

Level: 9th Grade

Class Size: 20-25 students

Unit: Sonnets - The Building Blocks

Time Needed: 90 minutes

Sequence In Unit: 2/3

Classroom Composition: General mainstream classroom including special education students.

Stage 1: Identify Desired Results

a. Enduring Understandings

- **Goal:** The learners should be able to explain the basic principles of a sonnet and use this knowledge in applications later on throughout the unit.
- **Objectives:**
 - The learners will be able to give a definition of what a sonnet is, including the rhyme scheme, stress pattern, and length. (Cognitive: Knowledge)
 - The learners will be able to read a sonnet and count the number of syllables within each line, in addition to identifying whether or not it is a complete line according to the rules of sonnets. (Cognitive: Application)
 - The learners will be able to complete the rhyme schemes in unfinished sonnets. (Cognitive: Application)
- **Connections to the Maine Learning Results**
 - English Language Arts, Grades 9 - Diploma A2 (Literary Texts)
 - g. “Compare types of *poetry*.”
 - Career and Education Development, Grades 9 - Diploma A3 (Interpersonal Skills)
 - c. “Working as a team.”

b. Essential Questions

- What is the rhyme scheme of a sonnet?
- How many lines does a sonnet consist of?
- What are the average number of syllables in a sonnet?

c. Knowledge and Skills

- Students may have previously been taught about sonnets, or have at least read one or more.

Stage 2: Determine Acceptable Evidence

d. Performance Tasks

The homework assignment will be used to evaluate how well students have grasped the basic concepts of sonnets. The assignment will be graded and returned the next day. The grading scale used will be the following:

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

4

3 - Concepts are there, but definitions need more definition.

2

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

e. Quizzes, Tests, Prompts

- N/A -

f. Unprompted Evidence

Students will be evaluated on how effectively they work in pairs and as a class via teacher observation.

g. Self Assessment

Students will have a chance to ask questions to check clarification.

Stage 3: Plan Learning Experiences and Instruction

h. Sequence of Learning Experience/Instruction

1. Students will be given a brief lecture discussing the “rules” of sonnets, including the stress pattern, rhyme scheme, and length. For this the teacher will use the prepared transparencies. Each student will receive a printed copy for their personal preference. This tends to be a hard topic for students, so allow up to 45 minutes for this lecture, including times for questions.

The Rules of Sonnets

A How heavy do I journey on the *way*,
B When what I seek – my weary travel’s *end* –
A Doth teach that ease and that repose to *say*,
B ‘Thus far the miles are measur’d from thy *friend!*
C The beast that bears me, tired with my *woe*,
D Plods dully on, to bear that weight in *me*,
C As if by some instinct the wretch did *know*
D His rider lov’d not speed, being made from *thee*:
E The bloody spur cannot provoke him *on*
F That sometimes anger thrusts into his *hide*;
E Which heavily he answers with a *groan*,
F More sharp to me than spurring to his *side*;
G For that same groan doth put this in my *mind*,
G My grief lies onward, and my joy *behind*.¹

Iambic Pentameter: The style that sonnets are commonly written. Each line consists of five iambic feet, meaning that each line includes ten syllables and has to following stress style to it:

da-DUM/ da-DUM/ da-DUM/ da-DUM/ da-DUM/

Shakespeare, William. Complete Works. USA: Edward Brothers Inc., 2004. Pg 1199

2. Students will then be broken up into pairs to complete the handout task that asks them to complete the rhymes in the sonnet and write down the number of syllables for each line. Allow 15 minutes.

3. After group work, the entire class will work on going through, line by line, talking about the number of syllables and rhyme pattern using the following answers.

What is your substance, whereof are you **made**,
That millions of strange shadows on you **tend**?
Since every one hath, every one, one's **shade**,
And you, but one, can every shadow **lend**.
Describe Adonis, and the **counterfeit**
Is poorly imitated after **you**;
On Helen's cheek all art of beauty **set**,
And you in Grecian tires are painted **new**;
Speak of the spring, and foison of the **year**;
The one doth shadow of your beauty **show**,
The other as your bounty doth **appear**,
And you in every blessed shape we **know**.

In all external grace you have some **part**,
But you like none, none you, for constant **heart**.

AVE. NUMBER OF SYLLABLES: 10

4. Review main concepts that had been talked about.

- Sonnet pattern of
A-B-A-B-C-D-C-D-E-F-E-F-G-G
- Average number of syllables per line: 10
- Line pattern of
da-DUM/ da-DUM/ da-DUM/ da-DUM/ da-DUM/
- Pattern name of IAMBIC PENTAMETER

5. The homework assignment is to find a copy of a sonnet from the internet or copy one from a book (a different one than the previous one you've used). Yes, this assignments has similarities to the previous one, but it is not the same.

- Write down the number of syllables for each line. Average these and explain in a paragraph whether this fits with the idea of a sonnet and why. Letter the lines in a rhyming pattern (using your handout as an example) and write a one paragraph explanation as to whether or not this fits the "rules" of sonnets.
- Write a rough draft of your sonnet that will be handed in at the end of the unit. This should be 12 point font, double spaced. These will be work-shopped tomorrow in class. Make sure to bring four separate copies.
- *NOTE: The entire homework grade will be brought down to a ZERO if the student does not bring in a rough draft.*
- *NOTE: If for some reason you cannot bring in four copies, come talk to me first thing.*

i. Materials and Resources

Teacher Resources

- ▶ Computer 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