

Unit 8-Shakespeare Sonnets

Content Area: **English Language Arts**
Course(s): **Language Arts 8**
Time Period: **April**
Length: **2 weeks**
Status: **Published**

Unit Summary

Shakespeare's innovative use of language has had a profound and lasting impact on English language and literature. Studying Shakespeare's sonnets introduces students to his language in preparation for *Romeo and Juliet*.

Standards

LA.8.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.8.1.A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
LA.L.8.1.B	Form and use verbs in the active and passive voice.
LA.L.8.1.C	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
LA.L.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
LA.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.8.2.A	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
LA.L.8.2.C	Spell correctly.
LA.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
LA.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

LA.W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
LA.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LA.RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LA.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.

Student Learning Objectives

-

Essential Questions

- What key elements comprise Shakespearean literature?
- Why are we still reading Shakespeare's work today?

Enduring Understandings

- Students will understand that there are similarities and differences between Shakespearean and modern English.
- Students will understand that there is a specific origin of the sonnet.
- Students will understand that Shakespearean Sonnets have a specific structure and conventions such as quatrains, couplets, rhyme scheme, and meter (iambic pentameter).
- Students will understand that sonnets, like all poetry, use concrete images to communicate abstract ideas or thoughts.
- Students will understand that sonnets were developed in Italy by Petrarch as a form of poetry to be performed to music; the effects of SOUND (language experienced orally) in a sonnet remains an important element in Shakespearean sonnets.

Application

- Students will be able to independently use their learning to...

Skills

Students will be skilled at:

- Utilizing reference materials and context clues to paraphrase and/or understand Shakespearean English.
- Interpreting Shakespearean sonnets.
- Identifying the elements of the writing craft that Shakespeare used in composing sonnets.
- Creating a sonnet that follows all or most of the conventions of the Shakespearean sonnet.
- Performing an original sonnet in an oral presentation that allows the audience to appreciate the sound its language.