Love

## Lesson 3: Sonnet 18 (p. 84)

### Last time: *Happy endings*

## Homework: Original pronunciation (10 min.)

## <https://www.youtube.com/watch?v=gPlpphT7n9s>

## Short discussion of ‘Happy endings’

## Definition of a sonnet

14 lines of iambic pentameter

## Why Shakespeare loved iambic pentameter

<https://www.youtube.com/watch?v=I5lsuyUNu_4>

## How to analyse a Shakespearean Sonnet

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| **1. Find the Theme** Although love is the overarching theme of the sonnets, there are three specific underlying themes: (1) the brevity of life, (2) the transience of beauty (its short-lived nature), and (3) the trappings of desire. The first two of these underlying themes are the focus of the early sonnets addressed to the young man (in particular Sonnets 1-17) where the poet argues that having children to carry on one's beauty is the only way to conquer the ravages of time. In the middle sonnets of the young man sequence, the poet tries to immortalize the young man through his own poetry (the most famous examples being [Sonnet 18](http://www.shakespeare-online.com/sonnets/18detail.html) and [Sonnet 55](http://www.shakespeare-online.com/sonnets/55detail.html)). In the late sonnets of the young man sequence there is a shift to *pure love* as the solution to mortality (as in [Sonnet 116](http://www.shakespeare-online.com/sonnets/116detail.html)). When analysing a sonnet, it is beneficial to explore the theme as it relates to the sonnets around it. [Sonnet 127](http://www.shakespeare-online.com/sonnets/127.html) marks a shift to the third theme and the poet's intense sexual affair with a woman known as the *dark lady*. The mood of the sonnets in this sequence is dark and love as a sickness is a prominent motif (exemplified in [Sonnet 147](http://www.shakespeare-online.com/sonnets/147detail.html)). For a complete guide to the theme of each group of sonnets, please see the article [The Outline of the Themes in Shakespeare's Sonnets](http://www.shakespeare-online.com/sonnets/sonnetthemes.html). **2. Examine the Literary Devices**Shakespeare likely did not write his sonnets with a conscious emphasis on literary devices, and early editors of the sonnets paid little attention to such devices (with the exception of metaphor and allusion). However, in the era of postmodern literary theory and close reading, much weight is given to the construction or *deconstruction*of the sonnets and Shakespeare's use of figures of speech such as [alliteration](http://www.shakespeare-online.com/literaryterms/alliteration.html), [assonance](http://www.shakespeare-online.com/literaryterms/assonance.html), [antithesis](http://www.shakespeare-online.com/literaryterms/antithesis.html), [enjambment](http://www.shakespeare-online.com/literaryterms/enjambement.html), [metonymy](http://www.shakespeare-online.com/literaryterms/metonymy.html), [synecdoche](http://www.shakespeare-online.com/literaryterms/synecdoche.html), [oxymoron](http://www.shakespeare-online.com/literaryterms/oxymoron.html), personification, and internal rhyme. Much modern criticism1also places heavy emphasis on the sexual puns and double entendres in the sonnets (e.g., *blood warm)* <https://www.shakespeare-online.com/sonnets/>  |

## Listen to sonnet 18

<https://www.youtube.com/watch?v=luV83q2HYss>

## Make an even number of groups: Line up by the third letter of your first name

1. Read your sonnet aloud – remember/attempt original pronunciation☺
2. Groups with an even number (write notes)
	1. Identify the iambic meter and significant deviations from it
	2. The poem starts with a question. Who is asking? Who is addressed?
	3. What is the effect of using personification in the 2nd quatrain?
	4. Paraphrase the content in ll. 9-12 (the third quatrain)
	5. What is the message of the poem as such?
	6. Characterise the tone of the poem: *jubilant – defiant – depressed – humorous – sincere – passionate – relaxed.* Give examples to support your claim.
	7. Make a list of the themes you see in the poem.
3. Groups with an odd number (write notes)
	1. Identify the iambic meter and significant deviations from it
	2. Divide the sonnet into an octave and a sestet OR 3 quatrains and a couplet. Argue for your choice.
	3. Why is comparing the loved one to a summer’s day not adequate? List the differences.
	4. What do we get to know about the loved one? How is that significant?
	5. What does the ‘But’ and the rest of line 9 indicate?
	6. What is the message of the rhyming couplet at the end?
	7. Sonnets are said to *plead – implore – warn – reason – flatter – threaten – argue*. Which of these apply to this sonnet? Support your claim with references to the text.
4. Present your analysis to another pair 20 minutes before the end of class – Rikke will tell you when.

## Is a brain break needed somewhere in the process?

Can you take an insult? <http://www.pangloss.com/seidel/Shaker/index.html>? And another one? And another one?