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Resource ID#: 164367

Primary Type: Lesson Plan

# Picturing Shakespeare's Sonnets

In this lesson, students select and read a Shakespearian Sonnet. They will de-code the sonnet to further understand the meaning of the sonnet and be able to express the meaning through aural and visual presentations.

**Subject(s):** Theatre, English Language Arts

**Grade Level(s):** 6, 7, 8

**Intended Audience:** Educators

**Instructional Time:** 2 Hour(s)

**Resource supports reading in content area:** Yes

**Keywords:** Shakespeare, sonnet, meaning, figurative language, imagery

**Resource Collection:** Arts for a Complete Education (ACE)

## LESSON CONTENT

**Lesson Plan Template:** General Lesson Plan

**Learning Objectives: What should students know and be able to do as a result of this lesson?**

Students will be able to take a Shakespearian sonnet and break down the language to further understand meaning.

Students will create an original work of art that displays the sonnet as well as artwork/symbols for the words of the sonnet.

Students will perform the sonnet demonstrating meaning and expression.

**Prior Knowledge: What prior knowledge should students have for this lesson?**

Students should have prior knowledge of key vocabulary:

**Language Arts Vocabulary:**

Metaphor, simile, personification, onomatopoeia, hyperbole, alliteration, sonnet, iambic pentameter, stanza, heroic couplet.

**Theater Vocabulary:**

Beat, intention, objective, projection, emphasis, blocking, performance, hook, audience, character, artistic intent, script analysis, pacing, artistic choice

To prepare to analyze, understand and interpret a Shakespearian sonnet for memorization and presentation students must apply language arts skill of decoding figurative language. The reading skill must be addressed before the presentation skills can be attempted.

**Guiding Questions: What are the guiding questions for this lesson?**

How do words create a picture in our minds?

Why do we need symbolism/figurative language to describe our experience?

**Teaching Phase: How will the teacher present the concept or skill to students?**

**Preassessment:**

Students select and read a sonnet and write down what they think it means.

Then they present the sonnet reading aloud, conveying meaning as best they can.

Students take a quiz showing their knowledge of the terms of figurative language shown above.

**Engagement:**

Teacher presents a sonnet they have memorized, modeling the presentation with imagery/Shakespearian language clearly interpreted.

Teacher shows their own drawings created to help visualize the figurative language.

**Procedures:**

1. Students write out the sonnet in large letters on large piece of drawing paper.

2. Students draw pictures that form in their minds next to the words that apply.
3. Students research obscure archaic vocabulary if necessary, with teacher assistance and include on the same large piece of paper.
4. Teacher reviews definitions of figurative language used, as well as the form of a sonnet, and presents example of each whole group
5. Students further decode their sonnets by interpreting the figurative language.

**Guided Practice: What activities or exercises will the students complete with teacher guidance?**

Teacher to assist students in researching archaic vocabulary as needed.

Teacher reviews definitions of figurative language used, as well as the form of a sonnet, and presents example of each whole group.

**Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?**

Students will write out their chosen sonnet in large letters on a large paper.

Students will draw pictures and symbols related to the meaning of the words in the sonnet.

Students will research archaic vocabulary.

**Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?**

Students represent their sonnets with new understanding of the language and imagery used.

Students debrief how the interpreting/reading skills are necessary to support their acting/presentation skills.

**Summative Assessment**

Students to perform the sonnet using expression and clear understanding of meaning in their portrayal. Teacher should assess students based upon a teacher-created rubric.

**Formative Assessment**

Reintroduce preassessment quiz to measure students' better understanding of figurative language during lesson.

Anecdotal response to student's presentations – using rubric that addresses whether students showed a better understanding of the language in their performance.

Students to complete a quick-write:

How do words create a picture in our minds?

Why do we need symbolism/figurative language to describe our experience?

**Feedback to Students**

Teacher to monitor students for understanding throughout the lesson.

Students can do a pair/share to discuss their finding with a peer.

**ACCOMMODATIONS & RECOMMENDATIONS**

**Accommodations:**

Students can also orally explain their understanding of the sonnet and how figurative language works, if they cannot take the written quiz, or easily present their sonnets to the group.

**Extensions:**

Perform the sonnets for another class or your school administration.

**Special Materials Needed:**

Books: Shakespeare's Sonnets

Pencils

crayons

markers

pens

large white paper

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## Related Standards

Name	Description
<a href="#">TH.68.C.1.3:</a>	Determine the purpose(s), elements, meaning, and value of a theatrical work based on personal, cultural, or historical standards.
<a href="#">TH.68.H.1.5:</a>	Describe one's own personal responses to a theatrical work and show respect for the responses of others.
<a href="#">TH.68.H.3.1:</a>	Identify principles and techniques that are shared between the arts and other content areas. <b>Remarks/Examples:</b> e.g., art elements, writing styles, science and math principles
<a href="#">TH.68.S.2.4:</a>	Memorize and present a character's lines from a monologue or scene.
<a href="#">LAFS.8.L.3.5:</a>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).