**9.4 The Bard vs The New**

**Use the scaffold below to assist you with writing your analysis. *Is the sonnet or the song more impactful?***

**Impactful:**

* Impactful: consider how an element or aspect of the work impacts the audience in a positive (or negative) way.
* How does it make the audience understand or see a perspective, and make them respond in a certain way?

Steps to follow:

1. Annotate the sonnet and write an analysis of it using the STEPUP guide.
2. Annotate the song and write an analysis of it using the STEPUP guide.
3. Complete the Compare and Contrast scaffold, breaking down elements of the sonnet and song.
4. Use the table below to guide your paragraph responses. Be sure to include the cognitive verbs below and use the sentence starters and key words to help you.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Table 2. Select characteristics from the sonnet and song you identified above and use the compare and contrast table below, describing the similarities and differences in the evidence you have selected.** | | |
| **Characteristics** | **Your sonnet\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Differences)** | **Similarities** | **Your song \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Differences)** |
| e.g. subject matter |  |  |  |
| aesthetic features  Metaphors/ symbols |  |  |  |
| impacts |  |  |  |
|  |  |  |  |

|  |  |
| --- | --- |
| **Essay structure** | **Your response** |
| **Introduction**   * Context: introduce Shakespeare’s sonnet and the song that you’ve selected (give detail of the song)   + What are the song and sonnet about?   + When (and who by) where they published? * Arguments: what are your paragraphs going to be about? * Thesis: what is your main contention? Is the song or sonnet going to be more impactful? |  |
| **Paragraph 1**   * Introduce the sonnet by using the STEPUP information but *consider how you use paragraph structuring* * **Analyse** the sonnet * **Give evidence** of the differences in the sonnet * Discuss features that only the sonnet has (i.e. differences on the Venn Diagram) * **Evaluate** what makes the sonnet impactful to the audience |  |
| **Paragraph 2**   * Introduce the song by using the STEPUP information but *consider how you use paragraph structuring* * **Analyse** the song * **Give evidence** of the differences in the song * Discuss features that only the song has (i.e. differences on the Venn Diagram) * **Evaluate** what makes the song impactful to the audience |  |
| **Paragraph 3**   * **Compare** the similarities between the song and the sonnet (i.e. middle (similarities) section of the Venn Diagram) * **Give evidence** of the similarities * **Evaluate** what makes the song or sonnet more impactful to the audience |  |
| Conclusion   * Thesis (reword it to remind readers of your contention) * Arguments (recap what you’ve stated) * General statement to conclude your piece and determine which work is more impactful. |  |

**Cognitive verbs required in essay:** analyse, compare & contrast, evaluate, and give evidence

**Compare and contrast**

**Definition:**

* **Compare:** examining two or more things and noting ways that they are similar and different.
* **Contrast:** Examining two or more things and focussing on the differences.

**Key words to use to compare and contrast:**

* **Similarities:** just like, also, in both cases, as well as, compared with, in the same way, similar in that, similarly
* **Differences:** alternatively, by contrast, conversely, differs from, even though, however, in contrast, in other respects, in no way similar, nevertheless, no commonality, on the contrary, on the other hand, opposing, whereas, whilst, yet

**Sentence starters for similarities:**

* There are several ways that \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_ are similar, including \_\_\_\_\_\_\_
* The most striking similarity between \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_ is \_\_\_\_\_\_\_
* \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_ are similar because they both have \_\_\_\_\_\_\_
* The elements of \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_ will be compared.
* Initially, there were no similarities between \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_ but, as time progressed, significant similarities emerged.
* Just as \_\_\_\_\_\_\_ is \_\_\_\_\_\_\_, so is \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_.
* The similarities between \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_ are more relevant than the differences.

**Sentence starters for differences:**

* The main differences between \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_ are \_\_\_\_\_\_\_
* Closer inspection reveals that, whilst \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_ appear very similar, subtle differences exist.
* A comparison of \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_ reveals noteworthy and highly significant differences.
* Obvious differences exist between \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_, particularly the fact that \_\_\_\_\_\_\_
* This differs from \_\_\_\_\_\_\_
* The elements of \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_ are very different.
* The similarities of \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_ are insignificant when compared with their differences.
* Initially, there were no differences between \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_. However, as time progressed, significant differences emerged, including \_\_\_\_\_\_\_
* The distinguishing characteristics of \_\_\_\_\_\_\_ make these pieces very different.
* \_\_\_\_\_\_\_ is dissimilar from \_\_\_\_\_\_\_
* In so many ways, \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_ are similar, and yet these are often forgotten as the differences are given prominence.

**Analyse**

**Definition:** the process of examining the parts of something in detail and discussing or interpreting the relationship of the parts to each other, and to the whole.

**Key words to use to** **analyse:** provides, for example, differs, on the other hand, is made up of, although, comprises, because, furthermore, is different from

**Sentence starters for analysing:**

* All of the poetic features of \_\_\_\_\_\_\_ contribute to \_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_ means that \_\_\_\_\_\_\_
* The main differences between \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_ are \_\_\_\_\_\_\_
* \_\_\_\_\_\_\_ effectively combines \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_
* The words of \_\_\_\_\_\_\_ allow us to \_\_\_\_\_\_\_ (purpose)

**Evaluate – THIS IS THE PART ABOUT BEING IMPACTFUL!**

**Definition:** considering something or someone to make a judgement of value or worth; often this is supported with evidence.

**Key words to use to evaluate:** effective/ineffective, successful/unsuccessful, by contrast, although, apart from, by comparison, despite this, especially, furthermore, nevertheless, in other respects, therefore, with regard to, the effect of, regardless, particularly

**Sentence starters for evaluating:**

* \_\_\_\_\_\_\_\_ is more effective/successful/appealing/distinctive than \_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_ evokes a feeling of \_\_\_\_\_\_\_\_ on the one hand, mixed with feelings of \_\_\_\_\_\_\_\_ on the other.
* An examination of \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_ reveals that \_\_\_\_\_\_\_\_
* There are significantly distinct characteristics of \_\_\_\_\_\_\_\_, including \_\_\_\_\_\_\_\_
* The most indistinctive feature of \_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_
* The most distinctive characteristic is \_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_. This can be seen in \_\_\_\_\_\_\_\_
* Even though parts of \_\_\_\_\_\_\_\_ are weak and indistinctive, the overall \_\_\_\_\_\_\_\_ is distinctive because \_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_ is more distinctive/successful/effective/appealing because \_\_\_\_\_\_\_\_

Some would argue that \_\_\_\_\_\_\_\_ is more distinctive as \_\_\_\_\_\_\_\_

**Give evidence**

**Definition:** referring to sources, illustrations and other evidence about something to support the points that have been made.

**Key words to give evidence:** according to, as well as, clearly, closely, confirmed by, contradicts, evidently, for instance, furthermore, illustrates, in detail, indicates, it is clear that, moreover, refutes, reveals, shows, suggests, supports, thorough.

**Sentence starters for giving evidence:**

* Analysis of this \_\_\_\_\_\_\_\_ suggests \_\_\_\_\_\_\_\_
* The evidence reveals \_\_\_\_\_\_\_\_
* It is shown by the \_\_\_\_\_\_\_\_ in \_\_\_\_\_\_\_\_ that \_\_\_\_\_\_\_\_
* Clear trends are evident and these are \_\_\_\_\_\_\_\_
* Popular opinion supports/does not support \_\_\_\_\_\_\_\_
* The evidence collected allows the following observations to be made:
* The evidence is very convincing because it is stated so clearly.