Dr. Pelotte

NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DATE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Iambic what?

Oh dear, this is

going to be a

weird lesson!

SHAKESPEARE’S SONNETS

GUIDED NOTES

Directions: Use this handout to take notes about today’s lesson and to complete the activities.

1. **Objectives🡪**

Today we will:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with Shakespeare’s language.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the characteristics of Shakespeare’s sonnets.
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Shakespeare’s Sonnet 18.
4. **What is a sonnet?**

🡪A sonnet is a \_\_\_\_\_\_ line poem in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ often about\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

🡪A sonnet usually argues a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or solves a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Iamb=**

**Penta=**

**Meter=**

🡪Can you identify the stressed and unstressed syllables in the famous line from Romeo and Juliet? Divide into iambs (sets of two syllables.) Write an **x** above unstressed syllables and a **/** above stressed syllables. (Hint: You should end up with five of each!)

*But soft, what light through yonder window breaks?* 

1. **Okay…Back to Sonnets.**

**🡪**The Shakespearean sonnet has\_\_\_\_\_\_\_\_\_\_\_\_\_\_**quatrains** followed by a\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

🡪**Quatrains** are \_\_\_\_\_\_\_-line stanzas of any kind.

🡪**Couplets** are \_\_\_\_\_\_\_\_-line stanzas of any kind.

SONNET 18

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 dimmed, \_\_\_\_

And every fair from fair sometime declines, \_\_\_\_

By chance or nature’s changing course untrimmed; \_\_\_\_

But thy eternal summer shall not fade \_\_\_\_

Nor lose possession of that fair thou ow’st \_\_\_\_

Nor shall death brag thou wander’st in his shade \_\_\_\_

When in eternal lines to time thou grow’st \_\_\_\_

So long as men can breathe or eyes can see, \_\_\_\_

So long lives this, and this gives life to thee. \_\_\_\_

**Shall=should; thou/thee=you; art=are; thy=your**

**temperate=unchanging; ow’st=possess**

1. How many lines are there? Number them.
2. To the left of the text, mark the three quatrains and the couplet.
3. To the right of the text, on the lines provided, indicate the rhyme scheme.
4. Scan the first two lines for iambic pentameter. Indicate the stressed syllables and the foot breaks.
5. Finally, Translate the sonnet into your own words.

Quatrain 1:

Quatrain 2:

Quatrain 3:

Couplet:

SHAKESPEARE SONNET ASSIGNMENT



Use the following website the help you with this assignment:

[**http://www.shakespeares-sonnets.com**](http://www.shakespeares-sonnets.com/)

PART I: SCANNING THE SONNET

1. Choose a Shakespearean sonnet you would like to study. You may NOT choose Sonnet 18.
2. Print this sonnet and scan the first TWO lines for iambic pentameter.
3. Identify the rhyme scheme using A B A B, etc.
4. Label the quatrains and couplet.

**Part I due at the end of class today!**

PART II: INTERPRETING THE SONNET

1. Read your sonnet and paraphrase the plot of EACH **quatrain** and the **couplet**.
2. Re-read the sonnet and look for examples of metaphors, similes, allusions, personification, paradoxes, puns, oxymorons, symbols, and other literary devices.
3. Write a well-written statement of theme for the sonnet. Your theme statement should answer the question: What is Shakespeare saying about the sonnet’s topic (love, truth, beauty, death, etc.)?

Theme statement:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Once your theme is approved, write a well-written mini-essay that explains the following:

Sentences 1-2: Topic/thesis. State the meaning of the sonnet.

Sentences 3-4: Describe briefly the sonnet’s situation. What is the sonnet’s plot?

Sentences 5-10: Describe in DETAIL QUATRAIN 1, 2, and 3. Discuss literary devices used and for what effect.

Sentences 11-12: Discuss the COUPLET and what it reveals about the sonnet’s theme.

Sentences 13-14: Finally, describe how the quatrains and couplet work together to reveal the sonnet’s theme.

**Part II due date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

PART III: EXTRA CREDIT (a rarely-seen opportunity in Dr. Pelotte’s class—like a unicorn!)

Record yourself performing your sonnet and upload it to the discussion board on Canvas. In addition, to receive full credit, you MUST meaningfully comment on *at least* TWO other sonnet performances.

**Post due by: December 3, 2015 Comments due by: December 10, 2015**

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

SHAKESPEARAN SONNET 14 LINE MINI-ANALYSIS

Directions: Use this handout to complete a draft of your sonnet mini-analysis.

Sentences 1-2: Briefly state the meaning of the sonnet. Include the sonnet number and mention Shakespeare as the poet.

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Sentences 3-4: Briefly state the situation of the sonnet. What is the sonnet’s plot?

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Sentences 5-6: Describe the meaning of QUATRAIN 1. Give an example of a literary device used in QUATRAIN 1. Explain how this device creates effect/meaning.

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Sentences 7-8: Describe the meaning of QUATRAIN 2. Give an example of a literary device used in QUATRAIN 2. Explain how this device creates effect/meaning.

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Sentences 9-10: Describe the meaning of QUATRAIN 3. Give an example of a literary device used in QUATRAIN 3. Explain how this device creates effect/meaning.

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Sentences 11-12: Describe the meaning of the COUPLET. How does the couplet contribute to the sonnet’s meaning?

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Sentences 13-14: Finally, describe how the quatrains and couplet work together to solve the sonnet’s “problem” and reveal the sonnet’s theme.

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**Use the guidelines below to edit your paragraph:**

* **You must write in THIRD person.**
* **No contractions—spell out words.**
* **Did you include the sonnet number and the poet?**
* **Are your quotes imbedded? (You cannot simply drop them in.)**
* **Word choice🡪replace any of the following with a better word: thing, like, stuff, a lot, also, very, good, bad, amazing**
* **Revise ONE sentence to use ONE word from your Macbeth vocabulary squares.**

**After you have made the necessary revisions, you must write a CLEAN SECOND draft of your paragraph. If you handwrite your paragraph, it MUST be in black ink and you must SKIP lines.**

**If you type it, you must use MLA format: 12 pt. font, Times New Roman, and double-spaced.**

**Due Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Dr. Pelotte’s example:**

In Shakespeare’s famous Sonnet 18, the speaker struggles to find an appropriate metaphor to accurately describe his love’s beauty. Thus, we are presented with the problem of the sonnet: to find an object worthy of his love’s “eternal summer.” In the beginning of the sonnet, the speaker poses the main question, asking if he should compare his love’s beauty to a summer’s day? Throughout the sonnet, he argues the many reasons why his love is worthy of a far better metaphor—summer is too hot, too fleeting, too inconsistent—but he finally asserts that poetry, itself, is the best descriptor of the power of love. Shakespeare begins the FIRST QUATRAIN with an extended metaphor of the summer’s day, presenting the reader with the sonnet’s main question: “Shall I compare thee to a summer’s day? (line1). Shakespeare then goes on to describe all the reasons his love is “more lovely” and “more temperate” than the beauty that this metaphor can provide: “Rough winds do shake the darling buds of May,/ And summer’s lease hath all too short a date” (lines3-4). The SECOND QUATRAIN serves to extend the metaphor presented in the first by stating that “sometime too hot the eye of heaven shines” and “often is his gold complexion dimmed” as further reason that the comparison between his lover and the summer’s day is ill-matched (lines5-6). Shakespeare also notes that summer, like all things in nature, eventually fades: “every fair from fair sometimes declines” to illustrate that his love’s beauty exceeds that of nature (line 7). The THIRD QUATRAIN signals the shift or turn in the sonnet with the word “But” in line 9 and the poet reiterates that his lover’s beauty will not fade. The speaker references “eternal lines,” perhaps referring to the lines of the poem which give the lover eternal life (line 12). The COUPLET speaks to the power that poetry has to immortalize and preserve beauty. The poet claims that “as long as men can breathe or eyes can see,” his lover will retain his beauty as long as people continue to read the sonnet. The theme of the sonnet argues that poetry is the ultimate expression of love. Like beauty, summer, and everything in nature is ephemeral and not and lacks the **corporeal\*** permanence of Shakespeare’s “eternal lines” of poetry.

\*Macbeth vocabulary term incorporated into analysis