

# Writing like Shakespeare

It's one thing to sit and read Shakespeare or to listen to his words as they are read (he's pretty good); it's a totally different experience to write as he writes. If it's true that "imitation is the sincerest form of flattery," then it's time for you to flatter Shakespeare. In this assignment you'll be mimicking the bard.

For this assignment, you will be creating a sonnet. You do not have to be a character from the play; you may be anyone (including yourself) in any situation. You may write on any topic you wish and you do not have to use Shakespearean English (thee, thou, thine), but you must do the following:

- Keep it iambic pentameter: 5 points
- Stick to the sonnet rhyme scheme (English or Italian): 5 points
- Use at least two metaphors: 2 points
- Use at least two similes: 2 points
- Use personification at least two times: 2 points
- Use alliteration at least two times: 2 points
- Have at least one allusion of any kind: 1 points
- Have it make sense: 10 points

Additional elements such as conceit, hyperbole, and paradox will only enhance your text.

When you present this assignment, please write the lines down the left side of the page (and number them). Then down the right side of the page, across from where they appear, note what literary devices you've used and explain how they are indeed these devices (see next page for example).

## A Sonnet of Sorrow on a Writing Assignment

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|----|--|--|
| 1  | Can I compose a piece of 14 lines? (A)                 |  |
| 2  | It is not possible nor practical. (B)                  |  |
| 3  | Rough hands, like many aging leaves, can pine (A)      | Simile comparing hands to leaves and a pun with pine (a tree, and to waste away) |
| 4  | Its tender bones lie weary, languid, lull. (B)         | Metaphor comparing words to bones<br>Alliteration with the "L" sound             |
| 5  | Sometimes the letters loose like leaves to fall (C)    | Continued alliteration<br>Simile comparing letters to leaves                     |
| 6  | And oft ideas die before they're born (D)              | Personification, giving life (or death) to ideas                                 |
| 7  | And when my tears crouch sullen, 'hind their wall (C)  | Personification, giving life to tears  |
| 8  | I cry out in frustration, paper torn. (D)              |  |
| 9  | Who really cares if this assignment's good? (E)        |  |
| 10 | It's like the mess that cowers in my room. (F)         | Simile comparing the poem to a mess<br>Personification having the mess cower     |
| 11 | And if I fail, it's only 'cause I should (E)           |  |
| 12 | Cause I can't write this stuff (it's like a tomb). (F) | Simile comparing the poem to a tomb  |
| 13 | As Zeus did toss his hefty zapper down (G)             | Classical allusion referring to Zeus and his lightning bolt                      |
| 14 | I'll kill this dance and paint my face the clown. (G)  | Metaphor comparing me to a clown and this poem to a dance                        |

Okay, so it's not Shakespeare, but it covers all it needs to.