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The Shakespearean Sonnet

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Stage 1 – Desired Results

Established Goals (e.g., standards)	Transfer
(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to (A) analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry. **Supporting Standard**	*Students will independently use their learning to…* -Construct a personal, creative poem using the conventions of sonnet structure

	Meaning	
	Understandings *Students will understand that….* -Iambic pentameter, rhyme schemes, and stanzas work in unison to create a specific emotional weight in a sonnet. -poetry is written to express one's mental and emotive ideas in a creative, personal way.	Essential Questions -Why are sonnets important/unique to the evolution/canon of poetry? -How does meter and rhyme scheme help convey the meaning of a poem?

(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to (B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning; **Readiness Standard** (C)revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed; **Readiness Standard** (D) edit drafts for grammar, mechanics, and spelling. **Readiness Standard**

	Acquisition	
	Knowledge *Students will know…* -the key elements of sonnet construction including iambic pentameter, rhyme schemes, stanzas and conventions in poetry. -that every Shakespearean Sonnet follows the same structure. -stressed vs. unstressed syllables. -the connection of beat and rhyme in poetry to a song or rap.	Skills *Students will be able to…* -identify and define the structural elements of poetry: iambic pentameter, rhyme schemes and stanzas. -analyze other authors' poetry. -connect different examples of classic poetry to modern, written art forms.

Stage 2 – Evidence		
CODE (M, A, or T)	**Evaluative Criteria** (for rubric)	
T M,A M,A	See attachment (1-6 and 1-7)	Performance Task(s) *Students will demonstrate meaning-making and transfer by…* Hollywood Sonnet Creating their own 14-line sonnet based on an appropriate movie of the student's choosing. The sonnet will incorporate a rough draft including the necessary elements of a sonnet including rhyme scheme, organizational stanza structure, and iambic pentameter. After a peer review and editing component, students will produce a decorated final copy and present to the class through a gallery walk. -- Other Evidence (e.g., formative) -Sonnets and Vidz: Student will analyze provided music video in groups and label the poetic devices (meter, rhyme, etc.) while examining the meaning of the song and if it's effective to the viewer. -Vocabulary/Sonnet analysis quiz -think/pair/share -Quickwrites, journals analyzing poems, and exit slips -Class analysis of Shakespearean sonnets -Individual and group analysis of prologue from Romeo and Juliet -Compare and contrast sonnets and songs -Individual critique and share of sonnet/song; self-assessment and peer-assessment -Peer editing based on rubric -Gallery walk
Stage 3 – Learning Plan		
CODE (A, M, T) M	Pre-Assessment *How will you check students' prior knowledge, skill levels, and potential misconceptions?* Day 1 Cold Sonnet Introduction: Using Sonnet #18 "Shall I Compare Thee…" In pairs, students will interpret what they believe Shakespeare is trying to say before joining together to explore their different interpretations, then whole class discussion.	

A	The teacher presents their own modern interpretation (see page 1-1) of the sonnet before discussing with students Shakespeare's meaning and whether the poem was effective or not.
	Exit Slip: 1. Why are sonnets important/unique to the evolution/canon of poetry?
	      2. Was Shakespeare or the modern version of Sonnet 18 more effective?
	      Why?	

M,A	**Learning Activities** Day 2 What is a Sonnet? Vocabulary of Basic Structure Terms Review Sonnet 18 and explore the sonnet structure (rhyme scheme: students will model basic nursery rhymes). Listen and analyze rhyme structure of Tupac's "Dear Mama" Have students attempt to chart the rhyme scheme of verse one. Define organizational structure of quatrains, couplets, meter, iambs, and iambic pentameter. View Prezi: http://prezi.com/qtrsemaejapt/the-shakespearean-sonnet-vocab-i/ Exit Slip: Have students place iambs on their full name placing the appropriate stress marks above their name. Day 3-4 Show class video of Johnny Cash's "A Boy Named Sue" by Shel Silverstein. Project lyrics and model rhyme/iamb structure. Show class video of Ray Charles' "Your Cheatin' Heart" by Hank Williams. Have them model iamb/stress vs. unstressed syllable structure. View Prezi: http://prezi.com/gx8r-nrrbrdl/the-shakespearean-sonnet-vocab-ii/ Sonnets and Vidz Stations Stations will be set up with a computer playing a teacher choice music video. Students will rotate stations and be given a verse/chorus of the song and asked to write the rhyme scheme and meter of the song. Students will answer the essential question: How does meter and rhyme scheme help convey the meaning of the artist's lyrics?	Progress Monitoring (e.g., formative data) Teacher observation Exit Slip; reflection Teacher observation of process Student discussion

	Class will meet as a whole for discussion and feedback.	Student choice; written songs
	Homework: Students will choose a verse/chorus from an appropriate song of their choice and scan structure.	
M,A	Day 5 Discussion of the importance of oral reading of poetry in Shakespeare's time and modern times.	
	Students will recite the portion of their song to the class in classic tradition and students will discuss the lyrical content and structure.	
	Day 6 Sonnet 130 Listen to Sonnet 130 with your class: http://www.youtube.com/watch?v=4hBWI7lINV0 Have the class infer meaning and what makes the poem successful or not. Define and cover metaphor, simile, assonance, alliteration and "the turn" in the sonnet. (see 1-2)	Teacher observation
A	Exit Slip: Blazon (see 1-3)	
	Day 7 Vocab/Sonnet structure term quiz Students will scan Sonnet 130, diagraming stress marks, pentameter, rhyme scheme, and organizational structure with vocab words.	Terminology assessment
M, A	Have students read the prologue for Romeo and Juliet individually and infer what Shakespeare is attempting to do for his audience.	
	Day 8 Quickwrite: What is the purpose of the movie trailer? Show students 3 movie trailers and ask: Do trailers ever give away too much and is that ok?	
	Present and analyze the prologue of Romeo and Juliet. What do we know or learn about the play through the prologue and Shakespeare's word choice?	Exit slip; reflection
	Exit slip: Choose an appropriate movie (Disney movies work well) and try to summarize the movie from beginning to end in 10 lines.	
T	Day 9-11 Introduce Final Project: Hollywood Sonnet	Written poem
	Students will create their own 14-line sonnet (see 1-5) based on an appropriate movie of the student's	

	choosing. The sonnet will incorporate a rough draft including the necessary elements of a sonnet including rhyme scheme, organizational stanza structure, and iambic pentameter. Teacher will create their own (see 1-4 and http://www.youtube.com/watch?v=cyRqR56aCKc) and model for class. The sonnet must incorporate a movie from the beginning to the end. Rubric will be explained (see 1-6 and 1-7). Day 10 Continue working on rough draft following appropriate structure.	
	Day 11 As students complete their sonnet rough draft they will get with a partner based on skill level for peer edit and feedback (see 1-8).	Peer review
M, A	Day 12 Upon completion of peer review (1-8), students will make final adjustments and transfer their rough draft to a sheet of decorated butcher paper as the final draft. Day 13 Gallery Walk Students will post their completed final draft posters around the classroom and/or hallway. Butcher paper will be displayed "gallery-style" in a way that allows students to spread themselves around the room. The most important factor is that the texts are spread far enough apart to reduce significant crowding. Peers will be given the teacher's rubric (formal/see 1-6) and walk around the room evaluating the students' work and providing additional comments and feedback (informal/see 1-6). Teacher will factor in peer evaluation on the teacher's rubric (see 1-7).	Group review and feedback

(1-1)

Sonnet #18 (Shakespeare)

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date:

Sometime too hot the eye of heaven shines,
And often is his gold complexion dimmed,
And every fair from fair sometime declines,
By chance, or nature's changing course untrimmed:

But thy eternal summer shall not fade,
Nor lose possession of that fair thou ow'st,
Nor shall death brag thou wand'rest in his shade,
When in eternal lines to time thou grow'st,

So long as men can breathe or eyes can see,
So long lives this, and this gives life to thee.

Sonnet #18 (Modern version)

Girl, Should I even compare you to a summer day?
Because you're prettier and even calmer
The wind is crazy and it shakes the blooming May flowers
And sometimes summer just isn't long enough

Sometimes the sun is too hot
And everything gorgeous loses its looks
And everyone and everything gets old and ugly and shabby like an untrimmed beard

BUT (here's the turn)
YOU'RE going to keep your looks forever
And I'm going to make sure that you never lose them
And that you never die because I'm writing this poem about you

As long as men can breathe
As long as men can see
Then this poem lives, and it gives life and memory to your beauty.
(1-2)

Analyzing Shakespeare's *Sonnet 130*

1. Mark the rhyme scheme of the sonnet.

2. To the right of each line and on the blanks provided, write down what you think the line means. Put the lines in your own words.

3. Find one metaphor in the sonnet. Place a box around the metaphor.

4. Find one simile. Place a circle around the simile.

5. Sonnets have something called a turn. It's where the author's tone or meaning or topic seems to change a little. Where do you think the turn begins? Where in this sonnet does Shakespeare seem to change gears? (Hint: the turn usually begins the summation or overall meaning/point of the sonnet)

6. Assonance is the repetition of a vowel sound within a line or two lines of poetry.
    Example: The c**a**t s**a**t s**a**dly on the m**a**t because he was m**a**d**.**

    Find two examples of assonance in the sonnet. On the line provided, write the line number and the words containing assonance. _____
    _____
    _____

7. Alliteration is the repetition of a consonant sound within a line or two lines of poetry.
    Example: The **b**ad **b**oy **b**rought **b**ugs and put them in the **b**ed. (Note: the letter does not have to be at the beginning of the word.)

    Find two examples of alliteration in the sonnet. On the line provided, write the line number and the words containing alliteration. _____
    _____
    _____

8. In your opinion, what point was Shakespeare trying to make in this sonnet?

9. If you were the recipient of this poem, how would you feel? Why?

(1-3)

Exit Slip:

This poem is a **blazon,** a description of the subject referring to particular body parts.
Choose a few and play with other similes:
     His/her eyes are like –   what? Which similes create a positive image?
                            Which similes create a negative image?
     His/her breath is like --   what? Which similes create a positive image?
                            Which similes create a negative image?
     He/she walks like a/an --   what? Which similes create a positive image?
                            Which similes create a negative image?

Exit Slip:

This poem is a **blazon,** a description of the subject referring to particular body parts.
Choose a few and play with other similes:
     His/her eyes are like –   what? Which similes create a positive image?
                            Which similes create a negative image?
     His/her breath is like --   what? Which similes create a positive image?
                            Which similes create a negative image?
     He/she walks like a/an --   what? Which similes create a positive image?
                            Which similes create a negative image?

Exit Slip:

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Choose a few and play with other similes:
     His/her eyes are like –   what? Which similes create a positive image?
                            Which similes create a negative image?
     His/her breath is like --   what? Which similes create a positive image?
                            Which similes create a negative image?
     He/she walks like a/an --   what? Which similes create a positive image?
                            Which similes create a negative image?

(1-4)

Teacher Model

Hollywood Sonnet (Ghostbusters) by Ryan Markmann

Three professors are kicked out of their schools
Peter, Ray, and Egon: the ghost busters
The people of New York call them all fools
But soon demons take over like hustlers

The ghost buster crew is in high demand
As ghosts and ghouls scare everyone in town
An evil spirit named Zuul takes command
Along with Slimer; a green blob-ghost clown

The mayor locks the boys in jail - bad choice
Then the Stay Puft Marshmellow Man shows up
The men are released and people rejoice
With their guns, the Stay Puft Man, they blow up

And soon these words are repeated by all
The ghostbusters say: Who you gonna call?

(1-5)   Hollywood Sonnet

<u>Instructions</u>: on the grid below, write a sonnet about an appropriate movie that you have seen. Make sure you adhere to the following rules:
- Write exactly fourteen lines and place one syllable in each box.
- Lines 1 through 12 describe a movie, from the beginning, including characters and plot.
- Lines 13 and 14 resolve the movie, provide a conclusion, or answer a question.

- Follow the iambic pentameter shown at the top of the grid.
- Follow the rhyme scheme shown at the right of the grid.

	U	/	U	/	U	/	U	/	U	/	
1.											a.
2.											b.
3.											a.
4.											b.
5.											c.
6.											d.
7.											c.
8.											d.
9.											e.
10.											f.
11.											e.
12.											f.
13.											g.
14.											g.

(1-6) Author of Sonnet_____   Evaluator's
Name_____

(Student) Hollywood Sonnet Rubric

	4pts	3pts	2pts	1pt
Rhyme Scheme (Does the sonnet follow the pattern: ababcdcdefefgg?)	Successfully and creatively follows rhyme scheme	Follows rhyme scheme	Rhyming is present, but does not follow appropriate structure	Rhyming is not present
Iambic Pentameter (Does the sonnet contain the appropriate stressed syllables?)	Structure contains no errors	Follows structure with few errors	Structure is present but not consistent with many errors	Sonnet does not follow iambic structure
Imagery (Does the sonnet contain sensory details and/or figurative language?)	Multiple examples are used that enhance the meaning of the sonnet	Some sensory details are used that add to the meaning of the sonnet	Some sensory details may be used incorrectly	Sonnet contains few to no imagery examples
Spelling and Grammar (Does the sonnet contain appropriate grammatical conventions?)	There are few to no errors	There are some noticeable errors, but meaning is not affected	Errors make sonnet difficult to understand	Errors are distracting enough to make sonnet unable to be read

1. **Movie Content** (If you never saw this movie would you have an idea what happens from the beginning to the end by reading this sonnet?) _____ (2pts)

2. **Presentation** (Is the final draft poster creative and organized appropriately?) _____(2pts)

Additional Feedback

_____
_____
_____
_____
_____

 (1-7) Author of Sonnet_____ Peer Eval._____(20%) Teacher Eval._____(80%)

(Teacher) Hollywood Sonnet Rubric

	16pts	12pts	8pts	4pts
Rhyme Scheme (Does the sonnet follow the pattern: ababcdcdefefgg?)	Successfully and creatively follows rhyme scheme	Follows rhyme scheme	Rhyming is present, but does not follow appropriate structure	Rhyming is not present
Iambic Pentameter (Does the sonnet contain the appropriate stressed syllables?)	Structure contains no errors	Follows structure with few errors	Structure is present but not consistent with many errors	Sonnet does not follow iambic structure
Imagery (Does the sonnet contain sensory details and/or figurative language?)	Multiple examples are used that enhance the meaning of the sonnet	Some sensory details are used that add to the meaning of the sonnet	Some sensory details may be used incorrectly	Sonnet contains few to no imagery examples
Spelling and Grammar (Does the sonnet contain appropriate grammatical conventions?)	There are few to no errors	There are some noticeable errors, but meaning is not affected	Errors make sonnet difficult to understand	Errors are distracting enough to make sonnet unable to be read

1. **Movie Content** (If you never saw this movie would you have an idea what happens from the beginning to the end by reading this sonnet?) _____ (8pts)

2. **Presentation** (Is the final draft poster creative and organized appropriately? _____(8pts)

Additional Feedback

_____
_____
_____
_____
_____

(1-8) **Peer Editing Checklist**

Sonnet Author _____

Peer Evaluator _____

Sonnet Title   _____

YES	NO	Sometimes	What to look for…
			The author applies the **rhyme scheme** with **ababcdcdefefgg** structure accurately.
			The sonnet follows **iambic pentameter** with appropriate stress marks.
			The sonnet contains **sensory details** and/or **figurative language** (including metaphor, simile, assonance, and alliteration, etc.).
			The sonnet contains appropriate **spelling and grammar conventions**.

1. One thing I liked about the sonnet is_____
    _____
    _____
    _____
    _____
    _____

2. One way you can make the sonnet more effective is to _____
    _____
    _____
    _____
    _____
    _____