Sonnet presentation
instructions and model
What you’ll do

- Work in a small group to read, translate, and analyze a sonnet you will then present to the class.
- You’ll have two days (Thursday and Friday) to work on it.
- Presentations will be on Monday (you will use Powerpoint).
- See assignment sheet for more details.
1. Read through your sonnet
2. Translate/paraphrase your sonnet
3. Summarize the lines of your sonnet
   1. This is where you will want to start creating your powerpoint – see next slide
4. Identify literary devices
5. Identify and explain the volta (the turn of the sonnet/what is resolved in the couplet)
6. Determine the theme
   1. Create a thesis statement
7. Create 3-5 questions for the class to check that they understand your sonnet
What your Powerpoint must include

- The entire sonnet
- Your stanza by stanza summaries
- The theme and thesis statement
- Questions
- At least one visual
- Everyone must talk/participate!
Sample presentation on “Sonnet 87”

USE THIS MODEL TO HELP YOU CREATE YOUR PRESENTATION

LET’S DO THIS.
Sonnet 87

Farewell! thou art too dear for my possessing,
And like enough thou know'st thy estimate:
The charter of thy worth gives thee releasing;
My bonds in thee are all determinate.

For how do I hold thee but by thy granting?
And for that riches where is my deserving?
The cause of this fair gift in me is wanting,
And so my patent back again is swerving.

Thyself thou gavest, thy own worth then not knowing,
Or me, to whom thou gav'st it, else mistaking;
So thy great gift, upon misprision growing,
Comes home again, on better judgment making.

Thus have I had thee, as a dream doth flatter,
In sleep a king, but waking no such matter.
Farewell! thou art too dear for my possessing, And like enough thou know' st thy estimate: The charter of thy worth gives thee releasing; My bonds in thee are all determinate.

- The speaker accepts that his lover must break up with him because she is too good for him.
- “know’ st they estimate” → she knows her worth (that she is better than him)
- “gives thee releasing” → allows her to leave
For how do I hold thee but by thy granting?
And for that riches where is my deserving?
The cause of this fair gift in me is wanting,
And so my patent back again is swerving.

The speaker further describes that he can’t be with her unless she wants to be with him; because he is not good enough for him, they break up

“hold thee but by thy granting” → she controls whether or not they are together

The “riches” and “fair gift” = her love
Thyself thou gavest, thy own worth then not knowing,
Or me, to whom thou gavest it, else mistaking;
So thy great gift, upon misprision growing,
Comes home again, on better judgment making.

► When we got to together you didn’t know you were better than me, but once you did, we broke up
► “misprision growing” → when she realized her mistake/bad decision
Thus have I had thee, as a dream doth flatter,
In sleep a king, but waking no such matter.

This is how we were: when we were together it was like a dream and I felt like a king, but once we broke up (he “woke up”) that all changed
Quatrain 2: For how do I hold thee but by thy granting?
And for that riches where is my deserving?
The cause of this fair gift in me is wanting,
And so my patent back again is swerving.

Couplet: Thus have I had thee, as a dream doth flatter,
In sleep a king, but waking no such matter.

Rhetorical question → emphasizing he has no right to her love
Metaphor/Diction → comparing her to riches and gifts to highlight her worth
Simile/Metaphor → compares being with her to being asleep in a dream, and that he felt like a king
“Sonnet 87” - Theme

Themes

1. Relationships can end for legitimate reasons, and when they do, one must accept it without anger.

Thesis: William Shakespeare in “Sonnet 87” argues that relationships can end for legitimate reasons, and when they do, one must accept it without anger through rhetorical question.
What reason does the speaker give for his separation from his lover in lines 1-4?

The speaker states that his lover "is too dear for my possessing", meaning she is too good for him. She has become aware of her superiority, and this then allows her to separate from him with the speaker's complete understanding.
According to lines 5-8, does the speaker accept this reason? Why or why not? (Refer to specific evidence from the section to best support your answer.)

The speaker accepts that she is too good for him. He uses the rhetorical question, “how do I hold thee but by thy granting?” to acknowledge that he can only be in a relationship with his lover if she chooses to allow this (Shakespeare 5). The speaker is unable to meet the level of his lover, and therefore they must separate with his complete understanding/acceptance.
Questions

What is the purpose of the speaker in lines 13 & 14 comparing himself to a king in sleep?

The speaker uses a metaphor to compare his time with his lover to sleep, and their subsequent breakup to waking up. He employs this metaphor to emphasize how wonderful he felt while with his lover (“like a king”) versus his life without her.
USE THE FOLLOWING TIPS TO HAVE A GOOD PRESENTATION
Powerpoint tips

▶ Increase your font size!
  ▶ The default is often too small, and your classmates won’t be able to read it
  ▶ For reference, this is font size 33/31
▶ Make the text boxes bigger if necessary
▶ Don’t be afraid to add text boxes and change font colors
  ▶ Just make sure to pick colors that will show up!
Question stems to consider

- What does the speaker mean by saying _____?
- What is the purpose of [a literary device]?
- Is the speaker happy in lines ____?
- Why does the speaker compare ____ to ____?
- Does the speaker find the subject attractive in lines ____?
- Does the speaker love the subject in lines ____?
- Translation questions
Presentation tips

- **PRACTICE PRACTICE PRACTICE**! If this is the first time you’re saying this out loud, we’ll know
- Make eye contact
- Speak loudly and clearly
- Notecards are okay
Practice!

- Give your presentation at least once on Friday in order to ensure that:
  - Everyone knows what they’re doing
  - And you work out the kinks
Presentation rubric (out of 30 points)

Criteria:
Public Speaking Skills
(Eye contact, clarity, volume, rate of delivery, etc.)
1 2 3 4 5
Getting class involved in discussion:
1 2 3 4 5
Good quality questions that deal with issues in poem:
1 2 3 4 5
Evidence of preparation, organization, following an outline:
1 2 3 4 5
Evidence of the presenter's knowledge of the poem:
1 2 3 4 5
Quality of the visuals used for the presentation:
1 2 3 4 5