

LOVERS AND THEIR LINES: THE SONNETS

British Literature - Unit 3

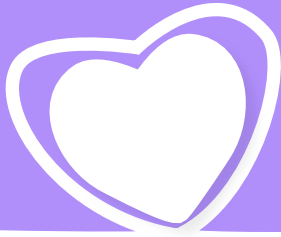


*"MY LOVE IS LIKE TO
ICE AND I TO FIRE"*

- "SONNET 30" EDMUND SPENSER

At the end of this unit, students will be able to:

- 1. Read, analyze, interpret, and respond to Elizabethan poetry*
- 2. Identify characteristics of Early-Modern English, Spenserian, Petrarchan, and Shakespearean sonnets, and sonnet sequences*
- 3. Relate poems to their historical context*
- 4. Relate poems to personal experience*
- 5. Define and use new vocabulary words*
- 6. Develop and improve formal and creative writing skills*
- 7. Identify and use literary terms*
- 8. Write original Spenserian, Petrarchan, and Shakespearean sonnets*
- 9. Create a written, musical, or artistic project based on the literary themes*



"Our Love Will Live And Later Life Renew"

"Sonnet 75" Edmund Spenser

Activity 3.1 - Love Poetry Starter

Complete the introductory worksheet (**PARTICIPATION**)

Activity 3.2 - Unit 3 Introductory Notes

Download or print the notes for this unit and bring them to class every day.

*Be prepared for a quiz on this information.

Due Date/Quiz Date:

Activity 3.3 - Love Speaks On The Radio

Listen to one of the selections from the list below. All selections are from *This American Life*, a show on public radio - www.thisamericanlife.org

- **Episode 317** - Act One: Love Is a Battlefield
- **Episode 317** - Act Two: Hit Me With Your Best Shot
- **Episode 339** - Act One: Dr. Phil
- **Episode 245** - Act One: Return to the Scene of the Crime
- **Episode 308** - Act One: Prisoner of Love
- **Episode 122** - Act One: Meet the Ball and Chain
- **Episode 291** - Act One: Not Your Parents' Parent Trap

- **Episode 46** - Act One: Anti-Oedipus

- **Episode 313** - Act Two: The Grandma Letters

These episodes discuss love and relationships at various stages and in various ways. Write a 1-2 page essay based on your chosen act.

- Summarize the story. What is it about? Who is involved?
- What is your reaction to the piece? What was the most interesting aspect of the piece?
- How was love (eros, philia, agape) a major theme in the piece? Explain.
- Include a proper introduction, body, and paragraph
- Write well-constructed paragraphs
- Do not use contractions or first and second pronouns.
- Include at least 1 direct quotation from the radio piece in your essay. No freestanding quotations.
- Use any 3 vocabulary words from units 1 and 2. Underline the words you use.
- Type and title your essay. Submit a printed copy.
- **PLAGIARISM WILL NOT BE TOLERATED.**

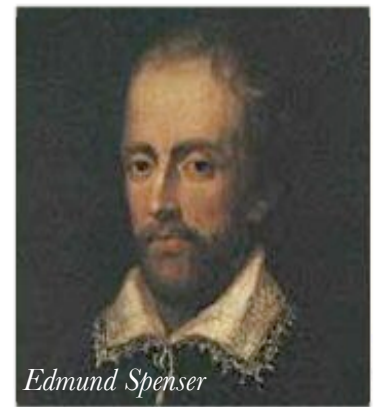
Due Date:

Activity 3.4 Images of Love

Bring in 3 photos that you feel best represent each form of love (1 picture each). Write a brief explanation of how your pictures reflect eros, philia, and agape. Present your pictures and read your explanation to the class. Paste your picture to the corresponding class poster.

(PARTICIPATION)

Due Date:



Edmund Spenser

Activity 3.5- "Sonnet 30" and "Sonnet 75" by Edmund Spenser

1. Meet Edmund Spenser
2. Participate in the large group discussion of "Sonnet 30" by Edmund Spenser.
3. Apply the strategies for reading poetry, and paraphrase the model poem.
4. Next, read and discuss "Sonnet 75"
5. Complete the graphic organizer
6. Answer the questions that follow.
7. Be prepared to discuss the sonnets. (**WORKSHEET**)
8. Be prepared for a **quiz** on both Spenserian sonnets **and** all the words from Unit Vocabulary List 1

Due Date/Quiz Date:

“Do they above love to be loved?”

“Sonnet 31” Sir Philip Sidney

Activity 3.6 - The Poetry of Sir Philip Sidney

1. Meet Sir Philip Sidney - **Download or print notes**
2. Unit Vocabulary List 2
3. Read and discuss "Sonnet 31" and "Sonnet 39" by Sir Philip Sidney
4. Complete the graphic organizers
5. Answer the questions that follow.
6. Be prepared to discuss the sonnets.
7. Be prepared for a **quiz** on both of Sidney's poems and all of the words from Unit Vocabulary List 2

Due Date/Quiz Date:

Activity 3.7- Advice for the Lovelorn

Imagine that the speaker in Sidney's Sonnets 31 and 39 has asked you for your advice about his relationship with the lady. Write a response to him advising him what to do about the pain he suffers from love for his lady.

Write a one-page response with an introduction, body, and conclusion. Do not use contractions. First and second person pronouns are acceptable. Your essay must include at least two quoted lines from "Sonnet 31" and/or "Sonnet 39" by Sir Philip Sidney. Be sure to elaborate on and explain the quotes. Do not simply put them in the essay. **Type and title your response.**

You must use at least two vocabulary words from this unit and at least two from each of the previous units (6 total). Underline the words you use.

DUE DATE:



Sir Philip Sidney

Project #1

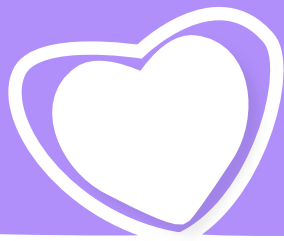
Sonnet Recitation

Sonnets provide beautiful insights into love and relationships in a mere 14 lines.

- Choose one of the sonnets from this unit. Memorize the sonnet in order to give an oral interpretation of the poem (in a one-on-one session with Mrs. Fitzgerald)
- You can also research other sonnets by Spenser, Sidney, Shakespeare, or Elizabeth Barrett Browning. However, you must inform Mrs. Fitzgerald of your choice prior to your recitation.
- Sign up with Mrs. Fitzgerald to recite this sonnet.
- ***A brief discussion will also be included, so choose a sonnet you enjoy and understand.**

RECITATION DATE: SIGN UP SHEET





“How do I love thee?
Let me count the ways.”

“Sonnet 43” Elizabeth Barrett Browning

Sonnets Test #1 Spenser and Sidney

Be prepared for a test on the poems of Edmund Spenser and Sir Philip Sidney. The test will include content, themes, literary terms, and Unit Vocabulary Lists 1 and 2.

Test Date:

Activity 3.8 - The Poetry of Elizabeth Barrett Browning

1. Meet the Brownings
2. Unit Vocabulary List 3
3. Read and Discuss “Sonnet 43”
4. Complete the Guided Questions and participate in the class discussion

Due Date:

Activity 3.9 - Original Sonnet #1

Choose one of the following sonnet options.

PLAGIARISM WILL NOT BE TOLERATED

Option #1- Spenserian Sonnet

Write an original Spenserian sonnet about a loving relationship (requited love). Follow the correct rhyme scheme and meter for a Spenserian sonnet. **Use at least one word from Vocabulary List 1, one word from Vocabulary List 2, and at least one word from any other unit.** Number every five lines. Type and title your sonnet.

Option #2 - Sidney Sonnet

Write an original Petrarchan sonnet about a remote, unattainable, or unrequited love. Follow the correct rhyme scheme of a Petrarchan sonnet. Present the situation in the octave and the response in the sestet. **Use at least one word from Vocabulary List 1, one word from Vocabulary List 2, and at least one word from any other unit.** Number every five lines. Type and title your sonnet.

Option #3 - Portuguese Poem

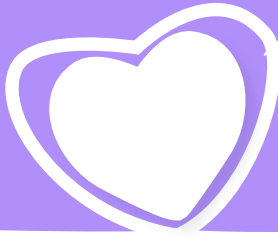
Write an original Petrarchan sonnet that focuses on the way in which you love a particular person. Follow the correct rhyme scheme of a Petrarchan sonnet. Present the theme of the poem in the octave and give further development of the theme in the sestet. **Use at least one word from Vocabulary List 1, one word from Vocabulary List 2, and at least one word from any other unit.** Number every five lines. Type and title your sonnet.

Due Date:

The Brownings



*"For thy sweet love remembered such wealth brings
that then I scorn to change my state with kings"*
"Sonnet 29" William Shakespeare



Activity 3.10 - If Music Be The Food of Love. . .

Working with your group, complete this found poem activity which connects Shakespeare's poetry to modern music. **(PARTICIPATION)**

Activity Date:

Activity 3.11 - Music Is Poetry

Choose *one* of the following options:

Option #1 - Collage

Create a collage based on figurative language found in the sonnets: simile, metaphor, personification, and anaphora. Find an example of each type of figurative language in any of the sonnets studied. Include these lines in your collage along with the sonnet title and poet's name. In addition, find an example of simile, metaphor, personification, and anaphora in modern music. Include these lines in the collage with the title of the song and the artist.

Your collage must show the relationships between the poetry and the music. Your images must reflect the content and themes of the music and poetry because MUSIC IS POETRY. Your collage must be at least 11x17. Your images, font, colors, text, etc. must have an artistic purpose and fill the space entirely. You must have at least 24 items (text and images) in your collage. No pieces should be hanging off the edges.

Option #2 - Original Artwork

Create an original drawing which shows the connection between music and poetry. Choose an inspiration quote from any of the sonnets studied. Connect that inspiration quote with a relevant line from a modern song. These lines should contain similar imagery, subject matter, language, theme, etc. Draw a central image that encompasses the main of both quotes because . . . MUSIC IS POETRY.

Your original artwork must be at least 11x17. Your images, font, colors, text, etc. must have an artistic purpose and fill the space entirely.

Creatively incorporate both quotes somewhere in your artwork. Include the poem/song titles and poet/musician names.

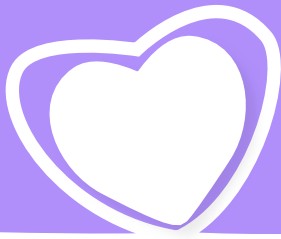
Due Date:

***EXTRA CREDIT: Turn your original poem into an item for our class display "THE GIFT OF VERSE"**

Activity 3.12 - The Poetry of William Shakespeare

1. Read "Sonnet 29," "Sonnet 116," and "Sonnet 130" by William Shakespeare
2. Complete the graphic organizer and answer the questions that follow.
3. Be prepared to discuss the sonnets.
4. Be prepared for a quiz on all 3 Shakespearean sonnets and all words from Unit Vocabulary List 3.

Due Date/Quiz Date:



Love's not Time's fool."

"Sonnet 116" William Shakespeare

Activity 3.13 - Vocabulary Journal Entry

Choose one of the following topics: a movie about love that actually made you cry; the best love song ever written; "the one that got away"; the first time you ever said, "I Love You"; why love hurts; or the first time you ever cried over love.

Write a journal entry about this topic. You must use at least 12 of the words from Unit Vocabulary Lists 1-3 in one or more cohesive paragraphs. Underline the words you use. Remember, you can modify noun plurality or verb tense. However, do not change the part of speech. Use proper grammar and spelling. Have a complete introduction, body, and conclusion. Type and title your journal entry.

Due Date:

Sonnets Test 2 - Browning and Shakespeare

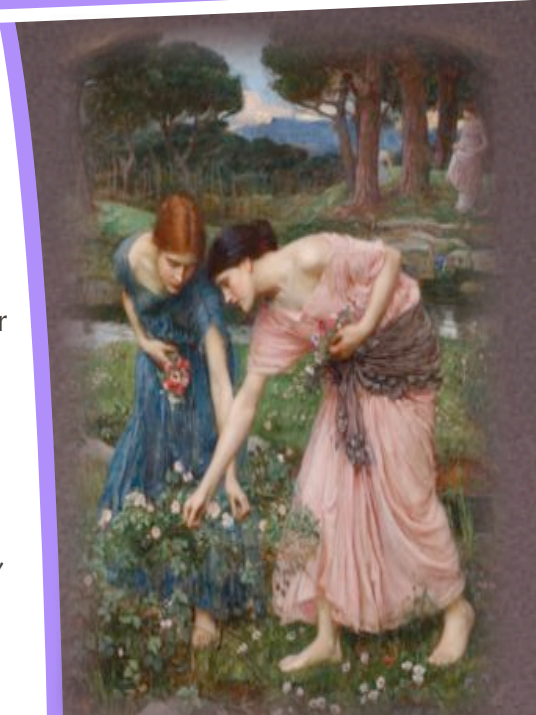
Be prepared for a test on the poems of Browning and Shakespeare. Content, themes, all vocabulary, and all introductory notes will be included.

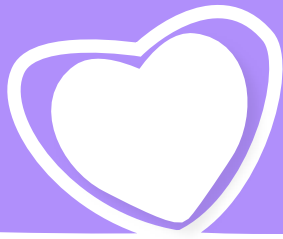
Test Date:

Activity 3.14 - Original Shakespearean Sonnet

Write an original Shakespearean "anti-Petrarchan" sonnet which gives a realistic portrayal of love. Use iambic pentameter and the correct rhyme scheme. Use at least one word from Vocabulary List 3. Number every 5 lines. Type and title your sonnet.

Due Date:





Unit Project 2

Option #1: Expressions of Love Music Video (Individual or Group of 4)

Choose a song that you feel represents one or more of the sonnets from this unit. Use that song as the basis of your video. Then record scenes that represent your interpretation of the song. Edit the scenes and music together, and include the text of at least 2 lines from one or more of the sonnets that served as your inspiration. One additional feature of your video must be a "commentary" section where the individual or each group member must explain the connection between the song and the poetry. **You must use at least two vocabulary words from this unit, 2 from unit 2, and 2 from unit 3 in your commentary.** This recorded commentary must immediately follow the music video credits. The music video and commentary must be at least 5 minutes long. Be prepared to show your project to the class.

Option #2: Lyrics of Love

Write one original musical piece that reflects one or more of the sonnets we have studied. Choose a music style that is appropriate for the content of the sonnets. This cannot be one of your homework poems set to music. Memorize and perform the song live (in class) with your instrument(s). Two people may work together (one musician and one singer). Your song must make at least two direct references to one or more of the sonnets studied in class. *Italicize these reference lines.* **You must use at least two vocabulary words from this unit.** Submit your typed song lyrics. The song itself must be at least 3 minutes long from beginning to end. Be prepared to have your performance recorded.

Option #3 - Create-Your-Own Project

Schedule a meeting with Mrs. Fitzgerald to discuss the criteria for a customized project (*such as a Sonnet Slam, artwork, etc.*) Type your proposal and bring it to this meeting. Mrs. Fitzgerald must approve project ideas before work begins. All projects must have a connection to the literature and vocabulary in this unit.

Due Date:

