

Level: 9th Grade

Class Size: 20 - 25 students

Unit: Sonnets - The History

Time Needed: 90 minutes

Sequence In Unit: 1st Lesson

Classroom Composition: General mainstreamed classroom.

Stage 1: Identify Desired Results

a. Enduring Understandings

- **Goal:** The learners should understand the basic history behind a sonnet and be able to describe the differences behind the different styles of this form of poetry.

- **Objectives**
 - The learner will be able to identify the different forms of sonnets through the rhyme scheme pattern associated with them. (Cognitive: Comprehension)
 - The learner will be able to summarize and explain briefly the lengthy history behind the sonnet. (Cognitive: Comprehension)
 - The learner will be able to explain to others the importance of the sonnet in the English canon and why it is an important asset to understand this form of poetry. (Cognitive: Analysis)
 - The learner will be able to explain why a poem brought about particular motions through using the wording of the poem as evidence. (Affection: Valuing)

- **Connects to the Maine Learning Results**
 - English Language Arts, Grades 9 - Diploma A2 (Literary Texts)
 - f. “Analyze how meaning is conveyed in *poetry* through *diction*,

figurative language, repetition, and rhyme.”

- English Language Arts, Grades 9 - Diploma C1 (Research)

a. “Select and apply research methods that suit the purpose of the inquiry.”

- Career and Education Development, Grades 9 - Diploma A3
(Interpersonal Skills)

c. “Working as a team.”

- Social Studies, Grades 9 - Diploma E1 (Historical Knowledge, Concepts, Themes, and Patterns)

d. “Analyze and critique varying interpretations of *historic* people, issues, or events, and explain how evidence is used to support different interpretations.”

b. Essential Questions

- What is a sonnet?
- How is a sonnet recognized?
- Who wrote sonnets?
- How did sonnets become popular?
- Why did sonnets become popular?
- Why are they important?

c. Knowledge and Skills

- The learners have previously heard of sonnets and may have read some lower-level sonnets.
- The learners have previously analyzed poetry and the emotions within poems.
- The learners have previously heard of the terms that will be reviewed and expanded on in this lesson and following lessons.

Stage 2: Determine Acceptable Evidence

d. Performance Tasks

For homework, students will be asked to:

- find a sonnet, whether online or in a book
- provide of a copy of the sonnet they found
- write a one or two paragraph explanation as to which sonnet the poem is and why.

Homework will be graded on the following Likert scale:

5 - Full understanding, great examples, and correct on information.

4

3 - Concepts are there, but definitions need more fine tuning.

2

1 - Little to no understanding, poor examples, and/or incorrect info.

0 - Did not do assignment

e. Quizzes, Tests, Prompts

-N/A-

f. Unprompted Evidence

The teacher will observe whether or not students are cooperating within their groups and will keep track of who has spoken up in class discussion.

g. Self Assessment

Students will have the chance to ask questions to check for clarification and will also be doing a homework assignment that will also allow them to see how much they do and don't understand.

Stage 3: Plan Learning Experiences and Instruction

h. Sequence of Learning Experiences/Instruction

1. Students will enter the classroom only for them to see to following on the board:

Italian/Petrarchan Spenserian English/Elizabethan/Shakespearean

The teacher will ask them briefly why they think these categories are written up there and will introduce the outline of the day's lesson.

2. Students will be broken into six groups and each given a poem. There will

only be three poems given out, so there will be two groups for each poem. Students will be told to look for the following in the poems:

- rhyme scheme (and not just what words rhyme, but if there is a pattern to it)
- number of syllables per line
- the tone of the poem (whether it is dark, dreary, happy, etc.)
- what the poem is about
- anything they find interesting

Give students roughly 5-10 minutes to discuss.

3. Call the class back to attention for a class discussion on the poems. Make sure to hand out the sheet containing all three poems so that students may look on and make remarks aside from what the two main groups for each poem does. Through the discussion, help the students create the following list up on the board (this may include some extra things such as emotions, etc.):

	Italian/Petrarchan	Spenserian	English/Elizabethan/Shakespearean
Avg. # syllables:	10	10	10
Rhyme pattern:	abbaabba cdcd ee	abab bcbc cdcd ee	abab cdcd efef gg
Number of lines:	14	14	14
	First 8 line present a problem.		First three sets hold similar image.
	Last six lines solve the problem		Last couplet holds a paradox.
	Keats	Spenser	Shakespeare

Give roughly 20-30 minutes for class discussion on the three forms of sonnets.

4. After wrapping up class discussion, introduce the concept that to fully understand sonnets, they need to know how they originated.
 - The form of the sonnet had first come into existence in 14th century via Dante Alighieri and Francesco Petrarch.

- The popularity of sonnets is owed to Richard Tottel. In 1557 he released an anthology called Songs and Sonnets, which was a collection of poems by Sir Thomas Wyatt and Henry Howard.
- The publication of this book brought the sonnet into mainstream.
- Shakespeare was known to use sonnets as a way of writing love letters to his wife and possible mistresses.
- Regardless of the reason of him writing sonnets, Shakespeare popularized the English version of the sonnet.
- The sonnet is now part of what is called the literature canon: a selection of works that are decidedly the backbone to all English literature.

Allow students to time ask any questions that they feel they need clarification on. Hand out the rubric for the final project so that they can get a feel as to what will be due in three class periods.

5. Assign students homework due for the next class. For homework, students will be asked to:
 - find a sonnet, whether online or in a book
 - provide a copy of the sonnet they found
 - write a one or two paragraph explanation as to which sonnet the poem is and why.

They will be graded on the system that was explained to them in-class and is on their syllabus.

i. Materials and resources

Teacher Resources

- ▶ Computer with word processing capabilities.
- ▶ Lesson notes
- ▶ Materials for in-class assignment.
- ▶ Wipe off board and markers or chalk and chalkboard

Student Resources

- ▶ Pencil, Pen, Paper.....materials required for regular attendance