**Poetry Introduction Lesson**

**Warm Up: what is your definition of poetry?**

**Poetry Ranking Activity:** Each group has been given some slips of paper with definitions of poetry written on them. Please rank these from your favourite definition to your least favourite. Be prepared to share with the class and justify why you selected the definitions that you did.

**Favourite Definition:**

**Why?**

**TED Talk:** After viewing this TED talk, please write a brief description/reflection about what you think makes a poem a poem.

**Sonnet 73** BY [WILLIAM SHAKESPEARE](https://www.poetryfoundation.org/poets/william-shakespeare)

That time of year thou mayst in me behold

When yellow leaves, or none, or few, do hang

Upon those boughs which shake against the cold,

Bare ruin'd choirs, where late the sweet birds sang.

In me thou see'st the twilight of such day

As after sunset fadeth in the west,

Which by and by black night doth take away,

Death's second self, that seals up all in rest.

In me thou see'st the glowing of such fire

That on the ashes of his youth doth lie,

As the death-bed whereon it must expire,

Consum'd with that which it was nourish'd by.

This thou perceiv'st, which makes thy love more strong,

To love that well which thou must leave ere long.

**Sonnet 73 Discussion Questions**

Please respond to the following questions in your learning logs. Then, in your groups, discuss these questions. You will then pass one person’s answers from your group to another group to discuss.

1. Why are metaphors, similes, and personification considered “figurative” language?
2. Differentiate between metonymy and synechdoche.
3. Would Sonnet 73 be considered a free verse poem? Why or why not? (be detailed and hint look at your terms package if you forget what a free verse poem is)
4. What is the first metaphor developed in the first quatrain (set of four lines)?
5. What is the second major metaphor developed in the second quatrain? What parallels or connections make it especially fitting? How is night “death’s second self?”
6. What is the third metaphor in the third set of four lines? Identify and explain the paradox contained in this quatrain.
7. Many Shakespearean sonnets provide a turning point/volta in the final couplet (set of two lines) – an answer to an earlier question or a counterpoint to an earlier assertion. How does this sonnet fit this pattern?
8. In which universal theme would you categorize this poem?
9. What is the message of this poem?