

THIS WEEK'S LESSON ACTIVITIES

INSTRUCTOR _____ DATE _____ CLASS _____
LEVEL _____ ABE Level E _____

Topic: Shakespeare's Sonnet XVIII

Guiding Question: Is Shakespeare's work timeless?

Lesson Objectives:

The students will:

- 1) Locate textual evidence to answer text-dependent questions.
- 2) Describe commonalities in two texts to support a thesis.
- 3) Write an essay citing evidence to support a thesis.

CCR Standards Aligned to this Lesson:

RI/RL.9-10.1
RST.11-12.2
W/WHST.9-10.2
W/WHST.11-12.9

Reading: The instructor reads the sonnet aloud to the class. Next, the class pair-reads the sonnet (students alternate lines with their partners). Students then read the entire sonnet independently. Finally, students read the sonnet 'with a pencil' (students underline important terms or ideas, circle challenging terms or ideas, and jot brief summary notes in the margins). With a partner, students complete the paraphrasing chart below. Allow students to struggle and do the best they can without instructor support. Discuss the elements of a sonnet: sonnets are almost all constructed from three quatrains, which are four-line stanzas, and a final couplet composed in iambic pentameter. The rhyme scheme is abab cdcd efef gg. Sonnets using this scheme are known as Shakespearean sonnets. Often, the beginning of the third quatrain marks the volta ("turn"), or the line in which the mood of the poem shifts, and the poet expresses a revelation or epiphany. Distribute or post Accountable Language Stems (below) prior to leading the text-dependent questions section. Model use of question stems if you have not used the stems before. Lead discussion based on text-dependent questions (below). Students evaluate the two graphics (below). Ask text-dependent questions based on the graphics (what is the author's message? Tone? How do these interpretations differ from Shakespeare's?). Following the discussion, listen to David Gilmour's (Pink Floyd) version of Sonnet 18 (link in Resources section). What mood does David Gilmour create? Compare your interpretation to Gilmour's interpretation of the sonnet. How does Gilmour feel about love? For fun, students read Photo Dharma!'s Sonnet 18 parody. Students complete a 60-second sonnet summary as an exit ticket.

Adapted from Institute for Learning, 2003

Accountable Language Stems

Agreement

- “I agree with _____ because _____.”
- “I like what _____ said because _____.”
- “I agree with _____; but on the other hand, _____.”

Disagreement

- “I disagree with _____ because _____.”
- “I’m not sure I agree with what _____ said because _____.”
- “I can see that _____; however, I disagree with (or can’t see) _____.”

Clarifications

- “Could you please repeat that for me?”
- Paraphrase what you heard and ask, “Could you explain a bit more, please?”
- “I’m not sure I understood you when you said _____. Could you say more about that?”
- “What’s your evidence?”
- “How does that support our work/mission at _____?”

Confirmation

- “I think _____.”
- “I believe _____.”

Confusion

- “I don’t understand _____.”
- “I am confused about _____.”

Extension

- “I was thinking about what _____ said, and I was wondering what if _____.”
- “This makes me think _____.”
- “I want to know more about _____.”
- “Now I am wondering _____.”
- “Can you tell me more about _____?”

Review

- “I want to go back to what _____ said.”

****When asking text-based questions, ask students to cite the line (or point to the text) where they find the evidence.****

Text-Based Questions	Possible Answers
What season of the year is dealt with in this sonnet?	Summer.
Why does the author begin with a question?	Many answers. The question usually means, “What if I were to compare thee?” The speaker may hope to flatter the youth by first asking him if he may make the comparison.
The poem compares _____ to _____.	A young man to a summer’s day (line 1).
Explain why this is an effective	Many answers.

comparison.	The young man's beauty is more perfect than the beauty of a summer's day. The youth is more gentle, more restrained, whereas the summer's day might have violent excesses in store.
What is the meaning of 'temperate' in line 2? How is the word appropriate to describe a summer's day and a person?	Summer's day: moderate in respect to temperature; not subject to prolonged extremes of hot or cold weather. Person: evenly-tempered; not overcome by passion. (line 2)
What are the 'darling buds of May'?	The beautiful flower buds of early summer. The young man is like a summer bud. The author may use the word 'darling' to personify the buds, or suggest that the young man is a 'darling' (line 3)
Explain the metaphor in line 4, "summer's lease."	The summer holds a lease on part of the year, but the lease is too short and has an early termination date.
In line 5, what is the "eye of heaven"?	The sun.
How is the sun further personified in line 6?	The sun's golden face would be dimmed by clouds and on overcast days.
Explain two possible meanings of the word "fair" in line 7.	Fair: beauty From fair: of everything beautiful
How might something 'fair' decline?	All beautiful things (<i>every fair</i>) occasionally become inferior in comparison with their essential previous state of beauty (<i>from fair</i>). They all decline from perfection.
Explain the difference between 'chance' and 'nature's changing course' in line 8.	Chance accidents vs. the fluctuating tides of nature. Both are not subject to control, however, nature's changing course may be more predictable (changing tides, seasons, etc.)
Define "untrimmed" and what it refers to.	Could refer to the ballast on a ship which keeps it stable or to a lack of ornament/decoration. May refer to the 'fair' above where nature removes the beauty/decoration of youth as one ages.
What word signals a shift in the poem?	"But" on line 9.
The speaker states that "thy eternal summer shall not fade." Explain this metaphor.	Refers to the eternity promised by the ever living poet in the next few lines, through his verse.
What does "ow'st" mean?	Ownest/possess.
Explain line 10.	Nor shall it (your eternal summer) lose its hold on that beauty which you so rightly possess.

How is death personified in line 11?	Death normally 'brags' over his conquests over life. In this case, death does not.
What are possible meanings for "lines" in line 12? Which meaning is most relevant?	<ol style="list-style-type: none"> 1) Lines of a poem 2) Lines on a face 3) Timeline 4) Lines of descent/lineage <p>Eternal lines = the undying lines of the poet's verse. The young man will keep pace with time and grow as time grows.</p>
What does the final couplet reveal about the power of a literary work?	For as long as humans live and breathe upon the earth, for as long as there are seeing eyes on the earth, that is how long these verses will live, celebrating the young man, and continually renewing his life. (lines 13-14)
Will the youth's beauty last, despite the poet's proud boast?	Many answers. It may not because no beauty, nor summer's day, lasts.
Is beauty an immortal ideal, or is it vulnerable to time?	Many answers. Vulnerable to time, but maybe through the eternal words of a poet, beauty may last??
Sonnet 18 is one of the most famous poems in the English language. Why do you think this is the case?	Many answers. We can all relate to love and youth.
How does the speaker use natural imagery to create a picture of the young man's beauty?	Nature references. A summer day; fair, warm, sunny, temperate, one of the darling buds of May. More constant than a summer's day, therefore more perfect than summer.
The poet compares the young man to summer, but in line 9 the young man <i>is</i> summer. Why does the author do this?	The young man has metamorphosed into the standard by which true beauty can and should be judged. The poet's friend will become one with nature and time. He is now the standard by which others should be compared.
Critics argue that we know nothing of the beloved's height, hair, eyes or character or mind, nothing really at all. Was this poem written not in praise of the beloved, as it seems, but in praise of itself?	Many answers. Could be a poem of self-glorification and not love at all.
Why would some refer to the beloved as 'her', when the poet writes, 'him'?	Many answers. It is almost universally accepted by scholars that the poet's love interest is a young man and sonnets 18-25 all focus on the poet's affection for his 'friend'.

<p>How does the poem achieves its objective through dispraise?</p>	<p>Summer is lacking in so many respects; too short, too hot, too rough, sometimes too dingy, but the young man is summer at its very best. His beauty is skillfully highlighted by the comparison.</p>
<p>How I will scaffold my lessons to reach all of my students' levels: Provide Accountable Talk stems to foster deep and academic discussion. Include audio/visual version of Sonnet 18. Vary reading to include read aloud, pair-reading, and independent reading. Provide graphic organizers. Students can work with a partner to find specific lines of text to answer text-dependent questions.</p>	
<p>How I will assess my students' mastery of the lessons: Evaluate student notes/margin summaries during independent reading. Monitor reading/comprehension during pair-read and the vocabulary/context clues exercise. Evaluate student responses during text-dependent questioning. Formally evaluate the essay.</p>	
<p>My reflections of the lessons (what worked, what didn't, what I might change for next time):</p>	
<p>Resources: <i>Pink Floyd's David Gilmour Sings Shakespeare's Sonnet 18.</i> Open Culture, April 2013. http://www.openculture.com/2013/04/pink_floyds_david_gilmour_sings_shakespeares_sonnet_18.html Baldwin, Anthony. <i>Photo Dharma! Sonnet 18.</i> http://photodharma.tripod.com/sonnet18.htm Shakespeare Online, 2014. http://www.shakespeare-online.com/sonnets/18detail.html Shakespeare's Sonnets, Oxquarry Books Ltd, 2011. http://www.shakespeares-sonnets.com/ <i>Understanding Shakespeare, Sonnet 18.</i> Laying the Foundation Inc., 2012. http://training.nms.org/Portals/1/ftraining/docs/Understanding%20Shakespeare_Sonnet%2018.pdf</p>	
<p>Multi-Day Plan Day 1: See "Reading" section above. Day 2: Read Shakespeare's sonnet 116. Follow the same procedures for Day 1 using new text-dependent questions. Day 3: Select song lyrics about love (choose something that will be relevant to your own classroom/age of student/musical interest). Read the lyrics like a poem. Follow the same procedures for Day 1 and ask relevant text-dependent questions. How does your selection connect to the theme of love/youth/nature/immortality? Identify similarities and differences between the two texts. Compare characters, titles, theme, topic, etc.) What</p>	

mood does the writer create? Distribute a Venn diagram and compare/contrast Sonnet 18/116 with the song lyrics.

Day 4-6: Distribute a rubric prior to assigning the essay. Students create their own essay on the timelessness of Shakespeare. Use a thesis stem to help students get started. Consider, "Shakespeare illustrates _____ and how it _____". Use days 4-6 for the writing process. Model writing a thesis statement, if necessary. Time permitting, have a little fun with the Shakespeare Insult Kit: http://www.pangloss.com/seidel/shake_rule.html

SONNET XVIII

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 dimmed,
7 And every fair from fair sometime declines,
8 By chance, or nature's changing course untrimmed:
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,
13 So long as men can breathe, or eyes can see,
14 So long lives this, and this gives life to thee.

	THEE	A SUMMER'S DAY
FAIR, TEMPERATE	✓	✓
HOT, STICKY	✓	✓
SHORT	✓	
HARBINGER OF HURRICANE SEASON		✓
REQUIRED FOR A GOOD BEACH PARTY	✓	✓
MAJOR CAUSE OF HEAT STROKE IN THE ELDERLY		✓
LINKED TO HIGHER RATES OF JUVENILE DELINQUENCY	✓	✓
SOMETIMES TOO STIFLING	✓	✓
ARRESTED FOR RELEASING SNAKES IN LIBRARY	✓	
DIFFICULT TO FOCUS ON WORK WHILE I'M IN	✓	✓

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"Shall I compare thee to a summer's day?"

Sonnet 18

Original Text	Paraphrase
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 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.	

Sonnet 18

Original Text

Paraphrase

Original Text	Paraphrase
Shall I compare thee to a summer's day?	Shall I compare you to a summer's day?
Thou art more lovely and more temperate:	You are more lovely and more constant:
Rough winds do shake the darling buds of May,	Rough winds shake the beloved buds of May
And summer's lease hath all too short a date:	And summer is far too short:
Sometime too hot the eye of heaven shines,	At times the sun is too hot,
And often is his gold complexion dimm'd;	Or often goes behind the clouds;
And every fair from fair sometime declines,	And everything beautiful sometime will lose its beauty,
By chance, or nature's changing course, untrimm'd;	By misfortune or by nature's planned out course.
But thy eternal summer shall not fade	But your youth shall not fade,
Nor lose possession of that fair thou ow'st;	Nor will you lose the beauty that you possess;
Nor shall Death brag thou wander'st in his shade,	Nor will death claim you for his own,
When in eternal lines to time thou grow'st;	Because in my eternal verse you will live forever.
So long as men can breathe or eyes can see,	So long as there are people on this earth,
So long lives this and this gives life to thee.	So long will this poem live on, making you immortal.

PhotoDharma! Sonnet #18

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Sonnet #18

(a parody)

Shall I compare thee to a bale of hay?

Thou art more dusty and far less neat.

Rough winds do toss thy mop about, I'd say,
Which looks far worse than hay a horse would eat.

Sometime thy squinty eye looks into mine
Through stringy, greasy hair that needs be trimm'd,

And ne'er a horse had such a stench as thine,
As though in stagnant sewers thou hast swimm'd.

Thy disgusting image shall not fade;
This my tortured mind and soul doth know.

O, I should love to hit thee with a spade;
And with that blow I hope that thou wouldst go.

So long as I can breathe, my eyes can see,
And I can run, I'll stay away from thee...

(sorry, Will)

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