

English I - Unit IV - Poetry/Sonnets

Content Area: English
Course(s):
Time Period: Marking Period 3
Length:
Status: Published

State Mandated Topics Addressed in this Unit

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N/A	N/A

Poetry/Sonnets

Learning Objectives

- Create an arguable position using evidence from a text.
- Analyze the effectiveness of a performance using criteria from a rubric
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Critical textual annotation will be taught in addition to syntax variety, figurative language, and narrative structure.
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- Developing well-organized textual evidence to support written and oral analysis of a given text.
- Identify a poet’s overall theme, and trace the development of that theme throughout a poem.
- Recite a sonnet from memory to an audience of teachers and peers.
- Respond to assigned secondary, informational readings and/or short videos.
- Respond to specific passages in the primary text to analyze literary elements and in response to narrative structure, the development of characters and themes, and figurative language.

Essential Skills

Standards

ELA.L Language

ELA.L.SS.9–10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.SS.9–10.1.A	Use parallel structure.
ELA.L.SS.9–10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
ELA.L.SS.9–10.1.C	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
ELA.L.SS.9–10.1.D	Use a colon to introduce a list or quotation.
ELA.L.SS.9–10.1.E	Recognize spelling conventions.
ELA.L.KL.9–10.2	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
ELA.L.KL.9–10.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
ELA.L.KL.9–10.2.B	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
ELA.L.KL.9–10.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ELA.L.VL.9–10.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VL.9–10.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
ELA.L.VL.9–10.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
ELA.L.VL.9–10.3.C	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
ELA.L.VL.9–10.3.D	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
ELA.L.VL.9–10.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.L.VI.9–10.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.L.VI.9–10.4.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
ELA.L.VI.9–10.4.B	Analyze nuances in the meaning of words with similar denotations.
ELA.L.VI.9–10.4.C	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).
ELA.SL	Speaking and Listening
ELA.SL.PE.9–10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
ELA.SL.PE.9–10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

ELA.SL.PE.9–10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
ELA.SL.PE.9–10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
ELA.SL.PE.9–10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
ELA.SL.II.9–10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
ELA.SL.ES.9–10.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
ELA.SL.PI.9–10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
ELA.SL.UM.9–10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
ELA.SL.AS.9–10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Instructional Tasks/Activities

- Akala TEDTalk
- Annotate sonnets by marking unfamiliar vocabulary, tone, structure, figurative language, and meaning.
- Memorize and recite poem of choice
- Practice sonnet recitations in small groups.
- Sonnet 18
- Sonnet Love Poem Activity
- Use illustrations to capture a poet’s meaning.
- Watch videos of sonnet recitations from the English Speaking Union. Discuss the strategies used to convey the meaning of the sonnet to the audience.

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection

- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Chromebook
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates

- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Honors Modifications

Encourage students to explore concepts in depth and encourage independent studies or investigations.

Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.

Invite students to explore different points of view on a topic of study and compare the two.

Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.

Resources

- A Midsummer Night's Dream
- Folger Shakespeare:
<http://www.folger.edu/template.cfm?cid=865&CFID=2823289&CFTOKEN=51496420>
- In Search of Shakespeare: <http://www.pbs.org/shakespeare/#> Shakespeare Searched:
<http://clusty.com/search?v%3aproject=billy&&v:frame=form&frontpage=1>
- Readings of Shakespeare's Sonnets:
http://town.hall.org/Archives/radio/IMS/HarperAudio/020994_harp_ITH.html
- Romeo and Juliet (text and graphic novel)
- Shakescenes: <http://www.princeton.edu/~danson/Lit131/Scenes.htm>
- Shakespeare Illustrated: http://shakespeare.emory.edu/illustrated_plays.cfm
- Shakespeare webquest:
<http://edtech.suhsd.k12.ca.us/inprogress/TTQAT/SirPeebs/webshakespear2.html>
- Sonnet 18
- TEDTalk: Hip-Hop and Shakespeare by Akala
- The Shakespeare Mystery:
<http://www.pbs.org/wgbh/pages/frontline/shakespeare/debates/bostondebate.html>