Part 1

Humanists and Courtiers

Queen Elizabeth I Being Carried in Procession, c. 1601. Robert Peake. Oil on canvas, 51.97 x 75 in. Private collection.

“I have taken all knowledge to be my province.”
—Sir Francis Bacon
The Development of the Sonnet

The word sonnet comes from the Italian sonetto, meaning “a little sound or song.” For more than seven hundred years, poets have used these highly structured fourteen-line poems to explore such issues as the fleeting nature of love and profound questions of mortality.

During the 1300s, Italian poet Francesco Petrarch (1304–1374) popularized the sonnet. By the end of the sixteenth century, poets throughout much of Europe were writing sonnets. Many of the most recognizable poems in history were written in sonnet form. Romantic poet William Wordsworth wrote that the sonnet was the key with which “Shakespeare unlocked his heart.”

Meter and Rhyme Patterns

Traditional sonnets have fourteen lines, each of which is written in iambic pentameter. That is, each line has five metric units, or feet, and each foot consists of an unstressed syllable (marked `/`) followed by a stressed syllable (marked `^`). The rhythm of a line of iambic pentameter is shown in this example from Spenser's Sonnet 30:

My love is like to ice, and I to fire

Sonnets also have set rhyme schemes, based on the last word in each line. To identify the rhyme scheme of a poem, begin with the first line and assign letters, in alphabetical order, to each new sound at the end of each line. Lines that end in the same sound should be assigned the same letter. In Sidney's Sonnet 39, for example, the rhyme scheme for the first four lines would be abab.

Come sleep! O sleep, the certain knot of peace,  
The baiting place of wit, the balm of woe,  
The poor man's wealth, the prisoner's release,  
The indifferent judge between the high and low

Sonnet Forms

There are three major sonnet forms: the Italian, or Petrarchan; the English, or Shakespearean; and the Spenserian.
The Italian Sonnet  The Italian sonnet is often called the Petrarchan sonnet after Francesco Petrarch, the poet who made it famous. Many of Petrarch's sonnets are about unrequited love, a common topic for sonnets that follow this form. In an Italian sonnet, the first eight lines (called an octave) present a problem or situation. The last six lines (called a sestet) provide an answer or resolution to the problem. The switch from problem to resolution is called the turn. The octave of a typical Italian sonnet has the rhyme scheme abbaabba, and the sestet follows either cdecde or cdcdcd, as shown above.

The English Sonnet  The English sonnet is also called the Shakespearean sonnet because Shakespeare was the master of this sonnet form. English sonnets are divided into three quatrains (groups of four lines, with each containing its own rhyme scheme) and one couplet (a group of two lines). The rhyme scheme is usually abab cdcd efef gg. The English form allows for a more detailed development of the question or problem in the first three quatrains, but it demands a quick summary and solution in the couplet.

The Spenserian Sonnet  Edmund Spenser crafted his own version of the sonnet. Like the Shakespearean sonnet, the Spenserian version has three quatrains and a couplet, but it follows the rhyme scheme abab bcbc cdcd ee. This interlocking rhyme scheme pushes the sonnet toward the final couplet, in which the writer typically makes a key point or comment.

SONNET XII
by Francesco Petrarch
translated by Marion Shore

If my life find strength enough to fight
the grievous battle of each passing day,
that I may meet your gaze, years from today,
lady, when your eyes have lost their light,
and when your golden curls have turned to white,
and vanished are your wreaths and green array,
and when your youthful hue has fled away,
whose beauty makes me tremble in its sight,
perhaps then Love will overcome my fears
enough that I may let my secret rise
and tell you what I've suffered all these years;
and if no flame be kindled in your eyes,
at least I may be granted for my tears
the comfort of a few belated sighs.

Octave: problem or situation is described.
Sestet: problem or situation is resolved.

RESPONDING AND THINKING CRITICALLY

1. Read Sonnet XII above. What is the “puzzle” of the poem, or the issue that the speaker is exploring?
2. How is the situation resolved in the sestet?
3. Why do you think some modern poets still write in the highly structured sonnet form as well as in free verse?

OBJECTIVES
• Appreciate the sonnet as a classic type of poetic expression.
• Identify the characteristics of a sonnet and distinguish between Italian, English, and Spenserian sonnets.
MEET ELIZABETH I

Queen Elizabeth I had a turbulent youth. When she was only two, her father, King Henry VIII, had her mother, Anne Boleyn, beheaded. Elizabeth had four stepmothers over the next ten years. Thanks to Catherine Parr, Henry's sixth wife, Elizabeth received a rigorous education. When Elizabeth was fourteen, her father died. Her ten-year-old half brother, Edward, ascended the throne but died six years later, and Elizabeth's half sister, Mary, came to power. Mary, a devout Catholic, sought to purge Protestantism from the nation. Her executions of Protestants as rebels or heretics earned her the nickname Bloody Mary. Elizabeth, a Protestant, was compelled to observe Catholicism or risk execution. Upon Mary's death in 1558, Elizabeth took the throne. She was only twenty-five at the time, but her study of languages, history, and philosophy had prepared her to be a great ruler.

Religious Tensions Elizabeth's first major act as queen was to issue a proclamation called the Act of Supremacy, passed in 1559, which re-established the Church of England as the nation's official religion. With this decree, Elizabeth began to guide the nation toward a more moderate stance that would enable both Protestants and Catholics to practice their religions peacefully. This position was unpopular with the extremists of both groups, who would rather have punished, or even killed, those who did not share their convictions.

Elizabeth’s Catholic cousin, Mary Queen of Scots, was one of these extremists. Mary’s opinions were important because she was next in line for the English throne. If Elizabeth died without producing an heir, Mary would become the next queen of England, but Mary did not seem to be willing to wait for Elizabeth to die of natural causes to acquire this position. Shortly after she settled in England in 1568, Mary was linked to two attempts on the queen’s life. In 1570, Pope Pius V, unhappy with Elizabeth’s religious policies, tried to aid Mary by excommunicating Elizabeth and declaring that English Catholics did not have to obey their queen’s dictates. The pope's decree, though, only rallied England's citizens to support Elizabeth more strongly.

“Though God hath raised me high, yet this I count the glory of my crown: that I have reigned with your loves.”
—Elizabeth I, from “The Golden Speech”

Political Savvy Over the next fifteen years, Protestants pressured Elizabeth to execute the Queen of Scots, make a politically favorable marriage, and produce a Protestant heir. Instead, Elizabeth simply kept Mary prisoner until a third assassination attempt in 1587 prompted her to order Mary's execution. As for making a favorable marriage, Elizabeth turned that possibility into a brilliant political maneuver. By hinting at a possible marriage to King Philip II of Spain, Elizabeth stalled him from attacking England until she had built a stronger nation with which to resist a Spanish invasion.

Elizabeth ruled with authority and intelligence. During the course of her forty-five-year reign, she demonstrated a shrewdness for politics that enabled her to establish a united kingdom. She enhanced the country's wealth and power and saw England emerge as a major naval power. She even managed to write a few poems.

Elizabeth I was born in 1533, became queen in 1558, and died in 1603.

Author Search For more about Elizabeth I, go to www.glencoe.com.
Connecting to the Texts
The poem and speech that follow display two sides of the queen: one bound by love and one bound by duty. As you read the selections, consider these questions:

- Have you ever had to balance feelings of love and duty?
- How did you decide which emotion was more important?

Building Background
Although Elizabeth chose not to marry, tradition links her romantically to the Earl of Leicester, a member of her Privy Council and the “lieutenant general” to whom she refers in the speech you are about to read. She was also linked to the ambitious Earl of Essex, whom she eventually had executed for treason. Among her foreign suitors was the Duke of Alençon, a young Frenchman whom the English public disliked. Alençon was most likely the “Monsieur” of the poem you are about to read.

Elizabeth delivered the Speech to the Troops at Tilbury to the land forces assembled at Tilbury, in Essex, to prevent the invasion of the Spanish Armada, a fleet of warships sent by Philip II. The Armada was defeated at sea and never reached England, a miraculous victory thought to be a sign of God’s special favor to Elizabeth and England.

Setting Purposes for Reading
**Big Idea** Humanists and Courtiers
As you read, notice how Elizabeth I is focused on secular subjects, such as love and politics, rather than on otherworldly concerns, such as religion.

**Literary Element** Tone
Tone is the author’s attitude toward the subject matter or audience. A writer conveys tone through elements such as word choice, punctuation, sentence structure, and figures of speech. A work’s tone can be described as formal, informal, serious, playful, sympathetic, objective, humorous, and so on. As you read, note the tones that Elizabeth I uses in her poem and speech.


**Reading Strategy** Analyzing Text Structure
Analyzing text structure means studying the way an author organizes material and presents ideas. In the poem “On Monsieur’s Departure,” Elizabeth I explores her feelings through a series of contrasting images.

**Reading Tip: Analyzing Contrasting Images** As you read the poem, record examples of the speaker’s state of mind on a chart like this one. When you have finished, evaluate the effect of these contrasts.

<table>
<thead>
<tr>
<th>Image</th>
<th>Contrasting Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>grieving</td>
<td>not showing emotion</td>
</tr>
</tbody>
</table>

**Vocabulary**

- **mute** (mūt) adj. unable to speak; refraining from producing vocal sounds; p. 256 Izzy was struck mute by the beauty of the scene.
- **suppressed** (so prəsd) adj. subdued; held back; p. 256 Andy’s suppressed emotions finally bubbled to the surface.
- **treachery** (trech’ərē) n. willful betrayal of trust; treason; p. 257 The soldier’s treachery caused great losses in the war.
- **concord** (kon’kərd) n. an agreement of interests or feelings; p. 257 The political concord between the two nations helped them achieve similar goals.
- **valor** (val′ər) n. courage and boldness, as in battle; bravery; p. 257 Because of his valor, Dana received the Medal of Honor.

**Vocabulary Tip: Synonyms** Synonyms are words that have the same or nearly the same meaning.

**Interactive Literary Elements Handbook** To review or learn more about the literary elements, go to www.glenco.com.
I grieve and dare not show my discontent,
I love and yet am forced to seem to hate,
I do, yet dare not say I ever meant,
I seem stark mute but inwardly do prate.¹

I am and not, I freeze and yet am burned,
Since from myself another self I turned.

My care² is like my shadow in the sun,
Follows me flying, flies when I pursue it,
Stands and lies by me, doth what I have done.

His too familiar care doth make me rue it.³
No means I find to rid him from my breast,
Till by the end of things it be suppressed.

Some gentler passion slide into my mind,
For I am soft and made of melting snow;
Or be more cruel, love, and so be kind.
Let me float or sink, be high or low.
Or let me live with some more sweet content,
Or die and so forget what love ere meant.

¹ Prate means “chatter.”
² Here, care means “sorrow.”
³ [His . . . it] can be restated as “His superficial sorrow makes me regret my own sorrow.”
Elizabeth I

My loving people,

We have been persuaded by some that are careful of our safety, to take heed how we commit ourselves to armed multitudes, for fear of treachery; but I assure you I do not desire to live to distrust my faithful and loving people. Let tyrants fear, I have always so behaved myself that, under God, I have placed my chiefest strength and safeguard in the loyal hearts and good-will of my subjects; and therefore I am come amongst you, as you see, at this time, not for my recreation and disport, but being resolved, in the midst and heat of the battle, to live or die amongst you all; to lay down for my God, and for my kingdom, and my people, my honor and my blood, even in the dust. I know I have the body but of a weak and feeble woman; but I have the heart and stomach of a king, and of a king of England too, and think foul scorn that Parma or Spain, or any prince of Europe, should dare to invade the borders of my realm; to which rather than any dishonor shall grow by me, I myself will take up arms, I myself will be your general, judge, and rewarder of every one of your virtues in the field. I know already, for your forwardness you have deserved rewards and crowns; and We do assure you in the word of a prince, they shall be duly paid you. In the mean time, my lieutenant general shall be in my stead, than whom never prince commanded a more noble or worthy subject; not doubting but by your obedience to my general, by your concord in the camp, and your valor in the field, we shall shortly have a famous victory over those enemies of my God, of my kingdom, and of my people.

1. Careful of means “anxious about.”
2. Here, stomach means “courage.”
3. This statement alludes to the concept of the king’s (or queen’s) two bodies, the one natural and mortal, the other political and immortal.
4. The dukedom of Parma, in northern Italy, was an ally of Spain in the effort to invade England.
5. A crown was an English monetary unit.
6. Elizabeth’s lieutenant general is Robert Dudley, Earl of Leicester. In addition to leading her armies, he was Elizabeth’s favorite courtier. He was once rumored to be her lover and potential husband.
RESPONDING AND THINKING CRITICALLY

Respond

1. Can you sympathize with the feelings of the speaker in "On Monsieur’s Departure"? Why or why not?

Recall and Interpret

2. (a) According to the first stanza of the poem, what feelings has the speaker been forced to hide? (b) What reasons might she have for hiding them?

3. (a) In the second stanza of the poem, to what does the speaker compare her feelings? (b) What does the second stanza reveal about her feelings for Monsieur?

4. (a) According to the opening lines of Speech to the Troops at Tilbury, what warning have some of Elizabeth’s advisers given her? (b) According to Elizabeth, why does she ignore their advice? (c) What effect do you think Elizabeth hopes to have on her audience by opening her speech in this way?

Analyze and Evaluate

5. In your opinion, what image in the poem is most effective in conveying the speaker’s feelings? Explain your answer.

6. How does knowing the identity of the poem’s author deepen your understanding of the conflict that the poem describes?

7. (a) In her speech, what does Elizabeth say she will do rather than see her country dishonored? (b) Against what criticism of her ability as a ruler is she defending herself? (c) Do you think this is an adequate defense? Explain your answer.

Connect

8. On the basis of this poem and other things you have read or heard about, do you think a ruler’s duty and loyalty to his or her country should take precedence over his or her personal feelings and private life? Explain.

9. **Big Idea** Humanists and Courtiers In what ways do these two works demonstrate the idea that the English were beginning to focus more on secular subjects than on the more religious subjects of the past?

LITERARY ANALYSIS

**Literary Element** Tone

Just as a queen’s attitude can set the tone of her court, a writer’s attitude toward subject matter or audience can set the tone of a literary work.

What evidence can you find in Speech to the Troops at Tilbury that Elizabeth I’s attitude toward her audience is one of deep respect?

**Interdisciplinary Activity: Art**

Make an illustration to accompany either Elizabeth’s poem or speech. You may imitate the style of the Elizabethan period, as seen in the portraits of Elizabeth, or you may use an abstract style. Try to convey the emotions expressed in the written work.

READING AND VOCABULARY

**Reading Strategy** Analyzing Text Structure

Elizabeth I uses comparison and contrast to make her points in both the poem and the speech.

**Partner Activity** With a partner, list three examples of the use of comparison and contrast in the poem and the speech. Then discuss how this structure adds to the emotional impact of the poem.

**Vocabulary** Practice

**Practice with Synonyms** Identify the synonym for each vocabulary word below.

1. concord
   - agreement
   - b. rejoice

2. mute
   - small
   - b. silent

3. suppressed
   - surprised
   - b. subdued

4. treachery
   - betrayal
   - b. treasure

5. valor
   - courage
   - b. cowardice
Sir Thomas Wyatt, the well-known poet and diplomat, was imprisoned and faced execution twice during the stormy reign of Henry VIII, but both times the fickle king had a change of heart.

**Diplomatic Career** Wyatt was born in Kent and received his education at St. John’s College in Cambridge. Later, he took up his service to the king, and over the years he was assigned to a number of diplomatic posts. Wyatt's diplomatic voyages took him to France, Spain, the Netherlands, and Italy. It was during his first trip to Italy in 1527 that he experienced the Renaissance firsthand. He also came into contact with the sonnets of Petrarch. Wyatt had never before seen this particular form of poetry, and he was deeply impressed. Soon he began writing sonnets of his own, which he took back to England with him. The sonnet took English culture by storm and had a profound and lasting effect upon English poetry.

Wyatt also wrote traditional English lyrics that were sung in the royal court to the accompaniment of a lute. Like many English nobles of his time, he had little interest in publishing his work. Instead, he circulated handwritten copies of his verses among his fellow courtiers. Printed versions did not appear until years after Wyatt's death.

“For when this song is sung and past,  
My lute, be still, for I have done.”

—Sir Thomas Wyatt

**Uneasy Relations** As Wyatt’s reputation as a poet developed, his relationship with King Henry became more and more difficult. Wyatt's friendship with Henry’s second wife, Anne Boleyn, led him into trouble. Henry was suspicious by nature, and the fact that Wyatt was known to have been well acquainted with Boleyn before her marriage to the king did not help matters. In 1536 Henry threw Wyatt into prison and threatened him with execution. Fortunately for Wyatt, the king relented. Henry still may have needed Wyatt's diplomatic services. Thomas Cromwell, Wyatt’s close friend who was also a top adviser to the king, also may have intervened. But it is just as likely that the king was persuaded by Wyatt's brilliant speeches in his own defense. In any case, Wyatt escaped beheading and was allowed to return to royal service. (Anne Boleyn would not be so lucky. She was imprisoned and beheaded in 1536 on charges that she was unfaithful.)

Despite his stormy relationship with the king, Wyatt continued to work as a diplomat. His next diplomatic post, from 1537 until 1539, was as the English ambassador to Charles V’s court in Spain. However, Wyatt’s fortunes took a downward turn in 1541 when he was imprisoned once again—on charges of treason. Though he spent only two months in jail this time, he would never again enjoy the king’s favor.

In 1542 Wyatt set out on what would be his final diplomatic errand for Henry VIII. It was a long and difficult ride, and along the way Wyatt contracted a fever. He died shortly thereafter. Fifteen years after Wyatt's death, printer Richard Tottel published ninety-seven of Wyatt’s poems in the now-famous anthology Songs and Sonnets, which today is usually referred to as Tottel’s Miscellany. Despite his life’s many difficulties, Wyatt won a place in English literary history.

Sir Thomas Wyatt was born about 1503 and died in 1542.
Connecting to the Poems
Sir Thomas Wyatt wrote many songs and poems about unrequited love. Think of some popular songs about unrequited love that you have heard. What do these songs have in common with one another?

Building Background
Wyatt patterned many of his poems on sonnets about unrequited love written by the fourteenth-century Italian poet Francesco Petrarch. “Whoso List to Hunt” was inspired by Petrarch’s Sonnet 190. Petrarch was thought to be in love with a woman named Laura, who was married. In this sonnet, the speaker sees a beautiful doe bearing a warning from Caesar that no one should dare touch her. Petrarch based his poem on the story that the Roman dictator Julius Caesar kept tame deer that wore collars around their necks inscribed with the words noli me tangere, meaning “touch me not.” Wyatt no doubt drew upon Petrarch’s poetry and this story in particular to write his famous sonnet “Whoso List to Hunt.” Wyatt likely knew quite a bit about the subject of love in his own right, however. Literary scholars claim that Wyatt wrote “Whoso List to Hunt” about Anne Boleyn, Henry VIII’s future wife.

Setting Purposes for Reading
Big Idea  Humanists and Courtiers
As you read the two poems, notice the poet’s references to human nature, the animal kingdom, and the earthly conditions of love and loss.

Literary Element  Figurative Language
Figurative language is used for descriptive effect, often to imply ideas or emotions indirectly. Figurative expressions are not meant to be interpreted literally. As you study the two poems by Sir Thomas Wyatt, notice how the author uses figurative language to compare animals and human beings to make his points.


Interactive Literary Elements Handbook  To review or learn more about the literary elements, go to www.glencoe.com.

Reading Strategy  Clarifying Meaning
Clarifying meaning means focusing on difficult sections of a text in order to understand them better. If you don’t clarify a confusing passage, you may not understand the ideas and information that come later. As you read through these two poems, reread confusing sections slowly and ask yourself questions about what you do not understand.

Reading Tip: Restating Meaning  You can sometimes clarify the meaning of a poem by putting it into your own words.

Ask yourself...
What happens in this line or stanza?

How can I state this idea clearly and simply?

Vocabulary
flee  (fli) v. to run away; p. 261  We had to flee the fire.
stalking  (stōk ing) v. tracking; pursuing; p. 261  The neighbor’s cat was stalking a bird.
meek  (mēk) adj. mild; gentle; p. 261  She had a meek expression on her face when she apologized.
continual  (kan thin thul) adj. ongoing; repeated frequently; p. 261  The continual ringing of the telephone annoyed me.
bitter  (bit thar) adj. hard to bear; causing pain; p. 261  He was bitter about his brother’s accusations.

Vocabulary Tip: Analogies  Analogies are comparisons based on relationships between words or ideas.
They flee from me, that sometime did me seek
With naked foot stalking within my chamber.
Once have I seen them gentle, tame, and meek
That now are wild, and do not once remember
That sometime they have put themselves in danger
To take bread at my hand, and now they range,
Busily seeking in continual change.

Thankèd be fortune, it hath been otherwise,
Twenty times better; but once especial,¹
In thin array, after a pleasant guise,²
When her loose gown did from her shoulders fall,
And she me caught in her arms long and small,³
And therewithal, so sweetly did me kiss
And softly said, “Dear heart, how like you this?”

It was no dream, for I lay broad awaking.⁴
But all is turned now, through my gentleness,
Into a bitter fashion of forsaking.
And I have leave⁵ to go, of her goodness,
And she also to use newfangledness.⁶

But since that I unkindly so am servèd,
How like you this, what hath she now servèd?

¹. Especial here means “especially.”
². Guise has two meanings: it can mean either “manner” or “form of dress.”
³. Wyatt uses small here to mean “slender.”
⁴. Broad awaking means “wide awake.”
⁵. Leave is another word for permission.
⁶. Newfangledness, or newfangledness, means “attraction to novelty.”
Whoso list to hunt, I know where is an hind, But as for me, alas, I may no more.
The vain travail hath wearied me so sore I am of them that farthest cometh behind.
Yet may I, by no means, my wearied mind Draw from the deer, but as she fleeth afore, Fainting I follow. I leave off therefore, Since in a net I seek to hold the wind.

Whoso list her hunt, I put him out of doubt, As well as I, may spend his time in vain.
And graven with diamonds in letters plain
There is written, her fair neck round about, “Noli me tangere, for Caesar’s I am, And wild for to hold, though I seem tame.”

1. List means “desires”
2. A hind is a female deer.
3. Traval means “hard work.”
4. Here, fainting means “growing weak.”
5. I put him out of doubt means “I assure him (that he).”

Reading Strategy Clarifying Meaning Restate these lines in your own words. What is the speaker trying to say?

Literary Element Figurative Language Given what you know about Wyatt’s life, who might the tame deer and Caesar represent?
RESPONDING AND THINKING CRITICALLY

Respond
1. What advice might you offer the speakers in “Whoso List to Hunt” and in “The Lover Showeth How He Is Forsaken”?

Recall and Interpret
2. (a) In “The Lover Showeth How He Is Forsaken,” how has the treatment of the speaker changed over time? (b) Why does the speaker feel this has happened?
3. (a) In “The Lover Showeth How He Is Forsaken,” what has happened between the speaker and his beloved in the third stanza? (b) How does he seem to feel about her by the end of the poem?
4. (a) In the first stanza of “Whoso List to Hunt,” how does the speaker characterize his hunting of the hind? (b) What can you tell about the speaker’s feelings from this stanza?
5. (a) What advice does the speaker in “Whoso List to Hunt” give to others who might wish to hunt the hind? (b) What does the last line of the poem suggest to you about the hind?

Analyze and Evaluate
6. (a) To what does the speaker compare his past loves in “The Lover Showeth How He Is Forsaken”? (b) Why might he use such a comparison?
7. (a) What attributes do you associate with deer? (b) In “Whoso List to Hunt,” do you think deer hunting is an effective metaphor to convey the speaker’s feelings? Explain.

Connect
8. In your opinion, does the attitude of the speaker in “The Lover Showeth How He Is Forsaken” reflect what many people might feel in a similar situation? Why or why not?
9. For whom do you feel more sympathy—the speaker in “The Lover Showeth How He Is Forsaken” or the woman he describes? Explain your reaction.

10. Big Idea Humanists and Courtiers (a) “Whoso List to Hunt” may have been read in King Henry VIII’s court. How do you think the king and his followers might have responded to the poem? (b) Do you think it was unwise for Wyatt to have written the poem? Explain.

LITERARY ANALYSIS

Literary Element Figurative Language

Figurative language often includes the use of metaphor, a figure of speech that compares or equates two unlike things to help readers perceive an underlying similarity between the two. Reread the two poems and consider the metaphoric comparisons the poet makes.

1. The speaker in “The Lover Showeth How He Is Forsaken” claims “That sometime they have put themselves in danger / To take bread at my hand, and now they range, / Busily seeking in continual change.” What comparison does the speaker make here? Explain.

2. The speaker in “Whoso List to Hunt” says “I leave off therefore, / Since in a net I seek to hold the wind.” What does this metaphor represent? Is it an effective metaphor? Explain.

Review: Tone

As you learned on page 255, tone is the author’s attitude toward his or her subject matter or the audience. Tone is conveyed through elements such as word choice, punctuation, sentence structure, and figures of speech. A writer’s tone might convey a variety of attitudes, including sympathy, objectivity, or humor.

Partner Activity Create a chart for each poem like the one below. Working with a partner, fill in the chart with words that help convey a particular tone.
Reading Strategy  Clarifying Meaning

Use a chart like this one to help you clarify the lines below from “Whoso List to Hunt” and “The Lover Showeth How He Is Forsaken.”

| Line | Questions | I would rephrase this line:
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>“Whoso list to hunt, I know where is an hind.”</td>
<td>What does “list” mean in this context? What is a “hind”?</td>
<td>“Whoever wants to hunt, I know where there is a deer.”</td>
</tr>
</tbody>
</table>

1. “They flee from me, that sometime did me seek / With naked foot stalking within my chamber.” (“The Lover Showeth How He Is Forsaken,” lines 1–2)
2. “The vain travail hath wearied me so sore / I am of them that farthest cometh behind.” (“Whoso List to Hunt,” lines 3–4)

Vocabulary  Practice

Practice with Analogies  Choose the word that best completes each analogy.

1. danger : flee :: joke :
   a. laugh  b. fear  c. hurry
2. stalking : hunter :: flying :
   a. doctor  b. pilot  c. obese
3. meek : mild :: joyous :
   a. happy  b. terrier  c. book
4. continual : intermittent :: serious :
   a. flippant  b. ambitious  c. solemn
5. bitter : hurt :: suspicious :
   a. questionable  b. trustworthy  c. jovial

Writing About Literature

Analyze Genre Elements  Sir Thomas Wyatt often used the Petrarchan form of the sonnet, in which fourteen lines are divided into two stanzas: the eight-line octave and the six-line sestet. The sonnet form establishes certain expectations. For example, the sestet usually responds to the question or situation posed by the octave, as in “Whoso List to Hunt.” Write a brief essay in which you analyze the elements of Wyatt’s sonnet. Examine the octave, the turn of the poem, and the sestet. Use evidence from the poem to support your observations.

As you draft, write from start to finish. Follow the writing path shown here to help you organize your essay and stay on track.

After you complete your draft, meet with a peer reviewer to evaluate your work and suggest revisions. Then proofread and edit your draft for errors in spelling, grammar, and punctuation.

Literary Criticism

The critic Joost Daalder comments that “much of [Wyatt’s] verse is about the loss of, or betrayal of, trust.” Review “Whoso List to Hunt” and “The Lover Showeth How He Is Forsaken” for evidence that supports or refutes Daalder’s comment. Would you consider the betrayal of trust to be a central theme in either poem? Write a brief response to Daalder’s criticism in which you state your opinion on the issue.
Sonnet 30 and Sonnet 75

MEET EDMUND SPENSER

In his day, Edmund Spenser was considered one of the greatest poets of England and the first major English writer since Chaucer. He rose from humble beginnings to become a respected literary figure who received a life pension from Queen Elizabeth I after he personally presented his work to her.

Student and Diplomat Spenser was the son of a cloth maker. He attended the Merchant Taylors’ School in London as a “poor boy” before going to Cambridge University as a scholarship student, where he received his bachelor of arts and master of arts degrees. Shortly after leaving Cambridge, Spenser published The Shepheardes Calender, a collection of twelve short pastoral poems, one for each month of the year. The pastoral is a traditional English verse form that idealizes the rural pleasures of shepherds and innocent country people living in harmony with nature.

In 1580 Spenser was hired as secretary to Arthur Lord Grey, the harsh Lord Deputy of Ireland, who attempted to crush the frequent Irish rebellions against English rule. In war-ravaged Ireland, Spenser made his fortune by acquiring the lands of defeated Irish rebels. He eventually settled at Kilcolman Castle near the city of Cork.

“Sleep after toil, port after stormy seas, Ease after war, death after life does greatly please.”
—Edmund Spenser

Major Poet and Courtier In Ireland, Spenser began his most famous work, the great Elizabethan epic, The Faerie Queene. The poem, divided into books, is more than a thousand pages long. It depicts heroism in an enchanted world of dragons, monsters, and other marvels. Spenser planned for his epic to have twelve books, but he completed only six. Each book has as its hero a knight who performs noble deeds for a glorious fairy queen, based on Queen Elizabeth.

Spenser became friendly with Sir Walter Raleigh, a favorite courtier of Queen Elizabeth’s. Raleigh took Spenser to London, introduced him at court, and helped him publish the first three books of The Faerie Queene in 1590. The work was a resounding success, and three more books followed in 1596.

Unrest at Home Returning to Ireland in 1591, Spenser faced another rebellion. As a supporter of English rule, he was a natural target of the rebels, who set fire to Kilcolman Castle. Spenser and his family escaped, but many of his papers were destroyed, possibly including additional books of The Faerie Queene. He returned to London but died soon afterward and was buried near Chaucer in the Poets’ Corner in Westminster Abbey. At the funeral, admiring fellow poets are said to have honored Spenser by dropping verse tributes into his open grave.

Edmund Spenser was probably born in 1552 or 1553 and died in 1599.

Author Search For more about Edmund Spenser, go to www.glencoe.com.
Connecting to the Poems
Consider the depictions of romantic love that you have seen in paintings and literature, on television, and in movies. As you read the poems, think about the following questions:

- How does the depiction of romantic love in Spenser’s sonnets differ from the depiction of romantic love in modern mass media?
- Does the desire to immortalize one’s beloved in a work of art motivate poets and artists today?

Building Background
After the death of his first wife, Spenser began courting an Anglo-Irish gentlewoman named Elizabeth Boyle. Spenser composed a marriage ode called *Epithalamion*, which was inspired by the traditional marriage odes written in Latin and French. He also wrote an accompanying series of eighty-nine sonnets, which he called *Amoretti*, or ”little love songs.” *Amoretti* was probably about his courtship of Elizabeth, whom he married in 1594. The sonnets follow a narrative sequence and tell the story of a turbulent romance. Both Sonnet 30 and Sonnet 75 are from *Amoretti* and exemplify the Spenserian sonnet form, which Spenser invented.

Setting Purposes for Reading
**Big Idea** Humanists and Courtiers
As you read, note how the two sonnets illustrate the humanist ideals of courtly love and the power of art.

**Literary Element** Rhyme Scheme
A rhyme scheme is the pattern of end rhymes in a stanza of a poem. To identify the rhyme scheme, assign a letter, in alphabetical order, to each new end rhyme. For example, the rhyme scheme for these opening lines from Sonnet LIV by Edmund Spenser is abab:

```
Of this world's theatre in which we stay, a
My love, like the spectator, idly sits, b
Beholding me, that all the pageants play, a
Disguising diversely my troubled wits. b
```


**Reading Strategy** Connecting to Personal Experience

Connecting to personal experience means applying the ideas, feelings, or events in a work of literature to aspects of your life.

**Reading Tip: Taking Notes** Use a chart like the one below to record similarities between the expressions of romantic love in the poems and your experiences at various times in your life.

<table>
<thead>
<tr>
<th>Expression of Love</th>
<th>My Experience</th>
</tr>
</thead>
</table>

**Vocabulary**

- **congeal** (kən jēl′) v. harden; thicken; p. 267 After several hours in the refrigerator, the gravy congealed.
- **vain** (vān) adj. conceited; excessively pleased with oneself; p. 268 Although the actor was handsome, he was not vain.
- **mortal** (mōrt′ āl) adj. destined to die; p. 268 All human beings are mortal.
- **subdue** (səb dō′) v. conquer; overcome; quiet; p. 268 The army could not subdue the enemy.

**Vocabulary Tip: Word Origins** Dictionary entries often include the etymology, or origin and history, of words. Study the following example: *sonnet* [It sonetto, fr OProv sonet little song, fr L sonus sound]. This entry tells you that the word sonnet can be traced back to its Latin origin through Italian and Old Provençal.

**Interactive Literary Elements Handbook** To review or learn more about the literary elements, go to www.glencoe.com.
My love is like to ice, and I to fire;  
How comes it then that this her cold so great  
Is not dissolv'd through my so hot desire,  
But harder grows the more I her entreat?¹  

Or how comes it that my exceeding heat  
Is not delayed² by her heart frozen cold,  
But that I burn much more in boiling sweat,  
And feel my flames augmented manifold?³  

What more miraculous thing may be told,  
That fire, which all things melts, should harden ice,  
And ice, which is congealed with senseless cold,  
Should kindle fire by wonderful device?  

That fire, which all things melts, should harden ice,  
And ice, which is congealed with senseless cold,  
Should kindle fire by wonderful device?  
Such is the power of love in gentle mind,  
That it can alter all the course of kind.⁴

¹ Entreat means “beg.”  
² In this context, delayed means “lessened.”  
³ Augmented manifold means “increased greatly.”  
⁴ Kind means “nature.”

**Rhyme Scheme** How does the concluding rhyming couplet summarize the contradictions in the poem?
Sonnet 75
Edmund Spenser

One day I wrote her name upon the strand,\(^1\)
But came the waves and washèd it away:
Again I wrote it with a second hand,
But came the tide, and made my pains his prey.

5  “Vain\(^2\) man,” said she, “that dost in vain assay,
A mortal\(^3\) thing so to immortalize,
For I myself shall like to this decay,
And eke\(^4\) my name be wipèd out likewise.”

“Not so,” quod\(^5\) I, “let baser things devise\(^6\)
To die in dust, but you shall live by fame:
My verse your virtues rare shall eternize,\(^6\)
And in the heavens write your glorious name,
Where whenas death shall all the world subdue,\(^7\)
Our love shall live, and later life renew.”

---

1. Strand means “beach.”
2. Assay means “try.”
3. Eke means “also.”
4. Quod means “said.”
5. Devise means “plan.”
6. Eternize means “make eternal.”

Big Idea  Humanists and Courtiers  What humanist theme of the Elizabethan period does this line express?

Vocabulary

vain (vān) adj. conceited; excessively pleased with oneself
mortal (mōrt’ āl) adj. destined to die
subdue (səb’ dōō) v. conquer; overcome; quiet
RESPONDING AND THINKING CRITICALLY

Respond

1. In your opinion, which sonnet is more idealistic? Explain.

Recall and Interpret

2. (a) In Sonnet 30, to what does the speaker compare his and his beloved’s feelings? (b) What do these comparisons indicate about the feelings of the two people?

3. (a) Paraphrase the question the speaker asks in lines 5–8 of Sonnet 30. (b) What does this question indicate about the speaker’s love?

4. (a) What paradox, or apparent contradiction, does the speaker point out in lines 9–12 of Sonnet 30? (b) Is the paradox resolved? Explain.

5. (a) How does the speaker’s beloved respond to the speaker’s actions in Sonnet 75? (b) What do you think she means by what she says?

6. (a) What does the end of Sonnet 75 suggest about the power of poetry? (b) What contrast does the speaker emphasize in the concluding couplet?

Analyze and Evaluate

7. Assuming that these two sonnets are about the same speaker and the same woman, has their relationship changed between Sonnet 30 and Sonnet 75? Explain.

8. (a) Which sonnet employs a narrative structure? Which sonnet employs a comparison-contrast structure? (b) In your opinion, which sonnet is more effective as a love poem? Explain.

Connect

9. **Big Idea** Humanists and Courtiers How does Spenser reconcile humanism and religion at the end of Sonnet 75?

LITERARY ANALYSIS

**Literary Element** Rhyme Scheme

A poem’s rhyme scheme is its pattern of end rhymes in each stanza.

1. Identify the rhyme scheme of Sonnet 30 and Sonnet 75.

2. (a) Where does the couplet, or pair of successive rhyming lines, appear in each sonnet? (b) What does Spenser accomplish in these rhyming couplets?

**Writing About Literature**

Compare and Contrast Tone Tone is a writer’s attitude toward a subject. Tone is conveyed through such elements as word choice, punctuation, sentence structure, and figures of speech. Write a brief essay comparing and contrasting the tone of Sonnet 30 and Sonnet 75. Use examples from the sonnets to support your points.

READING AND VOCABULARY

**Reading Strategy** Connecting to Personal Experience

Spenser’s sonnets are in the courtly love tradition. Among the conventions of this tradition are the lover’s idealization of the beloved and the desire of the lover to immortalize his beloved in verse.

1. How do the conventions, or rituals, of modern love differ from those of sixteenth-century courtly love?

2. Do you think the desire to achieve lasting fame motivates writers and artists today? Explain.

**Vocabulary** Practice

**Practice with Word Origins** Match each vocabulary word with its corresponding Latin root.

1. congealed a. mors, meaning “death”
2. vain b. subdere, meaning “to subject”
3. mortal c. vanus, meaning “empty”
4. subdue d. congelare, meaning “to freeze”

Web Activities For eFlashcards, Selection Quick Checks, and other Web activities, go to www.glencoe.com.
Sonnet 31 and Sonnet 39

MEET SIR PHILIP SIDNEY

Sir Philip Sidney was truly a Renaissance man—someone who can do a variety of things exceptionally well—like so many of the great figures of the Renaissance. Sidney was a brilliant courtier whose refined, aristocratic behavior made him for a time a particular favorite of Queen Elizabeth's. He also was a statesman, a brave soldier, a noted patron of the arts, and a gifted writer of both poetry and prose.

Educated by private tutors until he was ten, Sidney then entered Shrewsbury School, where he met his lifelong friend Fulke Greville, who later became his biographer. Sidney studied at Oxford from 1568 to 1571 but left before receiving a degree because of an outbreak of the plague. He completed his education by traveling abroad, visiting cities such as Paris, Frankfurt, Venice, and Vienna.

"They are never alone that are accompanied with noble thoughts."
—Sir Philip Sidney

Literary Renown  Sidney’s diverse talents are reflected in his writings. He has been called the “father of English literary criticism” for his extended essay The Defence of Poesie, an eloquent argument against Puritan charges that poetry is immoral. His romance the Arcadia is one of the finest imaginative prose works of Elizabethan times. Sidney is best known, however, for his sonnet sequence Astrophel and Stella, first published in 1591. In this work, which includes 108 sonnets and eleven songs, Sidney examines love from many different perspectives.

Like most members of the upper class, Sidney wrote for himself and his friends; only a few of his works were published during his lifetime. He spent his time traveling, encouraging other writers (including Edmund Spenser), and volunteering for causes in which he believed.

Tragic Death  In 1585 Sidney was appointed governor of Flushing, an important English fortress in the Netherlands. There, at age thirty-one, while fighting alongside Dutch Protestants in their battle against Spanish Catholics in the Netherlands, he was seriously wounded by a musket shot that shattered his thighbone. Even in this debilitated state, Sidney was the picture of gentility. Just as he was about to take a drink, he saw a soldier nearby who was dying and offered his drink to the man, saying, “Thy necessity is greater than mine.” Sidney succumbed to infection and died twenty-six days after being wounded. His death caused much grief in England. Queen Elizabeth and her subjects mourned the passing of this poet, the embodiment of Renaissance nobility.

Sir Philip Sidney was born in 1554 and died in 1586.
Connecting to the Sonnets
What effects might unrequited love have on one’s emotional state and sleep patterns? These two sonnets by Sir Philip Sidney are about love and heartbreak. As you read the sonnets, think about the following questions:

- Why do people sometimes associate moonlight and the moon with love and romance?
- How would you describe a sleep that followed a long period of wakefulness?
- Why do so many songs concern love and heartbreak?

Building Background
These two sonnets are from *Astrophel and Stella*, which is a sonnet sequence, or a series of sonnets interrelated by content or theme. In Sidney’s sonnets, the speaker is called Astrophel, from the Greek for “star-lover.” His beloved is called Stella, from the Latin for “star.” A star, like the poet’s beloved, is beautiful, bright, and fascinating, and Astrophel is the admirer of that star from afar. The real Stella was Penelope Devereux, to whom Sidney was briefly engaged. Though the engagement was broken off, and Devereux’s family required her to marry the wealthy Lord Rich, Stella and Astrophel are forever wed in Sidney’s sonnet sequence.

Setting Purposes for Reading

**Big Idea**  Humanists and Courtiers
As you read, notice that these sonnets focus on romantic passion rather than religious concerns.

**Literary Element**  Apostrophe
Apostrophe is a figure of speech in which a writer addresses an absent person, an inanimate object, or an idea as if it were present and capable of understanding. Often, the word *O* is used in apostrophe, as in lines 1 and 9 of Sidney’s Sonnet 31. As you read, notice the use of apostrophe and consider its effects.


Reading Strategy  Examining Denotation and Connotation
The *denotation* of a word is its direct meaning or dictionary definition. A word’s *connotations* are the ideas and emotions associated with it. Connotations may be positive, negative, or neutral. For example, if you want to compliment a friend on her ability to save money, you would be wise to call her *thrifty* rather than *cheap*.

Reading Tip: Taking Notes  Use word webs to list words from Sidney’s sonnets and their connotations.

Vocabulary

**wan** (won) adj. pale; p. 272 Her wan complexion and watery eyes revealed that she was ill.

**languish** (lang’-gwish) adj. dispirited; lacking vitality; p. 272 After a long stay in the hospital, he felt droopy and languished.

**deem** (dēm) v. regard as; consider; p. 272 Marla’s essay was deemed worthy of publication.

**scorn** (skôrn) v. to reject as contemptible or unworthy; p. 272 Heather and Jillian scorn those who do not belong to their social circle.

**balm** (bäm) n. a healing ointment; a soothing application; p. 273 The balm brought immediate relief to his chafed neck.

Vocabulary Tip: Analogies  Analogies are comparisons based on relationships between words and ideas. To complete an analogy, decide on the relationship between the ideas represented by the first two words. Then apply that relationship to the second set.

**OBJECTIVES**
In studying these selections, you will focus on the following:

- analyzing apostrophe
- examining denotation and connotation
With how sad steps, O Moon, thou climbst the skies!
How silently, and with how wan a face!
What, may it be that even in heavenly place
That busy archer his sharp arrows tries?
Sure, if that long-with-love-acquainted eyes
Can judge of love, thou feellst a lover's case,
I read it in thy looks; thy languished grace,
To me, that feel the like, thy state descries.
Then, even of fellowship, O Moon, tell me,
Is constant love deemed there but want of wit?
Are beauties there as proud as here they be?
Do they above love to be loved, and yet
Those lovers scorn whom that love doth possess?
Do they call virtue there ungratefulness?

1. The busy archer is Cupid, the Roman god of love.
2. Descries is another word for “reveals.”
3. Here, wit refers to intelligence.

**Literary Element**  
Apostrophe  
What does the speaker imagine that he and the Moon have in common?

**Reading Strategy**  
Examining Denotation and Connotation  
What does the word fellowship suggest about the speaker’s attitude toward the Moon?

**Vocabulary**  
wan (won) adj. pale
languish (lang’ gwish) adj. dispirited; lacking vitality
deeem (dēm) v. regard as; consider
scorn (skōrn) v. to reject as contemptible or unworthy
Somnium! O sleep, the certain knot of peace,
The baiting place of wit, the balm of woe,
The poor man’s wealth, the prisoner’s release,
The indifferent judge between the high and low;

With shield of proof shield me from out the prease
Of those fierce darts Despair at me doth throw;
Oh make in me those civil wars to cease;
I will good tribute pay, if thou do so.

Take thou of me smooth pillows, sweetest bed,
A chamber deaf to noise and blind to light,
A rosy garland and a weary head;
And if these things, as being thine by right,
Move not thy heavy grace, thou shalt in me,
Livelier than elsewhere, Stella’s image see.

1. A baiting place is a place of refreshment.
2. Here, proof is proven strength.
3. Prease means “crowd.”

Big Idea Humanists and Courtiers Why does the speaker offer sleep these worldly gifts?

Vocabulary

balm (bām) n. a healing ointment; a soothing application
RESPONDING AND THINKING CRITICALLY

Respond
1. What advice would you give to the speakers of these sonnets? Explain.

Recall and Interpret
2. (a) In Sonnet 31, what human qualities does the speaker attribute to the moon? (b) What does this use of personification reveal about the speaker’s emotional state?
3. (a) Paraphrase the questions that the speaker asks in lines 10–14 in Sonnet 31. (b) What do these questions imply about the object of the speaker’s love?
4. (a) In lines 1–4 of Sonnet 39, to what things does the speaker compare sleep? (b) What do these metaphors reveal about the speaker’s attitude toward sleep?

Analyze and Evaluate
5. When a line of poetry consists of one-syllable words, readers are forced to read it slowly. How does the slow pace support the meaning of lines 1–2 in Sonnet 31?
6. Poets strive to choose exactly the right word to convey meaning. In what way is the phrase “fierce darts” in line 6 of Sonnet 39 appropriate?
7. How well do you think these sonnets capture the emotional state of a rejected lover? Explain.

Connect
8. Big Idea Humanists and Courtiers In what ways do these sonnets reflect humanist concerns?

LITERARY ANALYSIS

Literary Element Apostrophe
In poetry, apostrophe and personification are figures of speech that often go hand in hand. For example, in these sonnets, Sidney addresses the moon and sleep and then gives them human qualities. Poets often use apostrophe to achieve a sense of emotional immediacy.

1. In Sonnet 39, how does the apostrophe help reveal the speaker’s emotional state?
2. In what ways are your thoughts and feelings about sleep similar to or different from the speaker’s? Explain.
3. If you were to write a poem about a sleepless night, whom or what would you address? Why?

Writing About Literature

Respond to Imagery The word pictures that writers create in order to evoke emotional responses in the reader comprise a work’s imagery. What images linger in your mind after reading these sonnets? Write one or two paragraphs in which you list those images and describe the mood they create.

READING AND VOCABULARY

Reading Strategy Examining Denotation and Connotation
Paying attention to words’ connotations can provide you with clues about the author’s attitude toward his or her subject.

1. Select three words from Sonnet 31 and explain how their connotations enhance your understanding of the speaker.
2. In Sonnet 39, what does the phrase “balm of woe” suggest?

Vocabulary Practice

Practice with Analogies Choose the word that best completes each analogy below.

1. silent : loud :: languished :
   a. energetic   b. lethargic
2. scare : frighten :: deem :
   a. earn   b. evaluate
3. praise : scold :: scorn :
   a. display   b. accept
4. loyal : faithful :: wan :
   a. pastel   b. sickly
5. ice : chill :: balm :
   a. relieve   b. lacerate

Web Activities For eFlashcards, Selection Quick Checks, and other Web activities, go to www.glencoe.com.
meet christopher marlowe

nineteenth-century poet Alfred, Lord Tennyson wrote, “If Shakespeare is the dazzling sun of this mighty period, Marlowe is certainly the morning star.” Born two months before William Shakespeare, Christopher Marlowe, with his innovative verse and shocking tragedies, led the way for Shakespeare and other Elizabethan writers. Though his literary career spanned only six years, Marlowe is considered by many critics to be the father of English drama. With the premiere of *Tamburlaine the Great*, blank verse, which Ben Jonson called Marlowe’s “mighty line,” became the staple of Elizabethan writing.

“Nature that fram’d us of four elements,
Warring within our breasts for regiment,
Doth teach us all to have aspiring minds.”
—Christopher Marlowe, *Tamburlaine*

**From Humble Beginnings** Born in 1564, Marlowe was the son of a shoemaker. At age seventeen, he received a scholarship to attend Cambridge. While there, Marlowe was recruited by Sir Francis Walsingham to serve as a secret agent for Queen Elizabeth—a path that led to trouble.

Marlowe was nearly denied his master of arts because the university found his lengthy absences suspicious and potentially heretical. However, a letter from the Privy Council righted the situation: “it was not Her Majesty's pleasure that anyone employed, as he [Marlowe] had been, in matters touching the benefit of his country, should be defamed by those that are ignorant in th’ affairs he went about.” Some believe his “affairs” helped uncover the most dangerous conspiracy to assassinate the queen.

**Poetry and Drama** While at Cambridge, Marlowe translated Ovid’s *Amores* into English by using blank verse and rhyming pentameter couplets. He also wrote *Tamburlaine*, the play that launched him into the London spotlight in 1587. Marlowe’s plays, including *The Tragicall History of Dr. Faustus*, *Edward II*, *The Massacre at Paris*, and *The Jew of Malta*, provide a social framework and reveal his feelings about Queen Elizabeth’s rule, as well as his deep awareness of corruption through power, the darkness of individual suffering, the danger of greed, and the need for social responsibility.

**A Dramatic Ending** While in London, Marlowe met dramatist Thomas Kyd, an acquaintance that would later prove fatal. In 1593 Kyd was arrested by officers of the court. Papers denying the divinity of Jesus Christ and referring to the Roman Catholic Church had been found in Kyd’s room. Under torture and duress, Kyd professed his innocence and claimed the papers belonged to Marlowe and had been merely “shuffled” into his. Marlowe was arrested on May 20, 1593, on the charges of atheism and blasphemy.

Ten days later, Marlowe was stabbed in the eye and died at the lodging house of Dame Eleanor Bull in Deptford. Marlowe had spent the afternoon with three other men, all of whom were associated with Sir Francis Walsingham, head of the queen’s secret service. The circumstances of his death have been debated for centuries. Some believe the murder was the result of a dispute over a bill, but many believe Marlowe was assassinated.

In six short years, Marlowe changed English drama. In his play *As You Like It*, Shakespeare alluded to Marlowe and his work as “a great reckoning in a little room.”

Christopher Marlowe was born in 1564 and died in 1593.

Author Search For more about Christopher Marlowe, go to www.glencoe.com.
Connecting to the Poem

Marlowe chose to look outside his own world and use an idealized rural setting and a simple shepherd to write about the joys of love. As you read the poem, think about the images you would use to describe love.

Building Background

Written in the pastoral tradition, “The Passionate Shepherd to His Love” was not meant to be realistic, but instead an idealized celebration of “the natural life.” By promoting humble contentment with nature, Marlowe’s poem suggests the dissatisfaction of urban people yearning for the lost innocence of a simpler time and place.

Considered one of the greatest pastoral poems ever written, “The Passionate Shepherd to His Love” inspired several responses from other poets, including John Donne, Robert Herrick, and Sir Walter Raleigh.

Setting Purposes for Reading

**Big Idea**  Humanists and Courtiers

As you read, consider how the exaggerated style and setting of “The Passionate Shepherd to His Love” reflects the shift in focus from otherworldly concerns to secular subjects like love, politics, and science.

**Literary Element**  Point of View

The standpoint from which a poem is told is called point of view. In first-person point of view the speaker uses I and me. In third-person point of view the speaker is an observer, not a participant in the action. “The Passionate Shepherd to His Love” uses first-person point of view. The speaker is a humble shepherd, not a sophisticated city dweller like Marlowe. While reading the poem, consider how Marlowe uses this point of view to speak about the joys of love.


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**Reading Strategy**  Analyzing Sound Devices

**Sound devices** are techniques used to enhance a poem’s sense of rhythm, to emphasize particular sounds, or to add to the musical quality of poetry. One sound device is **alliteration**, the repetition of consonant sounds at the beginnings of words. As you read “The Passionate Shepherd to His Love,” notice the effect of alliteration and how it might be used to reinforce meaning or tone and create a musical effect.

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**Reading Tip: Taking Notes**  Use a chart like the one below to record the lines in which Marlowe uses alliteration. Then explain the effect of alliteration on the poem’s rhythm, tone, and meaning.

<table>
<thead>
<tr>
<th>Alliteration</th>
<th>Effects</th>
</tr>
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<tbody>
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<td></td>
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**OBJECTIVES**

In studying this selection, you will focus on the following:

- relating literature to the historical period
- analyzing point of view in poetry
- analyzing sound devices
Come live with me, and be my love,
And we will all the pleasures prove
That valleys, groves, hills, and fields,
Woods or steepy mountain yields.

And we will sit upon the rocks,
Seeing the shepherds feed their flocks,
By shallow rivers to whose falls
Melodious birds sing madrigals.

And I will make thee beds of roses,
And a thousand fragrant posies,
A cap of flowers, and a kirtle
Embroidered all with leaves of myrtle.

A gown made of the finest wool,
Which from our pretty lambs we pull,
Fair lined slippers for the cold,
With buckles of the purest gold.

A belt of straw and ivy buds,
With coral clasps and amber studs.
And if these pleasures may thee move,
Come live with me and be my love.

The shepherd swains shall dance and sing
For thy delight each May morning;
If these delights thy mind may move,
Then live with me and be my love.

1. Marlowe uses *prove* here to mean "experience."
2. *Madrigals* are harmonious songs.
3. *A kirtle* is a dress.
4. *Swains* means "youths."

**Reading Strategy**
**Analyzing Sound Devices**

*How does the alliteration in this line contribute to the effect of the poem?*
RESPONDING AND THINKING CRITICALLY

Respond
1. Does this poem reflect your idea of love? Why or why not?

Recall and Interpret
2. (a) What does the shepherd ask of his beloved in the first stanza? (b) What does he tell her they will do if she accepts his request?
3. (a) What things does the shepherd promise to give his beloved? (b) What do these promises tell you about the shepherd and his love for the woman?
4. (a) Describe the kind of life the couple would have according to the shepherd. (b) Is this a realistic possibility? Explain.

Analyze and Evaluate
5. In this poem, Marlowe uses rhymes at the ends of each pair of lines. (a) What effect does this use of rhyme have on the tone of the poem? (b) What might Marlowe be trying to emphasize with his rhymes?
6. Do you find the shepherd’s words persuasive? Why or why not?

Connect
7. Big Idea Humanists and Courtiers Marlowe’s work, like that of many of his contemporaries, reflects ideas about love, politics, and philosophy. While the main subjects of this poem are love and the simple life, the poem also suggests other ideas. How might the ideas of this poem reflect the politics and society of the time?

LITERARY ANALYSIS

Literary Element Point of View
Marlowe wrote his poem from the point of view of the shepherd, who is attempting to persuade his love to live with him. This poem inspired many responses from other poets.

1. Why might Marlowe have chosen to write from the point of view of the shepherd?
2. What point of view might other poets have used when writing their responses?

Writing About Literature

Analyze Mood The mood of a literary work is its emotional quality or atmosphere. A writer’s choice of language, subject matter, setting, and tone, as well as sound devices and rhythm, contributes to a work’s mood. Read the poem again, and make a list of the literary elements Marlowe uses to create the mood of this poem. Then use your list to write a paragraph or two about how these elements work together to create the mood.

READING AND VOCABULARY

Reading Strategy Analyzing Sound Devices
Marlowe uses alliteration to reinforce the poem’s meaning and tone. Review the chart you made.

1. Marlowe uses the alliteration of live and love in the poem’s first line and in the last lines of the fifth and sixth stanzas. What does the repetition of this alliteration contribute to the poem’s mood?
2. (a) Cite the examples of alliteration in the last stanza. (b) Why might Marlowe have employed alliteration to this extent in the last stanza?

Academic Vocabulary

Here is a word from the vocabulary list on page R82. This word will help you think, write, and talk about the selection.

motive (mōˈ tiv) n. a reason, desire, or other impulse

Practice and Apply
What is the shepherd’s motive in the poem?
Briefly introduce the following text.

**MEET SIR WALTER RALEIGH**

Sir Walter Raleigh was a soldier, explorer, colonizer, courtier, poet, scientist, and historian—perhaps the best example of a Renaissance man to emerge from the Elizabethan Age. He was described as "the most romantic figure of the most romantic age in the annals of English history" by biographer Hugh de Selincourt. Like Christopher Marlowe, Raleigh was brilliant and ambitious. He is credited as the father of both the British Empire and modern historical writing. He also introduced the potato to Ireland and tobacco to England. Even so, Raleigh experienced several spectacular failures. In his lifetime, he went from a war hero, favorite of the queen, and most loved man in England to a heretic accused of high treason and a prisoner of the court for more than a decade.

"We should begin by such a parting light
To write the story of all ages past,
And end the same before th' approaching night."

—Sir Walter Raleigh, Ocean to Cynthia

**Quest for Excellence** Raleigh began his career as a soldier and persuaded Elizabeth and her council to sponsor a voyage that established the first English colony—named Virginia after Queen Elizabeth, the Virgin Queen—in the hope of furthering England's position in the New World. However, his attempt to found a colony at Roanoke Island failed, as did most of his later overseas enterprises, such as his quest to find gold in Guiana.

**Literary Man** A patron of poets, Raleigh was also a poet himself. Fellow poet Edmund Spenser, whom Raleigh brought to Elizabeth's court from Ireland, claimed Raleigh's verse was "the sommers Nightingale." Critics, however, disagree about Raleigh's stature as a poet. Some argue that he "ranks even better amongst the minor poets of his time" and is indeed "extraordinary by any standards," while others label him "sometimes a Poet, not often."

The authenticity of some poems credited to Raleigh has been debated, but much of his best work simply disappeared or was left unsigned. Like many court poets, he resisted the "stigma of print." However, his remaining poems, his many papers, and his only book, *The History of the World*, mark Raleigh as a gifted writer who deserves his place in English literature.

**Imprisonment** When Raleigh secretly married one of the queen's ladies-in-waiting, Elizabeth turned on him and sent him to the Tower of London. He was briefly released, but after James I came to power in 1603, Raleigh was falsely accused of treason and sentenced to death. He remained in the Tower for the rest of his life, and it was there that he wrote his long, incomplete book *The History of the World*. He was to dedicate it to the Prince of Wales, his most powerful supporter, who is said to have declared, “None but my father would keep such a bird in a cage.” The prince died in 1612 before he could help Raleigh, who was finally beheaded in 1618. As he examined his executioner’s ax, Raleigh remarked, “This is a sharp medicine, but it is a cure for all diseases.” His final words, as the executioner hesitated, were “Strike, man!”

Sir Walter Raleigh was born in 1552 and died in 1618.
Connecting to the Poem
Whether someone has been in love or not, everyone has a view of love and what love is and should be. What is your view of love? Are you romantic? Are you realistic? Or are you a little bit of both?

Building Background
As a favorite of Queen Elizabeth I, Raleigh was honored with both land and power. As a courtier, many of his poems were written for and about Elizabeth. At first they praised the queen in an attempt to advance his position in court, secure funds for his expeditions, and express his love for her. But after his dismissal from court, his poems about her turned dark and expressed his despair over her betrayal and rejection.

His most celebrated poem, “The Nymph’s Reply to the Shepherd,” is a response to Christopher Marlowe’s pastoral poem “The Passionate Shepherd to His Love” (see page 277). Raleigh’s nymph rejects each worldly pleasure the shepherd offers. The themes of the poem echo the themes that appeared in many of his works—the swiftness of time’s passage, the vanity of youth, the corruption of society through greed and power, the inevitability of death, and the lies of lovers.

Setting Purposes for Reading
**Big Idea** Humanists and Courtiers
Like Christopher Marlowe and other sixteenth-century writers, Raleigh explored love, politics, science, and philosophy in his writing and in his life. As you read “The Nymph’s Reply to the Shepherd,” note the ways in which Raleigh addresses some of these issues.

**Literary Element** Author’s Purpose
An author’s intent when writing a literary work is called the author’s purpose. Authors typically write to persuade, to inform, to explain, to entertain, or to describe. As you read, consider what Raleigh’s purpose was in responding to Marlowe’s poem.


---

**Reading Strategy** Comparing and Contrasting Speakers
The speaker of a poem is similar to the narrator in a work of prose. The speaker’s words communicate a particular tone toward the subject of the work. The nymph—the shepherd’s love—is the speaker in Raleigh’s poem, and she responds to the pleas of Marlowe’s shepherd. As you read, pay attention to how the nymph’s point of view is similar to or different from that of the shepherd in Marlowe’s poem.

**Reading Tip: Comparing and Contrasting** In each stanza of Raleigh’s poem, the nymph counters the shepherd’s proposals in Marlowe’s poem. Read both poems stanza by stanza, and use a chart like the one below to compare and contrast each speaker’s point of view.

<table>
<thead>
<tr>
<th>Stanza</th>
<th>Nymph</th>
<th>Shepherd</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Interactive Literary Elements Handbook** To review or learn more about the literary elements, go to www.glencoe.com.
If all the world and love were young,
And truth in every shepherd's tongue,
These pretty pleasures might me move,
To live with thee and be thy love.

5 Time drives the flocks from field to fold,
When rivers rage, and rocks grow cold,
And Philomel becometh dumb,
The rest complains of cares to come.

The flowers do fade, and wanton fields
To wayward winter reckoning yields;
A honey tongue, a heart of gall,
Is fancy's spring but sorrow's fall.

Thy gowns, thy shoes, thy beds of roses,
Thy cap, thy kirtle, and thy posies,
Soon break, soon wither, soon forgotten;
In folly ripe, in reason rotten.

Thy belt of straw and ivy buds,
Thy coral clasps and amber studs,
All these in me no means can move
To come to thee and be thy love.

But could youth last, and love still breed,
Had joys no date nor age no need,
Then these delights my mind might move
To live with thee and be thy love.

1. The flocks are driven to a fold, or sheep enclosure.
2. Philomel was the nightingale, named after Princess Philomela, of Greek mythology, who was turned into a nightingale by the gods.
3. Wanton means “ample” or “luxuriant.”
4. Here, gall is bitterness.
5. Raleigh uses date to mean “end.”

**Literary Element**  | **Author’s Purpose**  | How do these lines help to establish Raleigh’s purpose?
---|---|---
Comparing and Contrasting
Speakers | Compare lines 13–15 with lines 9–16 in “The Passionate Shepherd to His Love.” How do the speakers’ tones differ?
RESPONDING AND THINKING CRITICALLY

Respond
1. Has your view of love changed after reading this poem? Why or why not?

Recall and Interpret
2. (a) What does the nymph imply about the shepherd in the first stanza? (b) How would you describe the tone of this stanza?
3. (a) How does the nymph characterize all the treasures the shepherd offers? (b) What does the nymph’s response to the shepherd reveal about her view of life?
4. (a) What does the nymph say might convince her to love the shepherd? (b) Does it seem likely that she will ever love the shepherd? Explain.

Analyze and Evaluate
6. (a) Would the meaning of this poem be different if you had not already read “The Passionate Shepherd to His Love”? Explain. (b) How does reading these two poems together increase the impact of the poems?
7. How does Raleigh use imagery to express the nymph’s views of life and the shepherd’s promises?

Connect
8. Big Idea Humanists and Courtiers At this time, writers were focusing on the concerns of love, politics, science, and philosophy. (a) What do you think the theme of Raleigh’s poem is? (b) How does the theme reflect Raleigh’s views on these worldly subjects? Explain.

LITERARY ANALYSIS

Literary Element Author’s Purpose
An author’s purpose can be to persuade, to describe, to inform, to explain, or to entertain. Raleigh’s “The Nymph’s Reply to the Shepherd” is the most famous response to Marlowe’s “The Passionate Shepherd to His Love.”
1. Why might Raleigh have written a response to Marlowe’s poem?
2. Why did Raleigh use the same meter and references that are in Marlowe’s poem?

Listening and Speaking
Work with partners to create a script to introduce Raleigh’s and Marlowe’s poems and offer some background information. Then practice reading the poems aloud in a call-and-response fashion (first the shepherd’s stanza and then the nymph’s corresponding stanza). With your group, perform your scripted version of the poems for your class.

READING AND VOCABULARY

Reading Strategy Comparing and Contrasting Speakers
The nymph in Raleigh’s poem responds to each of the shepherd’s pleas, and her responses establish the tone of the poem.
1. How does the nymph’s tone compare to the shepherd’s tone?
2. What words or phrases help you determine the nymph’s tone?

Academic Vocabulary
Here is a word from the vocabulary list on page R82. This word will help you think, write, and talk about the selection.

amend (ə mend) v. change or modify; to correct errors

Practice and Apply
How does the nymph amend the shepherd’s statements about love?

Web Activities For eFlashcards, Selection Quick Checks, and other Web activities, go to www.glencoe.com.
Of Studies

MEET SIR FRANCIS BACON

Poet and playwright Ben Jonson called Sir Francis Bacon “one of the greatest men, and most worthy of admiration, that had been in many ages.” Not everyone, however, shared this high opinion. The physician William Harvey, for example, said that Bacon had “the eye of a viper.”

Political Rise and Fall  Bacon was born in London, the son of a civil servant in Queen Elizabeth’s court. After attending Trinity College, Cambridge, and training as a lawyer, Bacon held a series of government posts and was knighted in 1603. As a supporter of King James I, Bacon rose to the position of Lord Chancellor of England, the highest honor in the British legal profession. However, Bacon’s good fortune soured in 1621, when at the peak of his career he was convicted of taking bribes to support his extravagant lifestyle. After resigning in disgrace, Bacon devoted himself to scholarly pursuits.

“I have taken all knowledge to be my province.”

—Sir Francis Bacon

Scientist and Philosopher  A true Renaissance man, Bacon contributed to many diverse fields: philosophy, biology, physics, chemistry, and architecture. He also wrote a digest of British laws, a history of Great Britain, and biographies of Tudor monarchs. In his writings Advancement of Learning and De Dignitate et Augmentis Scientiarum, he presented a thorough systematization of the whole range of human knowledge. Scientists today owe their reliance on the inductive method of reasoning to Bacon, who promoted the idea that generalizations should be based on facts. That idea, while obvious today, was revolutionary during Bacon’s lifetime, when scholars still preferred deductive reasoning—moving from generalizations to specifics instead of vice versa.

In addition, Bacon introduced the concept of hypotheses to scientists, arguing that scientists needed to make initial assumptions before beginning their experiments. He also pioneered the idea of a scientific research establishment that would work collaboratively in a methodical fashion to give material benefits to humankind. This innovative idea eventually led to the founding of Britain’s Royal Society, an organization dedicated to the pursuit and advancement of scientific endeavors.

Bacon even died in the service of science. At the age of sixty-five, he impulsively decided while riding in his carriage to test the powers of refrigeration. Bacon exited the carriage to collect snow, which he stuffed into a dead hen. Unfortunately, he caught a chill in the process and took ill. Bacon died from bronchitis a few days later.

Acclaimed Stylist  Of all Bacon’s writings, the most popular remains his Essays and Counsels, which he first published in 1597. This work was a landmark in English prose composition. Bacon packed his essays with insights and shrewd observations about human nature. Much of what he wrote about his age applies equally well to modern times. His style is aphoristic: that is, it includes pithy sentences that express simple truths or nuggets of practical wisdom. This characteristic has earned him literary immortality: he remains one of the most quotable authors in the English language.

Sir Francis Bacon was born in 1561 and died in 1626.

Author Search  For more about Sir Francis Bacon, go to www.glencoe.com.
Connecting to the Essay
How and why do you study? What benefits do reading and studying offer? In the essay “Of Studies,” Sir Francis Bacon discusses the value of reading and studying. As you read the essay, think about these questions:

- How do you choose what to read?
- What do you gain from reading?
- Is it possible to read or study too much?

Building Background
The essay, a brief prose composition exploring a single subject, was a development of the Renaissance. The French philosopher Montaigne (mon tān’) published a collection of his writings on selected topics that he called Essais (or “attempts”). Bacon borrowed this title for his own first published essays and thus became the “father” of the English essay, the first English writer to make use of this new literary form and shape it to his own taste. Unlike the personal essays of Montaigne, the Baconian essay is objective, compact, and logical.

Setting Purposes for Reading
Big Idea  Humanists and Courtiers
As you read, notice how this essay reflects the Renaissance focus on secular concerns.

Literary Element  Parallelism
The use of words, phrases, or sentences that have similar grammatical structures is called parallelism. Consider the following example:

Sir Francis Bacon was a distinguished scientist and an elegant stylist.

The boldfaced phrases are parallel, with each one consisting of an indefinite article followed by an adjective and then a noun.


Vocabulary

discourse  (dis’kôrs’) n. verbal communication in speech or writing; p. 285 His discourse left the audience bored and somewhat confused.

execute  (ek’sə kút’) v. to carry out; to put into effect; p. 285 To execute her orders, the housekeeper polished the silverware with extreme care.

sloth  (slōth) n. laziness; p. 285 His sloth prevented him from completing the required courses.

impediment  (im ped’ə mant) n. an obstacle; p. 286 Her limited income was an impediment to a lavish lifestyle.

Vocabulary Tip: Word Parts You can often figure out the meaning of an unfamiliar word by analyzing its parts.

OBJECTIVES
In studying this selection, you will focus on the following:
- analyzing parallelism
- identifying the main idea and supporting details
Studies serve for delight, for ornament, and for ability. Their chief use for delight is in privateness and retiring; for ornament, is in discourse; and for ability, is in the judgment and disposition of business. For expert men can execute, and perhaps judge of particulars, one by one; but the general counsels, and the plots and marshaling of affairs, come best from those that are learned.

To spend too much time in studies is sloth; to use them too much for ornament, is affectation; to make judgment wholly by their rules, is the humor of a scholar. They perfect nature, and are perfected by experience: for natural abilities are like natural plants, that need proyning by study; and studies themselves do give forth directions too much at large, except they be bounded in by experience. Crafty men contemn studies, simple men admire them, and wise men use them; for they teach not their own use; but that is a wisdom without them and above them, won by observation. Read not to contradict and confute; nor to believe and take for granted; nor to find talk and discourse; but to weigh and consider.

Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read, but not curiously; and some few to be read wholly, and with diligence and

---

1. Affectation is artificial behavior meant to be impressive.
2. Here, humor means “whim.”
3. Proyning means “pruning.”
4. Contemn means “to view with scorn or contempt.”
5. Confute means “prove wrong.”
6. Curiously means “carefully.”

**Big Idea** Humanists and Courtiers What advantage does learning provide for practical people?

**Vocabulary**
- **discourse** (dis’ kôrs’): n. verbal communication in speech or writing
- **execute** (ek’ sa kút’): v. to carry out; to put into effect
- **sloth** (slôth): n. laziness

**Reading Strategy** Determining Main Idea and Supporting Details What does the author suggest about talents and abilities by using this simile?
attention. Some books also may be read by deputy, and extracts made of them by others; but that would be only in the less important arguments, and the meaner sort of books, else distilled books are like common distilled waters, flashy things. Reading maketh a full man; conference a ready man; and writing an exact man. And therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit; and if he read little, he had need have much cunning, to seem to know that he doth not. Histories make men wise; poets witty; the mathematics subtile; natural philosophy deep; moral grave; logic and rhetoric able to contend. Abeunt studia in mores. Nay, there is no stond or impediment in the wit but may be wrought out by fit studies; like as diseases of the body may have appropriate exercises. Bowling is good for the stone and reins; shooting for the lungs and breast; gentle walking for the stomach; riding for the head; and the like. So if a man's wit be wandering, let him study the mathematics; for in demonstrations, if his wit be called away never so little, he must begin again. If his wit be not apt to distinguish or find differences, let him study the Schoolmen; for they are cymini sectores. If he be not apt to beat over matters, and to call up one thing to prove and illustrate another, let him study the lawyers' cases. So every defect of the mind may have a special receipt.

7. Distilled books are books that have been abridged, or condensed.
8. Distilled waters are homemade remedies.
10. A conference is a conversation.
11. A present wit is a quick, alert mind.
12. Rhetoric is the skill of speaking or writing effectively or persuasively.
13. Abeunt studia in mores is Latin for “Studies affect people’s behavior.”
15. Stone and reins are kidney stones and other kidney disorders.
16. Schoolmen refers to medieval philosophers.
17. Cymini sectores is Latin for “hairsplitters” (literally, “seedsplitters”).
18. Beat over means “reason through.”
19. Here, receipt means “remedy.”

Vocabulary
impediment (im ped’ a mant) n. an obstruction; an obstacle
RESPONDING AND THINKING CRITICALLY

Respond
1. Did Bacon change your opinion of studies? Why or why not?

Recall and Interpret
2. (a) According to Bacon, what are the three main benefits of study, and what danger can result from each benefit? (b) Why do people need more than knowledge to make wise decisions?
3. (a) What is the proper attitude and purpose Bacon advises readers to take toward their books? (b) What does this advice tell you about Bacon’s attitude toward learning?
4. (a) Summarize the benefits Bacon mentions for studying history, poetry, mathematics, philosophy, logic, and rhetoric. (b) What do these benefits have in common?

Analyze and Evaluate
5. Bacon believes that spending “too much time in studies is sloth.” What might be his reasons for that belief? Explain why you agree or disagree with him.
6. (a) How valid is Bacon’s statement that some books should be tasted, some swallowed, and some chewed and digested? Explain your response. (b) In your opinion, should this essay be tasted, swallowed, or chewed and digested? Support your evaluation.

Connect
7. Big Idea Humanists and Courtiers Why might this essay have appealed to young people during the Renaissance?

VISUAL LITERACY: Graphic Organizer

Creating a Concept Map
In “Of Studies,” Bacon presents his insights about learning. Though brief, this essay is complex and dense in meaning. By creating a concept map, you can organize the ideas that Bacon presents. A concept map is a visual representation that enables you to process information quickly.

Group Activity With a small group, complete the concept map below by filling in the empty boxes. Then discuss your findings.
**Literary Analysis**

**Literary Element**  Parallelism

Parallelism affects a piece of writing in many ways. It helps words flow together; it calls attention to important ideas; it balances different ideas in a composition; and it sets up a cadence, or rhythm. In “Of Studies,” for example, Bacon writes:

“Studies serve for delight, for ornament, and for ability.”

In the example above, the sentence contains three phrases, with each phrase beginning with the preposition for followed by a noun.

1. Find three more examples of parallelism in “Of Studies.”
2. Explain how Bacon’s use of parallelism helps emphasize his ideas.

**Review: Author’s Purpose**

As you learned on page 280, author’s purpose refers to an author’s intent in writing a literary work. An author typically writes to accomplish one or more of the following purposes: to persuade, to instruct, to inform or explain, to entertain, to describe, or to tell a story.

**Partner Activity** With another classmate, discuss Bacon’s purposes for writing this essay. To present your evidence, create a web like the one below. Fill it in with an example for each item listed.

**Reading and Vocabulary**

**Reading Strategy** Determining Main Idea and Supporting Details

In order to figure out a text’s main idea, note passages that express important points. Then try to sum up the thesis, or main idea. Refer to the web you created on page 284 as you answer the following questions:

1. Choose one idea from Bacon’s essay that you find persuasive or interesting. Explain why it appeals to you.
2. Which idea seems to be at the heart of Bacon’s views about studies?
3. Are Bacon’s ideas still relevant today? Explain your reasoning.

**Vocabulary Practice**

Use a dictionary and your knowledge of word parts to answer the following questions.

1. The root of the word discourse is currere, which means “to run.” What is the literal meaning of discourse?
   a. a running back  
   b. a running about  
   c. a running together
2. What does the prefix ex- in the word execute mean?
   a. former  
   b. away  
   c. out
3. Which suffix changes sloth from a noun to an adjective?
   a. -ly  
   b. -ful  
   c. -able
4. What verb can you make by dropping the suffix in impediment?
   a. impede  
   b. imped  
   c. impediments
Writing About Literature

Evaluate Rhetorical Devices  In “Of Studies,” Bacon’s style features a startling conciseness of expression, sentence rhythm, and rich, powerful phrases. To achieve those effects, Bacon uses parallelism and other rhetorical devices, such as repetition, or the use of the same words, phrases, or sentences again and again, and analogy, a comparison based on a similarity between things that are otherwise dissimilar.

Write a brief essay in which you discuss these rhetorical devices and evaluate their effectiveness. As you draft, write from start to finish. Develop your ideas in the order shown in the outline below.

| I. Introduction |
| II. Body Paragraph |
| A. Examples of parallelism |
| B. Evaluation of this device |
| III. Body Paragraph |
| A. Examples of repetition |
| B. Evaluation of this device |
| IV. Body Paragraph |
| A. Examples of analogy |
| B. Evaluation of this device |
| V. Conclusion |

After completing your draft, meet with a peer reviewer to evaluate each other’s work and to suggest revisions. Then edit and proofread your draft for errors in spelling, grammar, and punctuation.

Learning for Life

With a partner, plan an advertising campaign to promote reading in your community. Make a poster and write a public-service announcement for radio or television. Share your poster and announcement with your class.

Bacon’s Language and Style

Using Semicolons  A semicolon (;) is a punctuation mark used to separate the main clauses in a compound sentence. Notice the following examples from “Of Studies”:

“To spend too much time in studies is sloth; to use them too much for ornament, is affectation; to make judgment wholly by their rules, is the humor of a scholar.”

“Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read, but not curiously; and some few to be read wholly, and with diligence and attention.”

In the first example, the semicolons help call attention to the parallel structures as they separate main clauses not joined by a comma and a coordinating conjunction (and, but, or, nor, so, yet, or for). In the second example, a semicolon precedes the expression that is, which introduces explanatory details. By convention, certain expressions and conjunctive adverbs separating two main clauses are preceded by a semicolon:

<table>
<thead>
<tr>
<th>Conjunctive Adverbs</th>
<th>Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>therefore</td>
<td>for example</td>
</tr>
<tr>
<td>moreover</td>
<td>in fact</td>
</tr>
<tr>
<td>however</td>
<td>that is</td>
</tr>
<tr>
<td>consequently</td>
<td>on the other hand</td>
</tr>
</tbody>
</table>

Also, in the second example, notice the semicolons after the words parts and curiously. Those semicolons separate items in a series that already contain commas.

Activity  Review “Of Studies” to identify other examples of sentences containing semicolons. For each example, explain the reason for that use of a semicolon.

Revising Check

Semicolons  Review your essay on analyzing rhetorical devices. Look for places where semicolons could improve it.

Web Activities  For eFlashcards, Selection Quick Checks, and other Web activities, go to www.glencoe.com.
Making Subjects and Verbs Agree

“Crafty men contemn studies, simple men admire them, and wise men use them.”
—Sir Francis Bacon, from “Of Studies”

**Connecting to Literature** In every sentence and clause, the subject and verb must agree; that is, if the subject—who or what is doing something—is singular, the verb that describes the action must also be singular. If the subject is plural, the verb must be plural. In the sample sentence above, *men* is the subject of each clause, so the verbs *contemn, admire,* and *use* must be in plural form. You can avoid many subject-verb agreement errors in your own writing by following the guidelines below.

### Common Agreement Problems

**Problem 1** A predicate nominative differs in number from the subject.

*Reading and learning* was Sir Francis Bacon’s passion.

**Solution** Ignore the predicate nominative and make the verb agree with the subject, in this case, *reading and learning.*

*Reading and learning* were Sir Francis Bacon’s passion.

**Problem 2** A compound subject is joined by *or* or *or* or *nor.*

Neither “*Of Studies*” nor Bacon’s other works *teaches* us that learning is the same for every person.

**Solution** Make the verb agree with the part of the compound subject that is closer to it.

Neither “*Of Studies*” nor Bacon’s other works *teach* us that learning is the same for every person.

**Problem 3** An indefinite pronoun is the subject.

*Everyone* have encountered a hobby to “chew up and digest.”

**Solution** Determine whether the indefinite pronoun is singular or plural and make the verb agree with it.

*Everyone* has encountered a hobby to “chew up and digest.”

### Exercise

**Correct Agreement.** Correct any errors in subject-verb agreement. If there are none, write *no errors.*

1. Neither Bacon nor other writers has put the full value of learning into words.

2. Everyone have interests and subjects to pursue.

3. Histories or philosophy is important to study.

4. Studies is a labor of love for those who wish to learn.