

DATE

Wednesday, February 15

TITLE

Sonnets and Iambic Pentameter

TIME

46 minutes

SETTING

English 1 Honors (1st and 8th period) and Inclusion (3rd period)

OBJECTIVES

Students will be able to:

- Recognize and identify iambic pentameter in given text from *Romeo and Juliet*
- Locate poetic devices in song lyrics and a Shakespearean sonnet
- Analyze a Shakespearean sonnet for both depth and clarity

MATERIALS

- 90 copies of handouts with “Lose Yourself” Lyrics, “Sonnet 18”, iambic pentameter example
- 3 sets of Shakespeare examples of iambic pentameter, quotes cut out and stapled to sheets to hand out
- Video of “Lose Yourself” song
- 90 copies of double journal entry worksheets

ACTIVITY

Opener:

- Journal: What do you remember about poetry from earlier this year? What sort of important vocabulary/common terms do you remember? Be sure to write this in paragraph form and define any terms you use.
- We will briefly share what they wrote down to sort of spark their memory of poetry from the previous unit.

Body:

- I will first state the objectives for this lesson
- I will instruct them to turn to the part of their binders that had the poetry terms defined in their notes
- Then I will pass out the lyrics to “Lose Yourself” and tell them to specifically pay attention to the rhythm of the song as I play it for them
- We will go through the lyrics and discuss the different poetic devices Eminem uses.
 - Uses **internal rhyme** in an A/B/A; A/C/A; D/D/C/A rhyme scheme with (sweaty/arms/heavy; already/mom’s/spaghetti; nervous/surface/calm/ready)

- **Onomatopoeia** with the word “BLAOW!”
- **Imagery:** “Palms are sweaty, knees weak, arms are heavy” – creates image of nervousness
- I will read the lyrics to them tapping out the rhythm as the *heartbeat* of the poem. We will pay special attention to stressed words
- Then I will pass out “Sonnet 18”
- I will first have them read it silently to themselves, then I will ask for a volunteer to read it aloud
- I will go through the poem line by line emphasizing what makes this a sonnet
 - 14 lines; 4 quatrains; one couplet
 - Rhyme scheme: A/B/A/B; C/D/C/D... G/G
 - Perform sort of a close reading of the poem finding poetic devices
 - Then discussing iambic pentameter as the heartbeat of this poem
 - iambic pentameter
 - First I will have them tap out on the desk what a heartbeat sounds like
 - Then I will say the line “I am a pirate with a wooden leg” tapping out the words. Then I will have the class do it together in unison still tapping the rhythm
 - Then I will go through the poem keeping rhythm so they hear it
 - I will define I.P. for them as a rhythm that consists of five iambs. An iamb is one unstressed syllable and one stressed syllable. In one line there will be five of these combinations. I will underline the stressed syllables and bracket the iambs. Then I will write the number of iambs on the side and circle the number to show that we counted five of these combinations.
 - Also make sure to explain to them that Benvolio and Mercutio often speak in iambic pentameter in the text and many times in Shakespeare’s plays, a character speaks in iambic pentameter to show that they are upper class. Poetry or verse is a sign of status in many of Shakespeare’s plays.

Closer:

- I will have them turn to the strip of paper with a small passage from scenes 3 and 4 written in iambic pentameter. With the person next to them they will do the same thing I just did with their small passage – brackets, underlining, counting. They will turn this in as their assessment and closing activity.

HOMEWORK

- Double entry journal on Scene 5 – period 1 and 8 assigned to complete the entire journal; period 3 assigned to just write the quote (they will complete the analysis as their opener the following day)

ACCOMMODATIONS

- The accommodations I made were for my inclusion class, I spent more time modeling how to locate iambs and indicating iambic pentameter
- I also discussed the rhythm of poetry within the rap song more with them to ensure their understanding of what it means to look for stressed and unstressed syllables

ASSESSMENT

- I assessed my students learning by checking for understanding frequently throughout the lesson
- I also collected their exit slips in the end to make sure they understood how to locate iambic pentameter within a text

RESOURCES

- *Hip-hop Poetry and the Classics*
- *Romeo and Juliet*
- Youtube.com

STANDARDS

- Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

HANDOUTS

Name: _____

Lose Yourself

By Eminem

His palms are sweaty, knees weak, arms are heavy
There's vomit on his sweater already, mom's spaghetti
He's nervous but on the surface he looks calm and ready
To drop bombs, but he keeps on forgetting
What he wrote down, the whole crowd goes so loud
He opens his mouth but the words won't come out
He's choking, how? Everybody's joking now
The clock's run out, time's up, over – BLOW! ...
He's so mad, but he won't
Give up that easy, nope, he won't have it
He knows, whole back's to these ropes
It don't matter, he's dope
He knows that, but he's broke
He's so sad that he knows
When he goes back to this mobile home, that's when it's
Back to the lab again, yo...
He better go capture this moment and hope it don't pass him

You better lose yourself in the music, the moment
You own it, you better never let it go

You only get one shot, do not miss your chance to blow
This opportunity comes once in a lifetime.

Sonnet 18

By William 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 dimm'd;
And every fair from fair sometime declines,
By chance, or nature's changing course, untrimm'd;
But thy eternal summer shall not fade
Nor lose possession of that fair thou owest;
Nor shall Death brag thou wander'st in his shade,
When in eternal lines to time thou growest;
 So long as men can breath, or eyes can see,
 So long lives this, and this gives life to thee

Name: _____

The date is out of such prolixity.
We'll have no Cupid hoodwinked with a scarf,

Name: _____

Bearing a Tartar's painted bow of lath,
Scaring the ladies like a crowkeeper,

Name: _____

Nor no without book prologue, faintly spoke
After the prompter, for our entrance.

Name: _____

But let them measure us by what they will.
We'll measure them a measure and be gone.

Name: _____

Not I, believe me. You have dancing shoes

With nimble soles. I have a soul of lead

Name: _____

You are a lover. Borrow Cupid's wings
And soar with them above a common bound.

Name: _____

And to sink in it should you burden love-
Too great oppression for a tender thing.

Name: _____

Is love a tender thing? It is too rough,
Too rude, too boist'rous, and it pricks like thorn.

Name: _____

If love be rough with you, be rough with love.
Prick love for pricking, and you beat love down.

Name: _____

Give me a case to put my visage in
A visor for a visor. What care I

Name: _____

What curious eye doth cote deformities?
Here are the beetle brows shall blush for me.

Name: _____

Come, knock and enter, and no sooner in
But every man betake him to his legs.

Name: _____

A torch for me. Let wantons light of heart
Tickle the senseless rushes with their heels,

Name: _____

For I am proverbed with a grandsire phrase:
I'll be a candle holder and look on;

Name: _____

Tut, dun's the mouse, the constable's own word.

If thou art dun, we'll draw thee from the mire –

Name: _____

We waste our lights; in vain, [light] lights by day.
Take our good meaning, for our judgment sits

Name: _____

O, then I see Queen Mab hath been with you.
She is the fairies' midwife, and she comes

Name: _____

In shape no bigger than an agate stone
On the forefinger of an alderman,

Name: _____

Drawn with a team of little atomi
Over men's noses as they lie asleep

Name: _____

Her wagon spokes made of long spinners' legs,
The cover of the wings of grasshoppers,

Name: _____

Her traces of the smallest spider web,
Her collars of the moonshine's wat'ry beams,

Name: _____

Her whip of cricket's bone, the lash of film,
Her wagoner a small gray-coated gnat,

Name: _____

Not half so big as a round little worm
Pricked from the lazy finger of a maid.

Name: _____

Her chariot is an empty hazelnut,
Made by the joiner squirrel or old grub,

Name: _____

Time out o' mind the fairies coachmakers.
And in this state she gallops night by night'

Name: _____

Through lovers' brains, and then they dream of love;
On courtiers' knees, that dream on cur'sies straight;

Name: _____

O'er lawyers' fingers, who straight dream on fees;
O'er ladies lips, who straight on kisses dream

Name: _____

Which oft the angry mab with blisters plagues
Because their breaths with sweetmeats tainted are

Name: _____

Sometime she gallops o'er a courtier's nose,
And then dreams he of smelling out a suit.

Name: _____

And sometime comes she with a tigh-pig's tail,
Tickling a parson's nose as he lies asleep;

Name: _____

Then he dreams of another benefice.
Sometime she driveth o'er a soldier's neck,

Name: _____

And then dreams he of cutting foreign throats,
Of breaches, ambuscadoes, Spanish blades