



# Sonnets, haiku, and tanka

Poems with a plan

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# Definitions we need to know

- ▶ Lyric Poetry
- ▶ Sonnet
- ▶ Rhyme scheme
- ▶ Iambic pentameter
- ▶ Figurative Language
  - ▶ Personification
  - ▶ Simile
  - ▶ metaphor

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# What is a sonnet?

- ▶ 14 lines
- ▶ Lyric poem
- ▶ Usually in iambic pentameter
- ▶ Follows a rhyme scheme
- ▶ May be Petrarchan or Shakespearean (Which involves stanzas and rhyme scheme).

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# Petrarchan sonnet

- ▶ First part is an octave- or eight-line stanza
- ▶ Follows abbaabba
- ▶ Second part is a sestet- or six-line stanza
- ▶ Follows cdecde, cdcdcd, ccdeed, or cdcdee
- ▶ The octave sets up a problem or question that leads up to the TURN wherein the sestet answers or resolves it.



# Shakespearean sonnet

- ▶ Has 3 stanzas called quatrains
- ▶ Ends with a concluding couplet
- ▶ Follows abab cdcd efef gg scheme
- ▶ The problem or situation is presented in the first 12 lines with the answer or resolution coming in the couplet.

# Iambic Pentameter

- ▶ iambic pentameter- each sonnet line consists of ten syllables. The syllables are divided into five pairs called iambs or iambic feet. An iamb is a metrical unit made up of one unstressed syllable followed by one stressed syllable. An example of an iamb would be good BYE. A line of iambic pentameter flows like this:

baBOOM / baBOOM / baBOOM / baBOOM / baBOOM.

Here are some examples from Shakespeare's sonnets:

When I / do COUNT / the CLOCK / that TELLS / the TIME ([Sonnet 12](#))

When IN / dis GRACE / with FOR / tune AND / men's EYES  
I ALL / a LONE / be WEEP / my OUT/ cast STATE ([Sonnet 29](#))

Shall I / com PARE/ thee TO / a SUM / mer's DAY?  
Thou ART / more LOVE / ly AND / more TEM / per ATE ([Sonnet 18](#))

## 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 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.



# “The Black Cat” p 857

## On your own: Read the sonnet and complete a reader response journal

- ❖ Poet
- ❖ Title
- ❖ Speaker
- ❖ Imagery
- ❖ Figurative language
- ❖ Sound devices
- ❖ Theme
- ❖ Tone

## With a partner: Identify the following:

- ❖ Rhyme scheme
- ❖ Explain the extended simile in the second stanza and the simile at the end of the poem
- ❖ Explain whether this sonnet more closely resembles a Petrarchan sonnet or a Shakespearean one, and support your reasoning



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## Sonnet 130 (Mrs. Duncan's favorite)

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.

# “Sonnet 61” p 682 & “Sonnet 148” p685

## On your own: Read the sonnet and complete a reader response journal

- ❖ Poet
- ❖ Title
- ❖ Speaker
- ❖ Imagery
- ❖ Figurative language
- ❖ Sound devices
- ❖ Theme
- ❖ Tone

## With a partner: Identify the following:

- ❖ Find the rhyme scheme for each
- ❖ Explain the metaphors in Sonnet 61 that Petrarch uses to describe his state of mind.
- ❖ What word appears to be important in Sonnet 61? How do you know this?
- ❖ Explain whether “Sonnet 148” more closely resembles a Petrarchan sonnet or a Shakespearean one, and support your reasoning.
- Compare Sonnet 130 to sonnet 61.



# Japanese poetry

Tanka & Haiku

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# Tanka

- P 440-445
- Over 1,000 years old!
- Tanka are short lyrical poems of precisely 31 syllables
- 5 lines long- 3 lines have 7 syllables, 2 lines have 5 syllables
- Writing tanka was part of medieval court life, especially in communication between lovers
- Many describe a moment of beauty or one emotion
- What the poet does not say is as important if not more important than what he/she does say
- Translations may vary in syllables, rhythm, and cadence



# Reader Response Journal- Tanka

- Read all of the tanka on pages 443-444

FIRST: Complete RRJ for each poem as follows:

- Title & poet
- Theme
- Mood

NEXT: find an example of each (write the line) from any one of the eight tanka:

- Metaphor
- Simile
- Alliteration
- imagery



## Partner activity- tanka

- ▶ Choose one of the following activities:
  - ❖ Illustrate one of the tanka from this passage. Make it a full color drawing that connects to the poem.
  - ❖ Write a tanka that captures a scene of beauty or expresses a strong emotion.
  - ❖ Research online to learn more about the history and importance of tanka. Write down your findings as well as the links for the website(s).



# Haiku

- P 446-450
- Centuries of tradition
- Brief, unrhymed poem (shorter than tanka)
- 3 lines with 5,7,5 syllables
- Vivid images are used to convey feelings
- Translations may vary in syllables and length because the imagery is more important than the rhythm



# Reader Response Journal- Haiku

- Read all of the haiku on pages 449-450

FIRST: Complete RRJ for each poem as follows:

- Title & poet
- Theme
- Mood
- Personification, simile, or metaphor (Write the example)
- Imagery (provide the detail)





## Partner Activity

- ▶ Record sensory details for a scene including sights, sounds, smells, and textures
- ▶ Using at least 2 sensory images, write a haiku of your own that suggests a specific mood and follows the examples we have read.
- ▶ (You will have limited time to gather details before we return to write the poems.)