**OLLI Food and Travel Assignment 4: Shakespearean Sonnet**

First, here’s a little review of this past week’s assignment: Last week, you had to create four ***quatrains*** or ***stanzas*** (Remember that a stanza is a poem paragraphs) of no less than 10 to 12 syllables. **A *quatrain* consists** **of four lines of verse**. Therefore, the total number of stanzas (poem paragraphs) should have been four (4). The total number of lines should have been sixteen (16). The lines should have ended in ***exact rhyme***: *log, dog; cat, rat; wit, sit* and so on. ***The subject: a specific food, for example, a fruit or a vegetable, that you like or dislike***.

9Those who read aloud in class this past Tuesday, thank you! You did an excellent job—as always. I am sure that the rest of you all did a great job as well! Please feel free to jump in and let me know that you’d like to read if you haven’t already done so.

The above-mentioned exercise was given to you in order to prepare you to write a ***Shakespearean sonnet. All sonnets consist of fourteen (14) lines.*** The syllable count that I have given you for this exercise is now 12 to 14 syllables. In other words, the poem should have no less than 12 syllables on each line and no more than 14 syllables.

The first two lines must rhyme exactly with each other. The second set of two lines must rhyme exactly with each other. The third set of two lines must rhyme exactly with each other. This pattern must appear all the way through the end of the poem. For example, if I were to write a sonnet, here is the rhyme scheme for my poem:

**AA/BB/CC/DD/EE/FF/GG**

or

**A**---Pit

**A**---Spit

**B---**Dog

**B**—Log

**C**—House

**C**—Mouse

**D**—Dance

**D**—Chance

**E**—Tire

**E**—Sire

**F**—Mist

**F**—List

**G**—Tape

**G**—Grape

The words which I have used above are only examples of ***exact rhymes*** that I’ve used in order to assist you.

In addition, that first eight lines or so generally present a situation or problem. Then, a turn or twist occurs around lines eight (8) or nine3 occurring at the end.

I forgot to mention the next part in class, so please forgive me. I want you all to try using, ***allusion, repetition, alliteration, simile***, or ***metaphor*** in your poems. You don’t have to apply all of these poetic terms, but I would like to see one or two show up. Oftentimes, ***repetition***and ***alliteration*** really help with showing ***imagery*** in the poem.

**This week’s subject: Food and Travel—write about somewhere that you visited such as another state (outside of Illinois) or foreign country where you ate something foreign or different than you usually do. The place doesn’t have to be outside of the United States. You can write about how you liked it or disliked it, or take a totally different direction with it.**

Here’s some food for thought that may jumpstart your poem:

 What were the wait staff like?

 What did the place look like?

 Were people friendly or unfriendly?

 How did you feel about eating something strange?

 What time of day was it?

 What language was the main language?

 Were any shops located close by?

 Were there any animals, like cats, dogs, birds, nearby?

 What did surrounding physical features look like?

Here’s one more tip: I have also seen people write down their end rhymes first, and then write the lines that match up with them. I tend not to do this because it just doesn’t work well for me. However, if this is a method that works for you, by all means, use it!

Also, do not forget to look at your journals and to also use them. Jot down thoughts, observations, words, frustrations, etc. as you begin to write this poem. They may prove useful.

If you have any concerns or questions, please do not hesitate to e-mail me at Marva.Nelson@gmail.com.

I will also attach the three (3) sonnets that we will discuss in class this coming Tuesday to this e-mail.