Name:

Date:

Facilitator:

School:

**10.02 Shakespeare’s Words**

**Part A**

Directions: Look at the quotes below that are examples of iambic pentameter. Mark the syllables as either stressed or unstressed according to the key below.

u = unstressed syllable / = stressed syllable

Example

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| u | **/** | u | **/** | u | **/** | u | **/** | u | **/** |
| Where | **is** | thy | **lea** | ther | **a** | pron | **and** | thy | **rule** |

Where is thy leather apron and thy rule?

**#1**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |
| O | you | hard | hearts | you | cru | el | men | of | Rome |

O you hard hearts, you cruel men of Rome,

**#2**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |
| But | let | not | there | fore | my | good | friends | be | grieved |

But let not therefore my good friends be grieved

**#3**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |
| I | was | born | free | as | Cae | sar | so | were | you |

I was born free as Caesar; so were you;

**Part B**

Directions: Find a line from Act I that illustrates correct use of iambic pentameter. Place the words/syllables in the chart below according to the stressed and unstressed syllables.

u = unstressed syllable / = stressed syllable

**#4**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| u | **/** | u | **/** | u | **/** | u | **/** | u | **/** |
|  |  |  |  |  |  |  |  |  |  |

**#5**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| u | **/** | u | **/** | u | **/** | u | **/** | u | **/** |
|  |  |  |  |  |  |  |  |  |  |

**Part C**

Directions: Read the lines below from Act I, sc. iii. In one well-written paragraph, describe the effect imagery has to help build character, to illustrate feelings, and/or to create mood.

Cassius: Why all these fires, why all these gliding ghosts,/Why birds and beasts from quality and kind,/Why old men, fools, and children calculate,/Why all these things change from their ordinance/ Their natures, and preformed faculties,/ To monstrous quality—why, you shall find/ That heaven hath infused them with these spirits/ To make them instruments of fear and warning/ Unto some monstrous state.