

Sonnets in the Garden...6th Grade Introduction to The Bard

Essential Questions

- Who was Shakespeare and why is he such a big deal?
- What is a sonnet?
- What is a parody?
- How can I “translate” Shakespeare’s language?



Shakespeare

Materials Needed

- The Shakespeare tab on harrellland website (6th grade) is essential for reference
- Eliot Engles **How Will Became Shakespeare** audio tape with handout for taking notes, You’re Quoting Shakespeare
- Sonnets in the Garden, Badmouthing with the Bard, and Personal Reflection handouts
- Shakespearean Sonnet Maker handout for fun and extra credit

Procedure

- Listen to Engles tape, take notes on handout provided and discuss in class
- Overview the website materials and links in class
- Play around with language) in class and at home to get the feel of it (**Renspeak** link and **Insults** on the Sonnets link)
- View power point to learn about sonnets, the parody, and to get the assignment (in class)
- Continue to review the materials from class lessons as needed at home
- Look over the sonnet choices to decide what you want to tackle as far as sonnet and parody style (in class and at home)
- **These are the sonnets that might work best for the assignment: 23, 27, 29, 55, 57, 73, 76, 116, 130**
- Decide if it’s best to work by yourself or with a partner or two
- Complete check off sheet (on back of this page) as you work

During the next 1 or 2 class days you should accomplish this: (it is very similar to what is listed on your check off sheet)

- Sign up for the sonnet, parody style, and group members if working in a group (as long as at least 4 or 5 different sonnets are chosen, more than one person can present the same sonnet using different parody choices)
- If you are working with others, plan your practice schedule being sure all parents approve (they are the transportation, remember)
- Sign up for the English tea party treat you will bring (be sure parents are on board with this as well)
- Write your sonnet “translation” with the help of Renspeak, No Fear Shakespeare, and Mrs. Harrell
- Write your parody and turn in a copy for Mrs. Harrell to put on the program (I have a few parodies from previous years if you want to look at them for inspiration)
- Decide on costumes, props if needed, and practice the actual Shakespearean oral interp and the parody performance (photos of a past performance are on the website)

Note:

- What you don’t finish in class will need to be done for homework, obviously.
- You will have a couple of weeks to perfect your performance because we will begin *The Yearling* in class and continue with other assignments while you are still thinking about Shakespeare.

On Shakespeare in the Garden Day:

- Bring your treat first thing in the morning
- Have all costumes and materials ready to go
- You will present in the order listed on the program
- After the performances, we will experience a proper English tea party in our garden



Shakespeare Sonnets in the Garden Preparatuib Notes

(Please keep this sheet as you work and give it to Mrs. Harrell on the day of the presentation)

Shakespeare in the Garden Acting Tips

Speech

- ❖ Be clear and loud, but not to the point of yelling. Project your voice so that we can all hear you, even at the farthest picnic table in the garden. Practice out loud!
- ❖ Make sure you are not speaking monotonously—that is in only one tone and at only one volume. That kind of speech brings tomatoes from the audience 😊
- ❖ Most importantly, get into character and be excited to be performing. Show everyone you are proud of your work and you know what you are doing.

Body Language

- ❖ Use your body to show the audience what kind of character you are playing. Are you an intense valley girl flailing your arms and flipping your hair; are you a laid-back redneck with hands on your hips and a straw in your mouth; are you a bug exterminator on the hunt; are you a nerd with bow tie and pocket protectors, an animal, a petulant child?
- ❖ Especially with the original sonnet, use hand gestures and facial expression to add meaning to your words. Don't just stand still and mumble. Practice and practice until it comes and looks natural.

Eye Contact

- ❖ Make sure you look at the audience instead of at the floor or at your notes. Of course, you can glance at your notes, but don't merely read.
- ❖ Try to focus on a few spots that are just above someone's head so that you aren't concentrating on people watching you (unless you want to see the audience). Everyone always feels a little nervous when performing (even your teacher!) so we're all in this together.

Finally, have a ball. Your performance will probably last around 3 minutes.

Then it's enjoying the others and having a delightful tea party!

Check off sheet

- _____ 1. I chose my sonnet and Mrs. Harrell approved it. It is Sonnet # _____
- _____ 2. I've decided on group or individual work (if group we have parent permission to work outside of class)
- _____ 3. I've "translated" my sonnet so I understand it completely
- _____ 4. My parody is completed, approved by the teacher, and turned in or emailed to teacher for inclusion in program
- _____ 5. Food for tea party, costumes, props signed up for and/or gathered
- _____ 6. I have my personal reflection sheet to complete and turn in after the program (I must have this before assigning your final grade)

Your name _____

Grading Rubric (for your reference and for Mrs. Harrell to use for your grade)

- 6 5 4 3 2 1 0 On task during class workdays and reflection completed
- 6 5 4 3 2 1 0 Sonnet presentation shows understanding and practice and is effective
- 6 5 4 3 2 1 0 Parody is focused, funny, well performed and relates to the sonnet
- 6 5 4 3 2 1 0 Audience behavior and tea party behavior are suitable for "British Royalty"