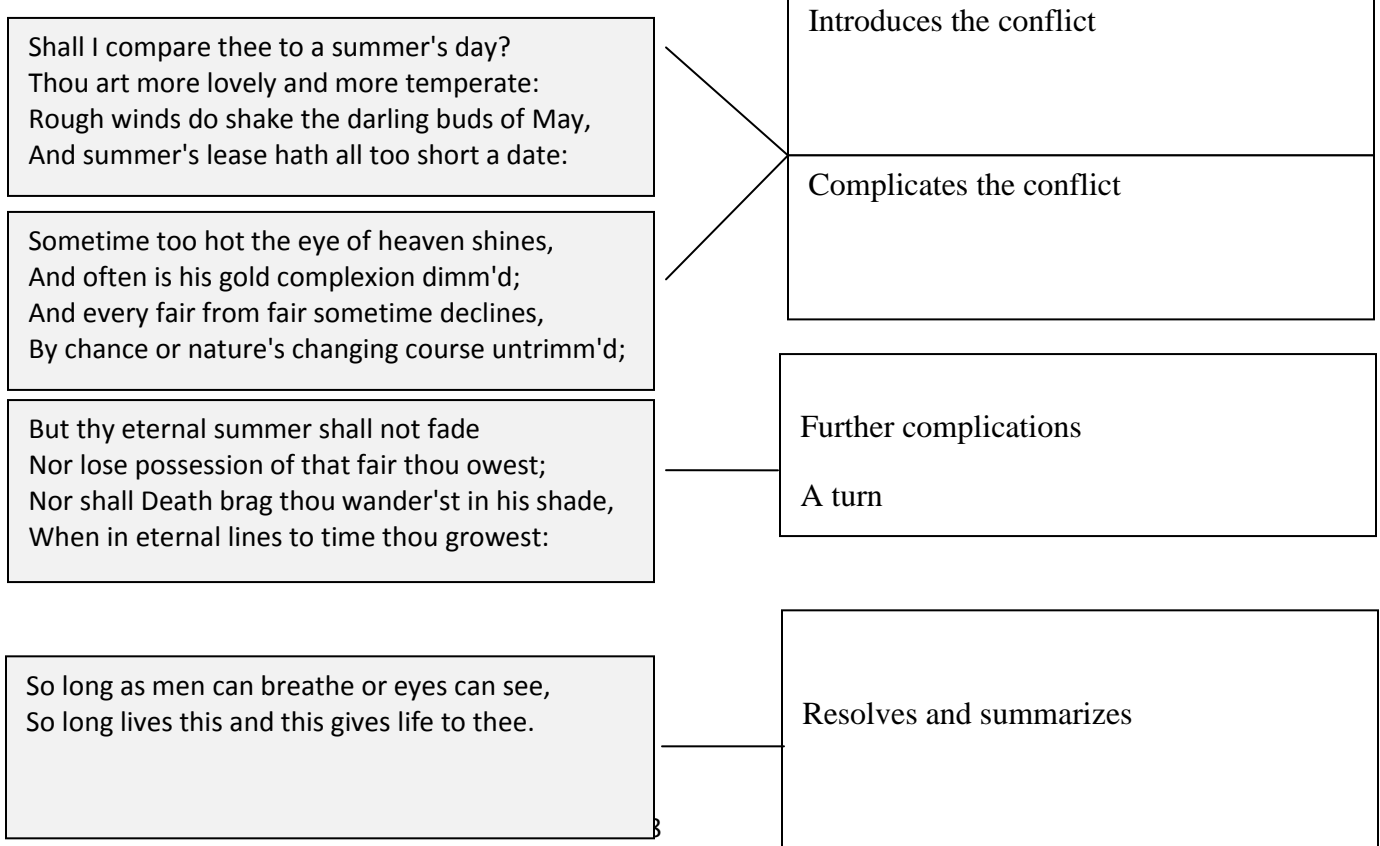
3. How are they structured (use rhyme scheme to help you identify stanzas)?
 - _____ quatrains
 - _____ couplet

4. What meter (rhythm) do they have? _____

A Guide to Figuring Out Sonnets



Sonnet 18



Sonnet 18 Pre-reading Activity

1. Imagine the perfect summer day. It is early summer with just the perfect mix of comfortable temperature and weather. List the details about that perfect day on the chart that follows. Fill in the chart with images that appeal to the different senses.

Sight	
Touch	
Taste	
Smell	
Hearing	

2. Write a general statement about the overall feeling created by this perfect day.

3. Now think of a person you care about. How are this perfect summer day and this person alike?
How are they different?

In my Own Words

SONNET 18

by William Shakespeare

1. Shall I compare thee to a summer's day?
2. Thou art more lovely and more temperate:
3. Rough winds do shake the darling buds of May,
4. And summer's lease hath all too short a date:
5. Sometime too hot the eye of heaven shines,
6. And often is his gold complexion dimm'd;
7. And every fair from fair sometime declines,
8. By chance or nature's changing course untrimm'd;
9. But thy eternal summer shall not fade
10. Nor lose possession of that fair thou owest;
11. Nor shall Death brag thou wander'st in his shade,
12. When in eternal lines to time thou growest:
13. So long as men can breathe or eyes can see,
14. So long lives this and this gives life to thee.

Printed below is a paraphrase of Shakespeare's Sonnet 18 in modern English, but the lines have been jumbled. Reconstruct the paraphrase by numbering the lines in the correct order from 1 to 14.

- In summer, there are strong winds that shake the flowers
- Summer is only with us for a short time.
- You are more beautiful and less harsh
- By accident, or through the passing of time, beauty is lost
- You won't lose the loveliness that you have
- 1 Shall I compare you to a day in summer?
- All beautiful things eventually lose their attractiveness
- Your beauty is recorded in print forever
- For as long as civilization survives
- This poem will keep your memory alive
- Even death can't cast a shadow over your beauty
- Sometimes the sun is too hot for comfort
- Other times it is cloudy and dull
- Your attractiveness will not be lost, however.

Sonnet 18 Analysis

Quatrain 1

line 1 Shall I compare thee to a summer's day?
2 Thou art more lovely and more temperate:
3 Rough winds do shake the darling buds of May,
4 And summer's lease hath all too short a date;

1. What season of the year is dealt with in this sonnet? _____

2. The quatrain contains an analogy that compares _____
to _____.

3. Based on images from your prereading chart, explain why this is an effective comparison.

4. What is the denotation of temperate in line 2? How is this word appropriate to describe both a day in summer and a person? _____

5. What is the denotation of darling (line 3) in this context? _____

6. Explain the metaphor in line 4, "summer's lease." _____

7. Paraphrase the first quatrain. _____

Quatrain 2

line 5 Sometime too hot the eye of heaven shines,
6 And often is his gold complexion dimmed;
7 And every fair from fair sometime declines,
8 By chance or nature's changing course untrimmed.

8. In line 5, what is "the eye of heaven"? _____

9. What is the antecedent of the pronoun his in line 6? _____

10. How could "the eye of heaven" be dimmed? _____

11. How is the sun further personified in line 6? _____

12. Explain two possible meanings of the word fair in line 7. _____

13. For each meaning you identified, explain how something that is fair might "decline." _____

14. Paraphrase the second quatrain. _____

Quatrain 3

line 9 But thy eternal summer shall not fade,
10 Nor lose possession of that fair thou ow'st;
11 Nor shall Death brag thou wander'st in his shade,
12 When in eternal lines to time thou grow'st:

15. What word signals a shift in the poem? _____

What word in line 1 is directly related to the word thy in line 9? _____

16. The speaker states that "thy eternal summer shall not fade." Explain this metaphor. _____

17. How is Death personified in line 11? _____

18. Explain the Biblical allusion in line 11.

19. What are possible meanings for the word lines in line 12? Which meaning is most relevant? Explain.

20. Paraphrase the 3rd quatrain. _____

Final Couplet

line 13 So long as men can breathe or eyes can see,
14 So long lives this and this gives life to thee.

21. Paraphrase the final couplet. _____

22. What does the final couplet reveal about the power of a literary work? _____

The theme of a work, in this case a poem, is its implied view of life and human nature. It is the generalization about life at large that the piece leads the reader to see.

23. Fill in the following frame statement for theme.

In _____, _____
(title) (author)

_____ (reveals, explores, illustrates, shows, etc. marker verbs) _____ (key aspect of the theme)

and how it _____.
(What does it show us on a universal level?)

Assignment:

Complete the following assignment on a SEPARATE PIECE OF PAPER.

Writing an Analytical Paragraph: Write a paragraph in which you explain how Shakespeare's use of imagery suggests his attitude about the enduring power of poetry.

Summarizing a Sonnet

Sonnet 29

When in disgrace with Fortune and men's eyes,
I all alone beweep my outcast state,
And trouble deaf heaven with my bootless cries,
And look upon my self and curse my fate,
Wishing me like to one more rich in hope,
Featured like him, like him with friends possessed,
Desiring this man's art, and that man's scope,
With what I most enjoy contented least,
Yet in these thoughts my self almost despising,
Haply I think on thee, and then my state,
(Like to the lark at break of day arising
From sullen earth) sings hymns at heaven's gate,
For thy sweet love remembered such wealth brings,
That then I scorn to change my state with kings.

Sonnet 29

1. With whom or what is the speaker in disfavor?
2. What 3 things does the speaker wish for?
3. Explain line 3.
4. a) What is the mood of the octave (first 8 lines)? Cite words or phrases to support your opinion.
b) What is the mood of the sestet (last 7 lines)? Proof?
5. a) Identify the simile. (Write it out.)
b) What effect does this simile have on the sonnet?
6. If you were to give this sonnet a title, what would it be?
7. What is the theme of this sonnet?

SONNET 43

When most I wink, then do mine eyes best see,
For all the day they view things unrespected;
But when I sleep, in dreams they look on thee,
And darkly bright are bright in dark directed.

Then thou, whose shadow shadows doth make bright,
How would thy shadow's form form happy show
To the clear day with thy much clearer light,
When to unseeing eyes thy shade shines so!

How would, I say, mine eyes be blessed made
By looking on thee in the living day,
When in dead night thy fair imperfect shade

Through heavy sleep on sightless eyes doth stay!
All days are nights to see till I see thee,

And nights bright days when dreams do show thee me.

Directions:

1. Summarize each quatrain/couplet.
2. Find figurative language that will give clues to the author's overall intent.

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1. Summarize each quatrain/couplet.
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Sonnet 49

Mine eye and heart are at a mortal war,

How to divide the conquest of thy sight;

Mine eye my heart thy picture's sight would bar,

My heart mine eye the freedom of that right.

My heart doth plead that thou in him dost lie,

A closet never pierc'd with crystal eyes,

But the defendant doth that plea deny,

And says in him thy fair appearance lies.

To 'cide this title is impannelled

A quest of thoughts, all tenants to the heart;

And by their verdict is determined

The clear eye's moiety, and the dear heart's part:

As thus: mine eye's due is thine outward part,

And my heart's right, thine inward love of heart.

Sonnet 73

That time of year thou mayst in me behold
When yellow leaves, or none, or few, do hang
Upon those boughs which shake against the cold,
Bare ruin'd choirs, where late the sweet birds sang.
In me thou seest the twilight of such day
As after sunset fadeth in the west,
Which by and by black night doth take away,
Death's second self, that seals up all in rest.
In me thou see'st the glowing of such fire
That on the ashes of his youth doth lie,
As the death-bed whereon it must expire
Consumed with that which it was nourish'd by.
This thou perceivest, which makes thy love more strong,
To love that well which thou must leave ere long.

1. What is the speaker's mood?
2. Identify the images of death.
3. The images in sonnet 73 are considered particularly effective. What are the images and how do they relate to the mood and theme of the poem?

SONNET 75

So are you to my thoughts as food to life,
Or as sweet-season'd showers are to the ground;
And for the peace of you I hold such strife
As 'twixt a miser and his wealth is found;

Now proud as an enjoyer and anon
Doubting the filching age will steal his treasure,
Now counting best to be with you alone,
Then better'd that the world may see my pleasure;

Sometime all full with feasting on your sight
And by and by clean starved for a look;
Possessing or pursuing no delight,
Save what is had or must from you be took.

Thus do I pine and surfeit day by day,
Or gluttoning on all, or all away.

Directions:
1. Summarize each quatrain/couplet.
2. Find figurative language that will give clues to the author's overall intent.

SONNET 90

Then hate me when thou wilt; if ever, now;

Now, while the world is bent my deeds to cross,

Join with the spite of fortune, make me bow,

And do not drop in for an after-loss:

Ah, do not, when my heart hath 'scoped this sorrow,

Come in the rearward of a conquer'd woe;

Give not a windy night a rainy morrow,

To linger out a purposed overthrow.

If thou wilt leave me, do not leave me last,

When other petty griefs have done their spite

But in the onset come; so shall I taste

At first the very worst of fortune's might,

And other strains of woe, which now seem woe,

Compared with loss of thee will not seem so.

Directions:

1. Summarize each quatrain/couplet.
2. Find figurative language that will give clues to the author's overall intent.

SONNET 116

Let me not to the marriage of true minds
Admit impediments. Love is not love
Which alters when it alteration finds,
Or bends with the remover to remove:
O no! it is an ever-fixed mark
That looks on tempests and is never shaken;
It is the star to every wandering bark,
Whose worth's unknown, although his height be taken.
Love's not Time's fool, though rosy lips and cheeks
Within his bending sickle's compass come:
Love alters not with his brief hours and weeks,
But bears it out even to the edge of doom.
If this be error and upon me proved,
I never writ, nor no man ever loved.

Sonnet 116

1. According to the sonnet, what are the three things that love is not?
2. a) In the second quatrain, identify the 2 metaphors that Shakespeare uses.
b) What effect do these have on the poem?
3. Explain line 9.
4. a) What is Shakespeare's idea of essence of love?
b) Do you agree with Shakespeare definition of love? Why/why not?
5. a) What is the purpose of the final couplet?
b) In what way is this couplet different from the couplets of the previous two?

“Sonnet 116” by William Shakespeare

Let me not to the marriage of true minds
Admit impediments. Love is not love
Which alters when it alteration finds,
Or bends with the remover to remove:

Impediments are things that get in the way. “Ped” means “foot,” so an impediment is something that makes your foot stumble.

To alter is to change.

O no! it is an ever-fixed mark
That looks on tempests and is never shaken;
It is the star to every wandering bark,
Whose worth's unknown, although his height be taken.

Tempests are storms.

A bark is a boat.

To be something's star is to guide it like the North Star guides sailors.

Love's not Time's fool, though rosy lips and cheeks
Within his bending sickle's compass come:
Love alters not with his brief hours and weeks,
But bears it out even to the edge of doom.

A sickle is a tool used to harvest grain by cutting it down. This is saying that even though beauty (rosy lips and cheeks) will fade with time, love is not at the mercy of time, but rather will last forever.

If this be error and upon me proved,
I never writ, nor no man ever loved.

If I'm wrong about this, I never wrote anything worth anything. This is saying that he is really sure he's right about this.

Sonnet 129

The expense of spirit in a waste of shame

Is lust in action: and till action, lust

Is perjured, murderous, bloody, full of blame,

Savage, extreme, rude, cruel, not to trust;

Enjoyed no sooner but despised straight;

Past reason hunted; and no sooner had,

Past reason hated, as a swallowed bait,

On purpose laid to make the taker mad.

Mad in pursuit and in possession so;

Had, having, and in quest to have extreme;

A bliss in proof, and proved, a very woe;

Before, a joy proposed; behind a dream.

All this the world well knows; yet none knows well

To shun the heaven that leads men to this hell.

Directions:

1. Summarize each quatrain/couplet.
2. Find figurative language that will give clues to the author's overall intent.

SONNET 130

My mistress' eyes are nothing like the sun;
Coral is far more red than her lips' red;
If snow be white, why then her breasts are dun;
If hairs be wires, black wires grow on her head.
I have seen roses damask'd, red and white,
But no such roses see I in her cheeks;
And in some perfumes is there more delight
Than in the breath that from my mistress reeks.
I love to hear her speak, yet well I know
That music hath a far more pleasing sound;
I grant I never saw a goddess go;
My mistress, when she walks, treads on the ground:
And yet, by heaven, I think my love as rare
As any she belied with false compare.

1. In most love poems, the speaker praises the beauty or spirit of the beloved. How does "Sonnet 130" compare to most love poems?
2. What is the speaker's attitude toward his mistress?

Analyzing Sonnet 130

1. Mark the rhyme scheme of the sonnet. This is dictated by the last word of each line. The first word is marked with an A. If the last word of the second line rhymes with the last word of the first line, it too is marked with an A. If it does not rhyme, however, it is marked with a B.

Example: Roses are red, **A**
 Violets are blue; **B**
 Sugar is sweet, **C**
 And so are you. **B**

2. To the right of each line and on the blanks provided, write down what you think the line means. Put the lines in your own words.

3. Find one metaphor in the sonnet. Place a box around the metaphor.

4. Find one simile. Place a circle around the simile.

5. Sonnets have something called a turn. It's where the author's tone or meaning or topic seems to change a little. Where do you think the turn begins? Where in this sonnet does Shakespeare seem to change gears? (Hint: the turn usually begins the summation or overall meaning/point of the sonnet.)

6. Assonance is the repetition of a vowel sound within a line or two lines of poetry.

Example: The **cat sat** sadly on the **mat** because he was **mad**.

Find two examples of assonance in the sonnet. On the line provided, write the line number and the words containing assonance.

7. Alliteration is the repetition of a consonant sound within a line or two lines of poetry.

Example: The **bad boy** brought **bugs** and put them in the **bed**. (Note: the letter does not have to be at the beginning of the word.)

Find two examples of alliteration in the sonnet. On the line provided, write the line number and the words containing alliteration.

Assignment:

On a SEPARATE PIECE OF PAPER, answer the following question. Use complete paragraph form with text evidence.

What was the point Shakespeare is trying to make in this sonnet?

Directions:

1. Summarize each quatrain/couplet.
2. Find figurative language that will give clues to the author's overall intent.

SONNET 137

Thou blind fool, Love, what dost thou to mine eyes,

That they behold, and see not what they see?

They know what beauty is, see where it lies,

Yet what the best is take the worst to be.

If eyes corrupt by over-partial looks

Be anchor'd in the bay where all men ride,

Why of eyes' falsehood hast thou forged hooks,

Whereto the judgment of my heart is tied?

Why should my heart think that a several plot

Which my heart knows the wide world's common place?

Or mine eyes seeing this, say this is not,

To put fair truth upon so foul a face?

In things right true my heart and eyes have erred,

And to this false plague are they now transferr'd.

Sonnet 138

When my love swears that she is made of truth,
I do believe her though I know she lies,
That she might think me some untutored youth,
Unlearned in the world's false subtleties.

Thus vainly thinking that she thinks me young,
Although she knows my days are past the best,
Simply I credit her false-speaking tongue:
On both sides thus is simple truth suppressed:

But wherefore says she not she is unjust?
And wherefore say not I that I am old?
O! love's best habit is in seeming trust,
And age in love, loves not to have years told:

Therefore I lie with her, and she with me,
And in our faults by lies we flattered be.

Directions:

1. Summarize each quatrain/couplet.
2. Find figurative language that will give clues to the author's overall intent.

Sonnet 146

Poor soul, the centre of my sinful earth,

... .. these rebel powers that thee array

Why dost thou pine within and suffer dearth,

Painting thy outward walls so costly gay?

Why so large cost, having so short a lease,

Dost thou upon thy fading mansion spend?

Shall worms, inheritors of this excess,

Eat up thy charge? Is this thy body's end?

Then soul, live thou upon thy servant's loss,

And let that pine to aggravate thy store;

Buy terms divine in selling hours of dross;

Within be fed, without be rich no more:

So shall thou feed on Death, that feeds on men,

And Death once dead, there's no more dying then.

Directions:

1. Summarize each quatrain/couplet.
2. Find figurative language that will give clues to the author's overall intent.

Assignments: Answer the assigned prompt ON A SEPARATE PIECE OF PAPER using complete paragraph form, including text evidence and explanations.

1. Compare sonnets 137 and 130. How are they the same, and how do they differ? Think in terms of theme.
2. Compare sonnets 137 and 116. How are they the same, and how do they differ? Think in terms of theme.
3. Sonnet 18 is one of the most famous poems in the English language. Why do you think this is the case? How does the speaker use natural imagery to create a picture of the young man's beauty?
4. Discuss the portrayal of beauty in the sequence as a whole. Is beauty an immortal ideal, or is it vulnerable to time? How does "beauty" contrast with "worth"?
5. Think about the ways in which the speaker uses the sonnet form to embody a series of metaphors. How do poems such as Sonnet 73 divide metaphors among the various parts of the sonnet?
6. In Sonnet 130, Shakespeare seems to be making fun of the comparisons that other poets use. Name some examples of what Shakespeare considers to be a "false compare."
7. Compare and contrast two "moral" sonnets, 129 and 146. How does the latter poem's anxiety about outward appearance relate to the former's ashamed admission of lust?
8. Analyze the use of figurative language or a poetic device in your choice of sonnet.
9. Compare and contrast two sonnets of your choice.
10. Analyze the theme in a sonnet or your choice.

Composing a Shakespearean Sonnet

Directions:

Imagine you need a little bit of extra money. You have no idea how to earn this, so you decide to enter a sonnet into a poetry contest. You figure you want the poem to have structure, but to reflect you, your interests, and your passions. You could follow Shakespeare's lead and write about love, or you could be original and write about something you feel passionately about.

STRUCTURE

- **MUST** be 14 Lines.
- **MUST** have 3 Quatrains (set of 4 lines) and 1 Couplet (2 lines)
- **MUST** follow the rhyme scheme ABABCDCDEFEGG
- **MUST** include at least three examples of figurative language
- **MUST** be in IAMBIC PENTAMETER (10 syllables per line)
- **MUST** provide a turn on line 9

I. Your **First Stanza** should introduce the **SPEAKER** and **AUDIENCE**, explain the **OCCASION** or situation, and make the **SUBJECT** of the poem clear.

II. Your **Second and Third Stanza** should develop the **TONE** of the poem... what are the feelings involved? Convey these feelings using figurative language: metaphors, similes, personification. **EX:** "I love you like music needs a beat"

III. Your Rhyming Couplet at the end should resolve the poem, or provide a dramatic twist to the story. Make sure your **PURPOSE** is clear. The couplet is probably the most important two lines of the sonnet... so make them good! **THE CLINCHER!**

CONTENT

Your original sonnet will be graded on the following features:

- (1) **Rhyme scheme:** Does your sonnet's rhyme pattern correspond to traditional sonnet format?
 - (2) **Form:** Does your sonnet utilize the standard number of lines for its type?
Does it show a "turn" or change of thought?
 - (3) **Meter:** The prevailing meter should always be iambic pentameter.
 - (4) **Interactivity:** Does your poem address the same concerns, imagery, and questions that appeared in the Shakespearean sonnet to which it responds?
 - (5) **Diction:** You may use contemporary language or Elizabethan English, provided your language is vivid and poetic rather than mundane. (Accurate use of Elizabethan vocabulary will impress me more than modern vocabulary, of course.)
 - (6) **Originality:** Do you avoid clichés and trite expressions or rhymes? Can you express old and familiar ideas in new and striking ways?.
 - (7) **Imagery:** Does your poem make vivid appeals to visual (seeing), auditory (hearing), gustatory (taste), olfactory (scent), and tactile (touch) imagery?
 - (8) **Simile and Metaphor:** Does your poem employ any powerful comparisons through a simile and metaphor, as was common in Elizabethan sonnets?
 - (9) **Theme:** The theme of a sonnet is usually related to an elevated, abstract idea such as love, devotion, patriotism, honor, fidelity, etc.
 - (10) **Pizzazz:** Pizzazz is the intangible and subjective stuff, the overall effect of the entire poem. It encompasses diverse elements such as a powerful emotional punch, cleverness, humor, and memorability.
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Grading Rubric

_____ (10 points) Completion- The sonnet is completed and submitted on time

_____ (20 points) Organization/Format- The sonnet follows typical patterns in topic of Shakespearean sonnets.

_____ (10 points) Rhyme Scheme- The sonnet follows Shakespearean sonnet rhyme scheme.
ABAB CDCD EFEF GG

_____ (20 Points) Theme- The universal message of the sonnet maintained throughout the piece and has a clear focus. The theme directly reflects and responds to the chosen sonnet.

_____ (20 points) Figurative Language- The sonnet contains at least 3 examples of figurative language

_____ (20 points) Overall Engagement- The sonnet is interesting, engaging, and worth reading.

_____/100 possible points

Title: _____

First Stanza (Quatrain):

_____ A
_____ B
_____ A
_____ B

Second Stanza (Quatrain):

_____ C
_____ D
_____ C
_____ D

Third Stanza (Quatrain):

_____ E
_____ F
_____ E
_____ F

Rhyming Couplet:

_____ G
_____ G

Poet's Name _____ Editor's Name _____

1. Does each line have 10 syllables? Y / N If no, which do not? _____
2. Does the sonnet follow the correct rhyme scheme? Y / N
3. Theme: Write the sonnet's theme _____
4. Does the sonnet follow the correct topic organization, including a turn?
5. Does the sonnet contain at least 3 figurative language devices? Y / N

Line # _____ Figurative Language used: _____

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