

ELA/Literacy
Released Item 2016

Grade 10
Literary Analysis Task
Structure of Poems
VF808947

Note:

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Today, you will read the poem “The Human Seasons” and analyze the audio recording of “Sonnet 5.” As you read the text and listen to the audio, you will gather information and answer questions about the similarities and differences in these poems so you can write an essay.

Listen to the audio recording of Shakespeare’s “Sonnet 5.” Then answer the questions.

Sonnet V [64 seconds] from THE SONNETS (AUDIO) by WILLIAM SHAKESPEARE and PERFORMED BY SIR JOHN GIELGUD. Copyright © 1996 HarperCollins Publishers. Used by permission of HarperCollins Publishers.

Read the poem “The Human Seasons.” Then answer the questions.

The Human Seasons

by John Keats

Four Seasons fill the measure of the year;
There are four seasons in the mind of man:
He has his lusty Spring, when fancy clear
Takes in all beauty with an easy span:
 He has his Summer, when luxuriously
Spring’s honied cud of youthful thought he loves
To ruminate, and by such dreaming high
Is nearest unto heaven: quiet coves
His soul has in its Autumn, when his wings
 He furlleth close; contented so to look
On mists in idleness—to let fair things
Pass by unheeded as a threshold brook.
He has his Winter too of pale misfeature,
Or else he would forego his mortal nature.

"The Human Seasons" by John Keats—Public Domain

Today, you will read the poem “The Human Seasons” and analyze the audio recording of “Sonnet 5.” As you read the text and listen to the audio, you will gather information and answer questions about the similarities and differences in these poems so you can write an essay.

Sonnet 5

The Human Seasons

Listen to the audio recording of Shakespeare’s “Sonnet 5.” Then answer the questions.

Sonnet V [64 seconds] from THE SONNETS (AUDIO) by WILLIAM SHAKESPEARE and PERFORMED BY SIR JOHN GIELGUD. Copyright © 1996 HarperCollins Publishers. Used by permission of HarperCollins Publishers.

Read the poem “The Human Seasons.” Then answer the questions.






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“The Human Seasons” by John Keats—Public Domain

In their poems, Shakespeare and Keats both address the topics of the passage of time and the natural seasons. Write an essay that analyzes how each poet structures his poem to develop these topics and how their choices affect the overall meaning of each poem.

B *I* U     

Anchor Set A1 – A10

With Annotations

The Beautiful Season of Death

Both Shakespeare and Keats use nature, specifically the seasons, to make their own points about time passing and the beauty of life. Keats uses the seasons as a metaphor to explain the progression of human life from spring to winter while Shakespeare uses vivid imagery of the seasons along with diction to emphasize how the beauty of life is only intensified by how fleeting life is.

In *The Human Seasons*, John Keats assigns a season and characteristic to each stage of life. Spring is the early stage of life where one "takes in all the beauty with an easy span", and can easily frolic around without a care in the world (line 4). Summer is the still youthful and energetic years where one aspires to achieve greatness and uses the observational knowledge obtained in the younger years, or spring. He describes summer as "nearest unto heaven", the most enjoyable period of life (line 8). Autumn is when the exciting incidents of youth in summer come to an end and "his wings/ He furlth close" (line 10). At this point all that will be done in life has been done and everything is winding down to come to an end and all that is left to do is contemplate life's previous incidents. The last season, winter is the stage of death where the body shrivels up, ages, and eventually dies. The human seasons come to an end in "his mortal nature" (line 14). Keats brings the reader through the entire cycle of life with each season from youth to death.

Shakespeare uses the imagery of seasons and diction to express how beauty and life are not ruined by death, but rather made more beautiful and precious since they are fleeting in *Sonnet 5*. He describes how even though the flowers that are beautiful in spring and summer are destroyed by "hideous winter" that "confounds him there", that original beauty is only made more precious (0:19). He insists that even after the flowers have died in the harsh conditions of winter, their "substance still lives sweet", even if only in memory (0:49).

Both poets structure their poems effectively to bring across their respective points. Keats is able to compare the seasons to the progression of life and explain the different stages, while Shakespeare is able to point out the unrecognized beauty of life that which is amplified by death. Keats' poem becomes more of an observation of life, explaining its advancement, whilst Shakespeare's poem is a commentary on how death can be viewed in a positive light.

Annotation

Anchor Paper 1

Reading Comprehension and Written Expression

Score Point 4

The student response demonstrates full comprehension of ideas. Even though Shakespeare doesn't seem to be discussed as thoroughly as Keats, the student is still able to succinctly demonstrate a full understanding of this poem as well. Insightful and accurate analysis (*At this point all that will be done in life has been done and everything is winding down to come to an end and all that is left to do is contemplate life's previous incidents*) is supported with relevant textual evidence (*Autumn is when the exciting incidents of youth in summer come to an end and "his wings/he furlerth close"*). The response eloquently addresses the prompt and demonstrates effective and comprehensive development. Development is bolstered by an effective comparison of both poems together in the conclusion. The response is well organized and clear. The use of a single body paragraph on each poet followed by a comparison in the final paragraph aids in bringing it all together. Precise and vivid word selections (*shrivels, observatory, contemplate*) and purposeful sentence variety establish and maintain a style that is highly effective.

In both Shakespeare's and Keats' poems, "The Human Seasons" and "Sonnet 5," the effect of time in accordance with the natural seasons is discussed. While Keats utilizes the seasons as a measure of time's effect on the mind of a man, Shakespeare describes the effect of time directly on the seasons.

Keats begins his poem by stating that "Four Seasons fill the measure of the year," and goes on to compare them to the four states of the human mind. Man starts out in "lusty Spring," happy and simple, able to appreciate the beauty in life. He then moves on to Summer, where he ruminates on the Spring passed. This "dreaming high/ Is nearest unto heaven," the highest and happiest part of his journey. When man reaches Autumn, "contented to look/ On mists in idleness" and "let fair things/ Pass by," he slows down and lets the world start to flow past him and around him, until he reaches Winter where he must "forego his mortal nature," and thus end his journey. In Keats' poem, time is merely a medium of measurement, and the seasons a metaphor for the stages of man's mind.

In Shakespeare's poem, he explores the passage of time on the seasons, and the transition from summer to winter. He begins by describing the beauty of summer and nature, "The lovely gaze where every eye doth dwell," and then in contrast with the "hideous winter" that shrouds its beauty. When the winter comes, all of summer's beauty is hidden and put on hold, "prisoner pent in walls of glass," with the "beauty over snowed and bareness everywhere." In Shakespeare's poem, time is portrayed as a living and powerful being, "never resting time leads summer to hideous winter," a working force. Time almost seems to be working with Winter, as the antagonists, while never resting summer is the protagonist, and its beauty, "though they with winter met lose but their show, their substance still lives sweet," and when the time comes will return to their glory.

Shakespeare's "Sonnet 5" depicts the effects of time on the seasons, portraying the changes between Summer and Winter as a constant cycle of struggle between the two, with beauty always coming out on top. Keats' "The Human Seasons" uses the seasons as a metaphor for the stages of the human mind, showing the transition into old age with how men see the beauty of the world around them.

Annotation

Anchor Paper 2

Reading Comprehension and Written Expression

Score Point 4

The response demonstrates full comprehension of these sonnets. It accurately analyzes Keats' seasons, each in turn, by first providing textual evidence, then, by paraphrasing the text, and contextualizing the season within the human lifespan. While this response does not present Sonnet 5 as a metaphor for aging, this reading may not be obvious without knowledge of Sonnet 6 or other acquaintance with Shakespeare's treatment of this topic. The response accurately transcribes portions of the poem in a recount of the major ideas, and then insightfully identifies Shakespeare's anthropomorphization of time, and his characterization of time's role in a conflict between Summer and Winter. Summer is incorrectly identified as "never resting;" however, this slight lapse does not significantly detract from the response. The response fully addresses the response and provides effective and comprehensive development that is consistently appropriate to the task. An introduction, two body paragraphs, and a conclusion provide a pattern of organization that effectively anchors thorough, cohesive development of a topic (*the effect of time in accordance with the natural seasons*) that addresses the prompt. Each body paragraph develops this claim in more depth by providing a synopsis of the poem that shows changes in the human mind [Keats] and the seasons [Shakespeare] over time. Effective conclusions for the body paragraphs not only summarize, but also further the progression of ideas by explaining the relevance of the text-based support to the opening claim. The concluding paragraph serves as a précis of the entire response. The response establishes and maintains an effective style with its skillful incorporation of specific quotations from the poems, and its use of the distancing passive voice, both of which attend to the norms and conventions of the discipline.

In Shakespeare and Keats poem's they both address the topics of the passage of time and the natural seasons. Each of the poets structure their poems differently but still find a way to get the point across. In these next couple of paragraphs I am going to explain and possibly show you how they do this.

I am going to start with "The Human Seasons" by John Keats. In this poem he takes the seasons and describes them like the mind of a man. "Four Seasons fill the measure of the year; There are four seasons in the mind of man:" In the spring he is able to see the beauty of the world and is still young, seeing no harm. He is young and has his head in the clouds, but as time goes on and the world around him becomes more dark and not as beautiful (fall) he begins to withdraw. "His soul has in its Autumn, when his wings He furleth close; contented so to look on mists in idleness".

He sets his poem up as if it were a child's lullaby. A child's mind is so simple that they wouldn't think of the true meaning of the words, until they become older and their world starts becoming grey. It's got a slow, smooth like reading to it in the way the words are placed.

In Shakespeares poem, things are a bit more dark. The way he has written the poem is almost as if he is saying that our beauty will be taken away from us as the beauty in the world leaves. Almost as if the dark, horrible things in the world will take us down with them. The only thing left of your old beautiful self will be your soul if you can keep a hold of it, which will be hard. Your soul is your beauty from the inside.

Both of these poems are using seasons to show the up's and down's of life. Spring and summer are the most beautiful, normally the grass is green and flowers are showing their proud colors. When it comes to winter the world becomes dark and grey, showing the hardships of life. These things can be compared to us humans, we begin as beautiful beings and soon the world takes its toll on us and we begin to lose our beauty to what is our downs.

So I hope that I was able to show and help make you understand the way these poems are made and how they get a great point across.

Annotation

Anchor Paper 3

Reading Comprehension and Written Expression

Score Point 3

The student response demonstrates comprehension of the ideas presented in the passages by providing a mostly accurate analysis on how each poet structures their poems (*In this poem he takes the seasons and describes them like the mind of man*) and supports the analysis with quotes from the poem. Although Keats poem is thoroughly explored, the analysis on Shakespeare's poem is very broad comparatively and prevents this response from reaching full comprehension. Mostly effective development occurs on the main claim in the second to last paragraph (*Both of these poems are using seasons to show the up's and down's of life*). A brief introduction and conclusion are present, and ample transitional phrases aid in demonstrating mostly clear and coherent writing. A few careful word choices (*smooth, child's lullaby*) and a nice variety of sentence lengths and sentence types establishes and maintains a mostly effective style.

In *Human Seasons* by Keats and *Sonnet 5* by Shakespeare, the poems discuss the topics of time and the natural seasons. Keats strongly addresses the mind of man during the four seasons. He structures his poem in a unique way. Keats basically lists what mood the mind of man feels during each of the seasons. He starts out explaining that man feels the need to explore and find out where the beauty lies in spring. In summer, the man enjoys life luxuriously and he thinks fanciful thoughts about the beauty he experienced. In fall, the man quiets down a bit and becomes thoughtful and meditative. He slows down and is content to watch others find the beauty in the world. In winter, the man lets things that were important to him in the earlier seasons to pass by him without him recognizing them. Keats describes the seasons of man, not as seasons that we have on earth -four seasons in a year, - but rather as the life of man. Keats stretches out the seasons for man over his whole life. In spring he is a young man, in summer he is man no longer youthful but still young, in fall he is a quiet middle aged man, and in winter he becomes an old man. Keats structures his poem much like a timeline of a man's life.

Shakespeare addresses on the beauty that remains on the earth while the seasons pass. He elaborates on the seasons and what beauty lies within each one. Even when the dull and ugliness of winter comes, Shakespeare writes that you can still find beauty within living things. Flowers are one thing which remain beautiful in every season. In spring, flowers are blooming and budding; spreading their fragrance all around. In summer the flowers are still blooming and making the world beautiful. In fall, the flowers start to slow down. Many of them wither away and die. In the cold and the bleakness of winter, it seems as if there are no flowers. But the flower buds and roots are still alive and will continue to thrive again when spring comes. Shakespeare finds hope and comfort in winter, knowing that the flowers are not really dead, just sleeping in the ground. Shakespeare uses big, elaborate words to convey his meanings to his readers. Keats uses large words too but not as much as Shakespeare. Keats and Shakespeare use poetic phrases and imagery to describe the seasons and what type of beauty each season has to offer.

Annotation

Anchor Paper 4

Reading Comprehension and Written Expression

Score Point 3

The student response to the prompt demonstrates comprehension of the ideas in the two poems by providing a mostly accurate analysis on how the structure of each poem affects the meaning (*Keats basically lists what mood the mind of man feels during the wach of the seasons [and] Shakespeare addresses on the beauty that remains on earth while the seasons pass*) and supports the analysis with details from the poems. The response addresses the prompt and provides mostly effective development of the claim. The depth of the development on the Keats poem is more comprehensive than the development on Shakespeare. The response also leaves a claim at the end of the response unsupported. The response demonstrates mostly clear organization with logical groupings of ideas; one poet at a time, then compares the two poets' in the last three sentences. Transitional phrases help keep the response coherent. A few vivid and precise word choices (*elaborate, imagery, fanciful*) and purposeful inclusion of sentences with different lengths and structures aid in establishing and maintaining a style that is mostly effective.

Both poets illustrate the beauty of changes in their poems. However, they both utilize a different structure in each poem, which has an impact on the overall message they are trying to portray.

In Shakespeare's poem he is describing how something or someone can go through physical or mental changes in life but still sustains their beauty. His choice of diction and tone is the most impactful of this message. He uses 18th century words and phrases. He also doesn't seem to go in chronological order in his poem, he mainly just explains his theme throughout the poem.

In Keats poem, his message is saying how a person can through the jubilant youth stages of life but progress into a more meek, and reflective person as they get older. To portray this, he uses the personification of seasons, relating each to a different stage of life. Spring, represents the beginning of his youthful journey. Summer, represents the most joyful and energetic stage, and prone for mistakes to be made. Autumn, represents the turning point, and the beginning to settle down. Lastly, Winter, is the calmed down nature and "ready-to-be-free" stage. Keats also uses a different tone throughout the poem, whereas Shakespeares maintains the same tone.

Annotation

Anchor Paper 5

Reading Comprehension and Written Expression

Score Point 2

The response demonstrates basic comprehension with basic textual evidence and generally accurate analysis. The second paragraph's remarks on "diction and tone" do nothing to aid the analysis. The third paragraph, however, accurately outlines and briefly explains explicit, if not inferential, ideas from Keats' poem. The response provides some development of a claim (*Both poets illustrate the beauty of changes in their poems. However, they both utilize a different structure in each poem, which has an impact on the overall message*) that addresses the prompt, and uses some reasoning (*To portray this, he uses the personification of seasons, relaying each to a different stage of life*). Basic text-based support is present (*Spring, represents the beginning of his youthful journey*). A brief introduction, two paragraphs of body, the first discussing Shakespeare and the second discussing Keats, and a conclusion statement as the final sentence offer some organization that is somewhat coherent. Word choices are mostly non-specific and there is some variety in sentence structures indicative of a style that is only somewhat effective.

In "The Human Seasons," the author, John Keats, structures his poem to develop the topics of the passage of time and the natural seasons by giving the seasons man-like features. The reason Keats is describing the seasons this way is to show how seasons of individuals lives change the older they become. The author states, "His soul has in its Autumn, when his wings He furleth close; contented so to look On amidst in idleness..."(Keats9,10&11). The author is implying that in the final stages of an individual's life, that they aren't as beautiful as they once were. This quote is also describing how one of the seasons, Autumn is reflecting a stage of someone's life. I believe the author is using the seasons as an example of someone's life and what they go through to show how much things can change.

In Shakespeare's "Sonnet 5," the author, Shakespeare, structures his poem to develop the topics of the passage of time and the natural seasons by describing changes of an individual's beauty through nature. Shakespeare is describing the beauty of a person through nature to show how nature and seasons are common to a person and their life. The author states, "Never resting time leads summer on to hideous winter" (Shakespeare 00:15-20). The author is explaining how throughout the time of an individual's life, their beauty fades away. He's using the seasons, such as winter, to show how nature can reflect someone's life and that their beauty's not always going to be there. I believe the author is showing how a person's life can be described by nature to show how beauty can change.

Annotation

Anchor Paper 6

Reading Comprehension and Written Expression

Score Point 2

The student response demonstrates basic comprehension of the ideas presented in the passages. The response includes text-based evidence followed up by generally accurate analysis (*He is using the seasons, such as winter, to show how nature can reflect someone's life and that their beauty's not always going to be there [and] I believe the author is showing how a person's life can be described by nature to show how beauty can change*). The response addresses the prompt and provides some development of the claims made (*In "The Human Seasons," the author, John Keats, structures his poem to develop the topics of the passage of time and the natural seasons by giving the seasons man-like features [and] In Shakespeare's "Sonnet 5," the author Shakespeare, structures his poem to develop the topics of the passage of time and the natural seasons by describing changes of an individual's beauty through nature*). Two paragraphs, one for each poet, demonstrates some organization. Although there are a few simple transitions, the paragraphs are disconnected which demonstrates writing that is only somewhat coherent. Word choices are mostly non-specific, but appropriate aiding in establishing a style that is somewhat effective.

In Keats poem about the four seasons of a man, he goes on about how the soul gets tired and weary as his seasons pass. It starts with a glorious spring then to a beautiful summer, but as autumn and winter come the soul becomes tired and weary. Where as Shakespeare's Sonnet goes on about the remnance on how beauty still lives in a man even after he dies. The overall meaning of the Sonet is that there is life after death, but Keat's poem talks about life as it is in the Earthly period.

Annotation

Anchor Paper 7

Reading Comprehension and Written Expression

Score Point 1

The student response addresses the prompt and demonstrates limited comprehension by providing minimally accurate analysis in the form of a simple comparison of the two poems (*Where as Shakespeare's Sonnet goes on about the remnance on how beauty still lives in a man even after he dies*). The simple analysis is supported by limited textual evidence (*It starts with a glorious spring then to a beautiful summer, but as autumn and winter come the soul becomes tired and weary*). There is minimal development evident that is limited in its appropriateness to the task. Limited organization is apparent by the logical sequencing of ideas and a few transitional phrases and provides minimal coherence. The style is minimally effective at best utilizing generic word choices.

Shakespeare structures his poem, "Sonnet 5" by talking about Spring and the liviness and beauty of it. He then tells how Winter comes and is kept. Keats lists each of the four seasons in his poem, Spring, Summer, Autumn, and finally Winter. Keats states the transition and outlook of the season from one to the next. Both Shakespeare and Keats give way to the overall meaning of the passing of seasons and how one transitions to the next. In sort of a sad way, time passes along.

Annotation

Anchor Paper 8

Reading Comprehension and Written Expression

Score Point 1

The response demonstrates limited comprehension of the ideas presented in the two poems by providing a minimally accurate analysis (*Both Shakespeare and Keats give way to the overall meaning of the passing of seasons and how one transitions to the next*) supported by limited textual evidence (*Spring and the liveliness and beauty of it [and] Keats lists each of the four seasons in his poem*). The prompt is addressed and provides minimal development of the topic of how the two poems talk about the seasons. Reasoning is limited. The single paragraph essay offers limited organization and coherence. Transitional phrases (*Both, In, finally*) are present and improve clarity, as well. Overall, the generic word choices and lack of sentence variety results in a style that is only minimally effective.

shakespear said that the seasons pass and so does time but he didnt say that they were similar. Keats said that they were like each other and were comparable i do not think this is the case. I feel that they are not comprable and i do not like it. The shakespear poem sonnet was abot the seasons and how they are beutiful. the other guy talked about how it was comparabl to the life of a human. the human life is short and seasons go on forever and forever we will alwas have seasons they may be diffrent or not at all the same i dont know. human life on the other hand may not be around forever anything could happen . but it does have generation which are similer to the saeson but they all happen at the same time its more of arotation not a cycle the generatons are inter connected the seasons are one after another the old people dont die before the new babies come but fall comes before winter an spring comes beforesummer so they are not paraleles just sligtly similar also the shaksper poem is hard to understand if i could have read it i would no more but ill do my best. it said that he was admiring the season if i do belive so so maybe he thinks that somthing cool will happen with the seasons but i dont think so but the seasons are beutiful winter has very pretty sno spring has relaxing rain fall is very pretty beacause of the leaves on the trees summer is just hot and unenjoyable i do not enjoy 100 degre wheather nor do i enjoy 10 below zero

Annotation

Anchor Paper 9

Reading Comprehension and Written Expression

Score Point 0

The response demonstrates no comprehension. At one point (*the other guy talked about how it was comparabl to the live of a human*) a glimmer of understanding is discernable, but the subsequent discussion (*the human life is short and seasons go on forever and forever*) obscures this possible dawning of comprehension. The rest of the response meanders through the student's thoughts on the seasons, but fails to offer textual evidence or analysis. There is no demonstration of development of a topic that addresses the prompt remotely. The rambling nature of the response provides no cohesion or discernible pattern of organization. The style is inappropriate to the task at hand.

Shakespeare structures his poem by age and seasons of waether as does Keats. Keats describes the season as if you were in the same time period as he was. This is important because to get into a poem or story you have to have a personal connection. If you have a personal connection then you will want to read the poem or story. I myself was more understanding in Keats poem than I was Shakespeares. I just felt like I was outside to see the seasons change before me by reading Keats poem. Both of these authors or writers are great writers but I just didn't understand the background as much on Shakespeare's poem as I did Keats. So as I said earlier it matters how a person writes the background of a poem to see how you follow it.

Annotation

Anchor Paper 10

Reading Comprehension and Written Expression

Score Point 0

The response offers no evidence of comprehension. At no point is any content from either poem addressed or analyzed. Instead, it offers a tangent about the need for a "*personal connection*" to the poems and then continues with a brief personal statement that confesses they didn't understand Shakespeare as well. Even though the opening statement begins to address the prompt (*Shakespeare structures his poem by age and season of weather as does Keats*), none of the remainder of the response provides development. The response is both inappropriate the task and undeveloped.

Practice Set P101 - P105

No Annotations Included

Seasons are often used by authors and poets to express the passage of time in one's life. It is a clear example of time lapsing, and goes hand in hand with aging. In both Shakespeare's, "Sonnet 5", and John Keats, "The Human Seasons" the ideas of aging compared to seasons is prevalent. Both poems are structured in a certain order to show a person's aging and life. In Shakespeare's, "Sonnet 5" he only expresses the seasons of summer to winter to symbolize the changing of youth to an old adult. In the Keats poem he expresses starting in Spring, then moving to Summer, Autumn, and Winter. In this poem, it shows a slower progression of life and that life is in stages. The spring conveys a youth and growing up just like in nature. Summer expresses the youth and joy of one's life. Autumn symbolizes for becoming matured and then Winter expresses the ideas of reaching old age. Because each author writes each poem separately, each poem develops differently and conveys similar yet altered ideas.

In Shakespeare's "Sonnet 5", the seasons are Summer and Winter are clearly stated with little reference to the other seasons. The change from Summer to Winter conveys that life goes by quickly and one's life changes from youth to adulthood before one can realize it. The way Shakespeare organizes his poem also goes to the effect that even when a person become a matured adult it is important to remember the beauty of life and the joyous and cherishable moments one has had in their lifetime. In Keats's, "The Human Seasons", the four seasons get a mention. These seasons symbolize each point in a person's life. For example the poem states, "There are four seasons in the mind of man:" (Keat 2). This quotation clearly shows that each season is like a certain period in one person's life. As a result of all four seasons being mentioned, the message that is received is that life has its stages but still eludes time. Both poems are similar in that they convey how quick life goes by and how one should cherish their youth, but they are still different. Shakespeare's poem symbolizes that life is short but should be cherished and Keat, expresses that life is short but does this in stages of life showing a person growing up. Owing to the difference in organization, the ideas being conveyed in each poem are slightly different.

Seasons and the essence of time both consume one another; thus, a man gets mixed like a smoothie between both. For instance, in their poems, Shakespeare and Keats address these colliding topics of ticking time and solidified seasons, with the imaginary essence that they both involuntarily effect or resemble a man and his own life. In both these similar, yet different poems, particular themes are conveyed in a powerful, heart-wrenching way. These skilled poets use oblique structures and tactics to reach the reader emotionally, and show their overall purpose through multiple stanzas.

Initially, Shakespeare's "Sonnet 5" is a poem that clearly defines the contrast of not only the diverse seasons but the troubles of life itself and its speed. He discusses how a man will fall into another part of his life that may be completely different yet utterly the same. For example he says "...and that unfair which fairly doth excel...will never resting time leads summer on to hideous winter...". By this he is conveying that time is prolonging through all change in a man's life. Change can be as discreet as black or white, or so belittled like an altercation from sky blue to ocean blue. He also mentions how life will play out like it's meant to be and that the beginning of your beloved life, that consists of accomplishments and dreams, will carry on mentally. "But flowers distill'd, though with winter they meet/ Lose but their show; their substance still lives sweet". Ultimately, Shakespeare exhibits that there will be unfair problems in your life, but the current that is meant to occupy one's life **will either carry on** like a storm, or a soothing wave depending on which point in time one is living.

Another experienced author is John Keats, who as clear as day compares the overall life as a man to a widely stretched version of the four seasons. Like a newly chewed piece of gum, Keats illustrates the hardships or accomplishments of a man in a clever, captivating way. For example he begins by saying "Four Seasons fill the measure of the year; there are four seasons in the mind of a man". By providing these statements he illustrates how the seasons are basically a version of a man's growth. For instance, he shows that the season of summer and spring is basically the eye of youth, fun, and dreaming but also the will to sooner or later prepare oneself for real failures or successes. "... Spring's honied cud of youthful thought he loves". In fall Keats shows how one could have one last chance but then when winter comes one's time is done and life should be bottled up and contented. "...in it's Autumn, when his wings he furleth close;/ Winter too of pale misfeature, or else he would forego his mortal nature". In other words picture a man as a flower traveling the seasons, in the hot, wet air or the prime of its life, a flower is as strong, and colorful as it will ever be; hence, when the weather decreases the flower slowly dies, as it would naturally.

To conclude, both authors, Shakespeare and Keats race through the seasons that consume time, that consume a man, to spread the importance of naturality. One may look at these poems as a play book to their life. These creative authors use partially the same ways but different approaches to reach an overall theme. Like these men, every person should value the sunny, bright points in their life and be prepared for the dark and gloomy days that may not always come in sequence. Time is sporadic, and may not always be long-lasting or simplistic.

In Shakespeare's "Sonnet 5", Shakespeare talks about how winter takes away summer and how summer still remains, its essence still remain. Shakespeare structure is showing what seasons do overtime. He describes how the hideous winter take away the summer. He uses negative words in for the winter, showing his dislike for it. They make the overall meaning of the poem being that change happens and not all admire it, but the things people do like about it remains.

In Keats "The Human Seasons" he is using a metaphor to describe a persons soul and what it goes through as it matures. He describes Spring, where everything is still easy and well. Then Autumn is where a soul becomes tired and lazy, but continues he journey to maturity/becoming an adult. Then as an adult the beauty is recongnized.

Keat uses the human soul in seasons, while Shakespeare describes what the seasons do to each other and what happens after one season has disappeared into the next season. Both poem describe change over time, but not have different overall meanings of each poem.

Shakespeare wrote his poem on the weather and how beautiful nature is and Keat wrote his on youth and old age "The beauty that eludes an individual in youth becomes attainable as he or she matures" so his main focus was really about beauty and theirs no limit to how beautiful you are. Both told a story about how beautiful their topic is.

The author of *The Human Seasons* structured their poem in the order of how the seasons go and how they lead up to one another. In the beginning of the poem when it's talking about spring and summer it says it was beautiful. Where in the fall and winter it says "he has his winter too pale mifecture". So what once started out beautiful doesn't always end that way.

The author of *Sonet 5* is somewhat of the same idea. *The poet says "upon never resting time leads summer onto hideous winter"*. So just like *The Human Seasons*, what was once beautiful, wasn't anymore. Both poems are saying that even beauty can't resist time.

Practice Set

(Order of Scores: Reading Comprehension and Written Expression, Conventions)

Paper	Score
P101	3,3
P102	4,3
P103	2,1
P104	0,0
P105	1,1