**“What is Love? (Poetry) don’t hurt me, don’t hurt me…no more.”**

When you think of poetry, what thoughts come to mind? How is poetry stereotyped? How has your view of poetry changed over time? How does society in general view poetry? Why does it still exist? Spend a few minutes recording thoughts to these questions and be ready to share in one of a few ways: aloud, with @aricfoster2, with #fostere11, or on the board.

The following poem is by Shakespeare, who wrote in the \_\_\_\_\_\_\_\_\_\_’s in \_\_\_\_\_\_\_\_\_\_\_\_ English, and it is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

These poems look like a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because it follows a formulaic pattern. Along with writing 37 plays, Billy Shakes also wrote 154 of these sonnets. While we read this poem, think about how this poem fulfills or destroys the stereotypes that you brainstormed about poetry.

**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.

How does this poem embody or negate the stereotypes that you brainstormed above and that we discussed as a class? Be ready to share.

As a reminder, THEME is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Theme is probably the author’s

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and is certainly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in that it applies to all people from all time. With all this in mind, what is the theme of Sonnet XVIII? Justify your response. Be ready to share.

Did you notice any literary devices in the sonnet? If so, which ones? Ask an insightful question if you are confused: grit & fail forward.

The next poem is called, “Sleeping Beauty.” What do you think it is about? Is the “sleeping” and/or the “beauty” literal or figurative? While we read this poem, think about how this poem fulfills or destroys the stereotypes that you brainstormed about poetry.

“Sleeping Beauty” by Perfect Circle <https://www.youtube.com/watch?v=RZIXGLGFWNQ>

Delusional.

I believed, I could cure it all for you, dear
Coax or trick or drive or drag the demons from you
Make it right for you, sleeping beauty
Truly thought I could magically heal you

We're far beyond a visible sign of your awakening
I'm failing miserably to rescue, sleeping beauty

Drunk on ego, truly thought I could make it right
If I kissed you one more time to help you face the nightmare
But you're far too poisoned for me
Such a fool to think that I could wake you from your slumber
That I could actually heal you

Sleeping beauty, poisoned and hopeless

We're far beyond a visible sign of your awakening
Failing miserably to find a way to comfort you (X2)

You're poisoned and hopeless, sleeping beauty

What are your thoughts about this poem? What surprised you? What was new to new? What did you discover? What do you wonder? Be ready to share: aloud, on board, @aricfoster2, with #fostere11, or on the padlet

Is the theme of “Sleeping Beauty” more **SIMILAR** to or more **DIFFERENT** than the theme of “Sonnet XVIII”? Circle one of the bolded, all-caps words and justify your response. Be ready to share.

Was the use of literary devices in “Sleeping Beauty” more **SIMILAR** to or more **DIFFERENT** than the use of them in “Sonnet XVIII”? Circle one of the bolded, all-caps words and justify your response. Be ready to share.

The next poem is called, “Me and My Girlfriend.” It is by Tupac Shakur. Based on what you can infer about the title and your background knowledge of the author, what do you predict about this poem? Be ready to share. While we read this poem, think about how this poem fulfills or destroys the stereotypes that you brainstormed about poetry.

“Me and My Girlfriend” by Tupac Shakur <https://www.youtube.com/watch?v=4CfAo-mMo7A> **Up to 2:25**

Look for me
Lost in the world wind
96 Bonnie and Clyde
Me and my girlfriend
Doin' 85 when we ride
Trapped in this world of sin
Born as a ghetto child
Raised in this whirlwind

C'Mon
Our childhood years recall the tears
Heart laced with venom
Smokin Shern, drinkin malt liquor father forgive her
Me and my girlfriend
Must of fell in love with the struggle
Hands on the steering wheel
Bust! Watch me bail out and bust em
F\*\*\* em all, watch em fall screamin
Automatic gunfire exorcising all demons
My posse off on the side.
My congregation high, ready to die
We bail out to take the jail back
Ni\*\*as unite
Our first date
Can't wait to see you naked
Touching you in every secret place
I can hardly wait, to bust freely
Got you red hot, you so happy to see me
Made the front-page, primetime, live on TV
Ni\*\*a, my girlfriend
May be 45 but she still live
One shot
Making ni\*\*as heart beats stop

My girlfriend blacker than the darkest night
When ni\*\*as act bitch made
She got the heart to fight
Ni\*\*a, my girlfriend
Though we separated at times
I knew deep inside baby girl 'll always be mine
Picked you up when you was nine
Started out my life of crime with you
Bought you some shells when you turned 22
It's true
Nothing compares to the satisfaction
That I feel when we out mashin'
Me and my girlfriend

All I need in this life of sin
Is me and my girlfriend
Down to ride to the bloody end
Just me and my girlfriend

I was too immature to understand your ways
Inexperienced back in the days
Caused so many arguments and strays
Now I realize how to treat cha
The secret to keep ya
Being faithful cause now cheating's lethal
We closer than the hands of time
Deeper than the drive of mankind
I trust you dearly, I shoot blind
In time I clock figures
Dropping ni\*\*as as we rise
We all souljah's in God eyes
Now it's time for war
Never leave me waitin
I'm paranoid
Sleeping with you loaded by my bedside, crazy
Jealous when you hang wit the fellas
I wait patiently alone
Anticipated for the moment you come home
I'm waiting by the phone, this is true love, I can feel it
I've had a lot of women in my bed but you the realest
If you need me, call
I'll be there through it all
You're the reason I can stand tall
Me and my girlfriend

Is the theme of “Me and My Girlfriend” more **SIMILAR** to or more **DIFFERENT** than the theme of the other two poems? Circle one of the bolded, all-caps words and justify your response. Be ready to share.

Was the use of literary devices in “Me and My Girlfriend” more **SIMILAR** to or more **DIFFERENT** than the use of them in the other two poems? Circle one of the bolded, all-caps words and justify your response. Be ready to share.

Name:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Targets** | 4.0 | 3.0 | 2.0 | 1.0 |
| Analyze the **theme (**author’s message, lesson, intent) in texts. | **I can insightfully** analyze how text specifics address the author’s message in **accurately beyond expectations.** | **I can clearly** analyze how text specifics address author’s message **relatively** **accurately and consistently.** | **I can partially** analyze how some text specifics address author’s message **somewhat accurately and consistently.** | **I produced a partial and/or** **inaccurate** analysis of how text specifics address author’s message. |
| Analyze the **author’s craft of narratives, informational and persuasive texts.**  | **I can insightfully** **explain** **all examples** of author’s craft **accurately beyond** **teacher’s expectations.** | **I can plainly explain** **several examples** ofauthor’s craft **relatively** **accurately and consistently.** | **I can mention some** **examples** of author’s craft **somewhat** **accurately and somewhat consistently.** | **I can partially identify** **a few examples** ofauthor’s craft with **some inaccuracies & teacher assistance.** |
| **Purpose** = I can produce writing to accomplish a specific purpose: to persuade, to inform and/or to entertain.  | **I can make my** purpose very clear beyond teacher expectations. My reader is completely convinced my purpose is true in a profound way. | **I can make my** purpose clear consistently. My reader is pretty certain my position is true. My purpose is apparent and believable. | I can make my purpose fairly clear. My reader is partially convinced my purpose is true. Some aspects of my purpose are confusing or unclear. | **I struggle to make my**  **purpose** **obvious.** My reader is not convinced my purpose is true. I require teacher assistance to provide a purpose.  |
| **Produce writing** that expresses my ideas artistically: clear, precise **diction** & mature **syntax**  | **I can** use **artistic** & **accurate** authorship through **specific, mature** word choice and syntax. | **I can** use **satisfactory** & **consistent** authorship by using **specific** words & syntax. | **I can only** use **inconsistent** authorship by using **vague** words and **basic, predictable** syntax. | **I can only** use **poor** authorship by using **inaccurate, immature,** **weak** words & syntax. |

*Why did we do this practice today? What were your “Aha” moments? What did you realize, learn and/or discover today?* Reflect on the activity today, review the four learning targets above and construct a synthesis statement about these texts, the italicized questions above and anything else that will demonstrate your proficiency in the learning targets above. Grade yourself on the rubric above and use the back of this page to provide a thorough response. **THIS IS AN ICU TASK**.