



READING 3 Evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods. **7** Analyze how the author's patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning.

DID YOU KNOW?

William Shakespeare ...

- never attended a university.
- was denounced early in his career by a jealous writer who called him an "upstart crow."

Church in Stratford-upon-Avon

Selected Poetry

by William Shakespeare

VIDEO TRAILER



KEYWORD: HML12-324A

Meet the Author

William Shakespeare 1564–1616

Shakespeare is the most influential writer in the English language. Four centuries after his death, he continues to occupy a central place in literary studies and in our culture at large. His plays are regularly performed around the world and have been made into numerous films.

Humble Beginnings Most of what is known about Shakespeare's life comes from court and church records. He was born in Stratford-upon-Avon, a small town in central England. His father was a successful businessman and town official, and his mother inherited farmland from her father. Shakespeare's family was initially prosperous but began having financial difficulties in the 1570s. Shakespeare probably attended Stratford's excellent grammar school, where he would have studied Latin and read classical authors.

No one knows what Shakespeare did immediately after he left school. In 1582, when he was 18 years old, he married Anne Hathaway, who was 26 years old. Six months later, they had a daughter. In 1585, they had twins, a boy and a girl. Shakespeare's son died at age 11.

Early Success as Actor and Playwright Sometime around

1590, Shakespeare moved to London and began working as an actor and playwright. He went on to become the most successful playwright of his time, earning enough to buy a large house in Stratford, where his wife and children lived. Although he retired to Stratford around 1612, he continued writing until his death at age 52.

Shakespeare the Poet In addition to his 37 plays, Shakespeare wrote an innovative collection of sonnets and two long narrative poems. In the 1590s, many English poets wrote sonnet sequences, which were usually addressed to an unattainable, idealized woman. Shakespeare expanded the conventions of the sonnet, making the form thematically more complex and less predictable. For example, the object of affection in some of his sonnets is not a divinely beautiful woman but a "dark lady" with all-too-human defects. He also wrote sonnets to an unidentified young man as well as to a rival poet. And while most sonnet writers focused primarily on love and beauty, Shakespeare addressed themes such as time, change, and death.

Because of his mastery of the sonnet's form and his broadening of its content, Shakespeare remains the undisputed master of the English sonnet. Today, the English sonnet is often referred to as the Shakespearean sonnet.

Author Online

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● POETIC FORM: SHAKESPEAREAN SONNET

Shakespeare wrote very complex and sophisticated sonnets, moving beyond the traditional themes of love and beauty. The **Shakespearean sonnet** form, also known as the English sonnet, has the following characteristics:

- The sonnet contains three **quatrains** and a **couplet**.
- The **rhyme scheme** is *abab cdcd efef gg*.
- There is often a **turn**, or shift in thought, which occurs in the third quatrain or the couplet.

As you read these four sonnets, notice the way Shakespeare sets up his subjects in the early quatrains and employs the turn near the end.

● READING SKILL: ANALYZE IMAGERY

Among the many tools of poets, few are as important as **imagery**—words and phrases that re-create sensory experiences for the reader. Although Shakespeare often addresses philosophical themes in his sonnets, he breathes life into his ideas by evoking sights, sounds, smells, and textures. For example, in “Sonnet 116” Shakespeare uses the image “rosy lips and cheeks” to convey the idea of mortal flesh.

As you read the following sonnets, look for language that appeals to your senses. Use a chart like the one shown to identify ideas or emotions that are conveyed through this imagery.

<i>Sonnet</i>	<i>Imagery</i>	<i>Idea or Emotion Conveyed</i>
18	<i>rough winds</i>	<i>Summer weather can be harsh.</i>

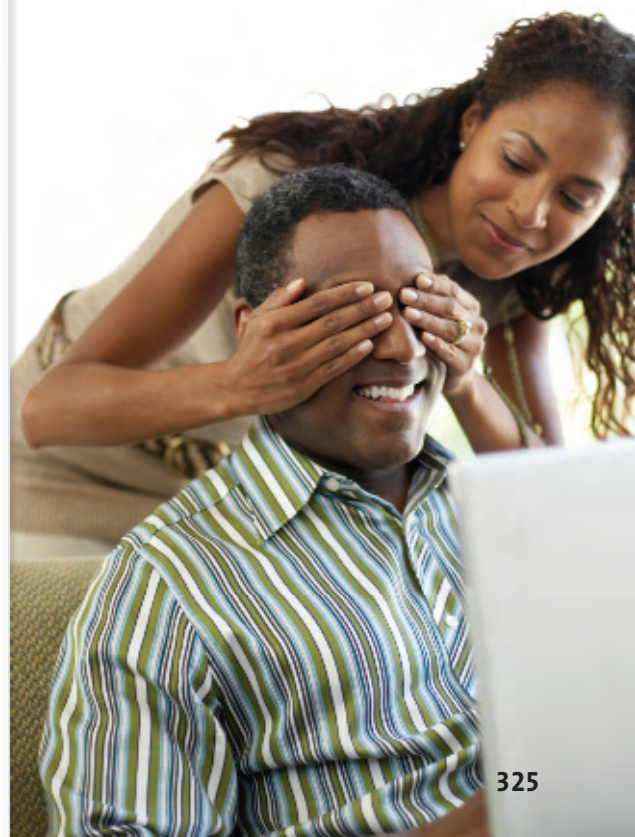


Complete the activities in your **Reader/Writer Notebook**.

Can **LOVERS** *see clearly?*

According to an old saying, “Love is blind,” but to what extent is this true? The thrill of falling in love can cloud one’s perceptions of a lover, but usually those clouds drift away over time. Is it possible to see a person’s faults clearly and still love him or her?

PRESENT Working with a partner, list several fictional lovers from books, movies, or plays. For each couple, answer the question “Did they see each other clearly?” Discuss the reasons for your answers. What conclusions can you draw about the way love is portrayed in fiction? Present your conclusions to the class.



Sonnet 18

William Shakespeare

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:
5 Sometime too hot the eye of heaven shines,
And often is his gold complexion dimmed; **A**
And every fair from fair sometime declines,
By chance or nature's changing course untrimmed;
But thy eternal summer shall not fade,
10 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.

A ANALYZE IMAGERY

What images does Shakespeare use in lines 1–6 to illustrate why summer is less temperate, or moderate, than the subject of the poem?

7–8 fair from . . . untrimmed: beauty eventually fades, due to misfortune or natural aging.

10 thou owest: you own; you possess.

12 when . . . growest: when in immortal poetry you become a part of time.

Analyze Visuals ►

Compare this painting with the one on page 331. What can you discern about each subject?

Literary Analysis

- 1. Interpret** Reread lines 13–14 of “Sonnet 18.” According to the speaker, what will allow the subject of the poem to become immortal?
- 2. Make Inferences** Summer is the favorite time of year for many people. Why might Shakespeare have chosen to focus on the ways in which his subject is different from summer instead of describing how they are similar? Explain.



Sonnet 29

William Shakespeare

When in disgrace with Fortune and men's eyes
I all alone beweepe my outcast state,
And trouble deaf heaven with my bootless cries,
And look upon myself and curse my fate,
5 Wishing me like to one more rich in hope,
Featur'd like him, like him with friends possess'd,
Desiring this man's art, and that man's scope,
With what I most enjoy contented least;
Yet in these thoughts myself almost despising,
10 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 rememb'ed such wealth brings,
That then I scorn to change my state with kings. **B**

3 bootless: futile; useless.

6 featur'd like him: with his handsome features.

7 this man's art . . . scope: this man's skill and that man's intelligence.

10 haply: by chance.

11 lark: the English skylark, noted for its beautiful singing while soaring in flight.

B SHAKESPEAREAN SONNET
Reread lines 13–14. In what way is this **couplet** related to the poem's second **quatrain**?

Literary Analysis

- 1. Summarize** What emotions does the speaker describe in the first two quatrains of “Sonnet 29”? What circumstances stir up these feelings?
- 2. Analyze Tone** How does the speaker's tone change over the course of the poem?

Sonnet 116

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.
5 O no, it is an ever-fixed mark
That looks on tempests and is never shaken;
It is the star to every wand'ring bark,
Whose worth's unknown, although his height be taken.
Love's not Time's fool, though rosy lips and cheeks
10 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.

2 impediments: obstacles.

5 mark: a landmark seen from the sea and used by sailors as a guide in navigation.

7–8 the star . . . taken: the star—usually the North Star—whose altitude sailors measure in order to help guide their ships. A **bark** is a sailing ship.

10 within . . . come: come within range of Time's curving sickle.

12 bears . . . doom: endures even to Judgment Day, the time when, Christian teachings predict, the world will end and God will make his final judgment of all people.

Literary Analysis

- 1. Paraphrase** What does the speaker say about love in lines 9–12 of “Sonnet 116”?
- 2. Analyze Metaphors** What metaphors does Shakespeare use in lines 5–8 to describe love? What do they suggest about the nature of love?
- 3. Make Inferences** What view of love does the speaker react against in the poem?

Sonnet 130

William Shakespeare

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.
5 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
10 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. ©

3 **dun**: grayish brown.

5 **damask'd**: mottled; spotted or streaked with different colors.

8 **reeks**: is exhaled (used here without the word's present reference to offensive odors).

11 **go**: walk.

14 **as any . . . compare**: as any woman misrepresented by exaggerated comparisons.



TEKS 7

© **SENSORY LANGUAGE**

Shakespeare's sonnets are highly complex. While he does write about the traditional themes of love and beauty, he often uses new patterns of imagery, conceits, and allusions to reveal those themes. A **conceit** is an extended metaphor that compares two dissimilar things on several points. What are the elements of the conceit in this poem? What is being compared? How does the conceit reveal the theme of the poem?



Portrait of an Unknown Lady (1646), Cornelius Johnson. Oil on canvas, 794 cm × 641 cm.
Bequeathed by George Salting, 1910. © Tate Gallery, London/Art Resource, New York.

Comprehension

1. **Recall** What details does the speaker provide in “Sonnet 130” about his mistress’s appearance?
2. **Clarify** What does the speaker suggest in lines 11–12 of “Sonnet 130”?
3. **Summarize** How does the speaker of “Sonnet 130” feel about his mistress?



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Literary Analysis

4. **Examine Shakespearean Sonnet** Where does the **turn** occur in “Sonnet 29”? What does this shift in thought reveal about the speaker?
5. **Analyze Simile** Reread lines 10–12 of “Sonnet 29.” How does the comparison to the lark reflect the change that the speaker experiences?
6. **Analyze Imagery** Review the chart you created as you read. Which images does Shakespeare use in “Sonnet 130” to suggest the type of ideal woman glorified in traditional love sonnets?
7. **Interpret Themes** What ideas about the effects of time does Shakespeare convey in “Sonnet 18” and “Sonnet 116”?
8. **Make Judgments** Compare the views of beauty expressed in “Sonnet 18” and “Sonnet 130.” Which sonnet do you consider more complimentary of the poem’s subject? Explain why.
9. **Compare Texts** In what ways do the speakers of the following poems idealize love? Compare and contrast the themes, citing specific details.
 - Marlowe’s “The Passionate Shepherd to His Love” (page 314)
 - Spenser’s “Sonnet 30” (page 320)
 - Shakespeare’s “Sonnet 116”

Literary Criticism

10. **Historical Context** Shakespeare wrote his sonnets during the English Renaissance, a period of great social, religious, and political change. England was ruled at the time by a very powerful female monarch—Queen Elizabeth I—and though the changes were modest, women’s role in society was evolving. In what ways does Shakespeare’s “Sonnet 130” reflect this context?

*Can **LOVERS** see clearly?*

“Love is blind” can also mean that lovers cannot objectively see how they act when they are in love. Does Shakespeare suggest this is good, bad, or neither? What advice do you have for the poet in love?

Conventions in Writing

◆ GRAMMAR IN CONTEXT: Create Rhythm

While iambic pentameter serves as the main source of rhythm in Shakespeare's poetry, **parallelism**—the repetition of a particular grammatical structure—also adds a rhythmic quality to his writing. Here are two examples:

*I all alone beweepe my outcast state,
And trouble deaf heaven with my bootless cries,
And look upon myself and curse my fate,* ("Sonnet 29," lines 2–4)

*If snow be white, why then her breasts are dun;
If hairs be wires, black wires grow on her head.* ("Sonnet 130," lines 3–4)

In the example from "Sonnet 29," Shakespeare repeatedly uses the coordinating conjunction *and* followed by a predicate. In the example from "Sonnet 130," a subordinate clause introduced by *if* begins each line.

PRACTICE Rewrite the following pairs of sentences so that they are parallel.

EXAMPLE

He stands alone upon the riverbank.
Along the farther shore, she is walking unaware.
*He stands alone upon the riverbank.
She walks unaware along the farther shore.*

1. No silly fool in love he'd ever be.
She'd never see a crying idiot.
2. So gently she would brush his tangled hair.
She would wipe away the tears so softly.
3. With just a word he took away her fear.
He showed how much he cared with just a look.

READING-WRITING CONNECTION



Expand your understanding of the sonnet form by responding to this prompt. Then use the **revising tips** to improve your sonnet.

WRITING PROMPT

WRITE A SONNET The best way to gain appreciation for the sonnet form is to write one. Choose someone you **love**—a friend, a family member, or even a pet—and write a **Shakespearean sonnet** expressing your feelings and thoughts for the loved one.

REVISING TIPS

- Identify a problem in the quatrains that is solved in the couplet.
- Add an instance of parallelism to your sonnet.



WRITING 14B Write a poem that reflects an awareness of poetic conventions and traditions within different forms. **ORAL AND WRITTEN CONVENTIONS 17A** Use and understand the function of different types of clauses and phrases.

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