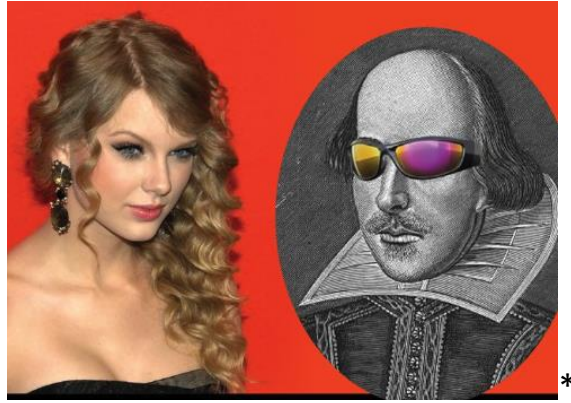# Pop Sonnets for ENL1W - Destreamed Grade Nine English (Ontario, Canada)
– Sarah Gilpin, Halton Catholic District School Board

*

Sarah's purpose in this lesson is to seamlessly integrate the worlds of poetry and pop music, challenging students to think critically, creatively, and confidently. Through inferencing, students enhance their comprehension of poetry, particularly sonnet structure. Simultaneously, they delve into the intricacies of pop music, engaging in thoughtful analysis of its style, form, and target audiences. Students build confidence as they present their creative ideas to their peers in the form of Pop Sonnets.

This lesson was designed for a class with the following profile:

Class Profile	*Class Profile*: **26** students in the class. ● 15 who identify as he/him ● 1 who identifies as they/ them ● 10 who identify as she/her ● 1 student with an IEP who requires support with self-monitoring ● 1 student with an IEP who requires support with working memory along with planning and meeting goals ● 1 student with an IEP who requires support with additional time, chunking, and seating preference in a small group or individually ● 1 student who is a multilingual language learner (MLL) at STEP 5

Curriculum Connections

Overall Expectations	**GRADE 9 DESTREAMED ENGLISH – ENL1W** **Strand A**: Literacy Connections and Applications **Strand B**: Foundations of Language **Stand D**: Composition - Expressing Ideas and Creating Texts
Specific Expectations	**Strand A**: Literacy Connections and Applications - **A1** Critical thinking and problem solving skills - **A2** Media Literary: use digital and media tools to evaluate information and demonstrate their learning. Consider text forms and content. - **A3** Innovation/ creativity - **A3** Self-directed learning/ collaboration/ communication **Strand B**: Foundations of Language - **B2** Develop use of word choice and syntax to become effective communicators - **B3** Learn to understand and apply language conventions **Stand D**: Composition - Expressing Ideas and Creating Texts - **D1** Learn to express ideas and create texts using various media, forms, and genres. Media constructs versions of reality. - **D2** Creative process: plan, research, draft, revise, edit, proofread, publish and share texts - **D1** Use and adjust text patterns, features, and stylistic elements to express their

	ideas clearly and coherently to achieve the intended effects - **D1** Consider their purpose and audience when create texts (D1)
Connection to… **Media Literacy** **Key Concepts**	○ **#2** Media constructs **versions of reality**: Connections of two forms (Sonnets and pop music) are provided for students to discover their similarities: - What are the biases of Shakespearean Sonnet structure? - What are the biases in popular music? ○ **#3** Audiences **negotiate meaning**: - Who might have been the target audience of Sonnets when they were originally written? Why? - Who might be the target audience of Sonnets now? Why? - Based on the common messages and topics of Sonnets, what might have been the purpose of Sonnets in 1609? How do you know? - Who might be the target audience of pop music? Why? - What might be the purpose of pop music? - What might be the purpose of creating popular music? Why? ○ **#5** Media communicate **value** messages: - What is valued in the typical Sonnet? How do you know? - Whose voices are represented in each Sonnet structure? Whose voices are not heard? - What is valued in pop music? How do you know? - Whose voices are represented in pop music? Whose voices are not heard? ○ **#6** Media communicate **political** and **social** messages: - What are the power relationships in the process of creating pop songs? Who must be involved in order for songs to reach their audience? - What might be the power relationships in the process of creating Sonnets? Who must be involved in order for Sonnets to reach their audience? - What are the messages found in Sonnets? - What are the messages found in pop music? *After answering questions above*: **Social message**s found in Sonnets still used in current song lyrics… - What might this tell us about humanity? ○ **#7 Form** and **content** are closely related in each medium: - How might the form and message of song lyrics relate to Sonnet? - How might pop music be a version of Sonnets? ○ **#8** Medium has a unique **aesthetic** form The satisfaction of combining popular song lyrics into the Sonnet structure - How are thoughtful word choices important for both Sonnets and pop music? - How can the word choices in pop music be used thoughtfully to create a pop sonnet? - What specific words should you use in your pop sonnet to help your audience understand the allusion to your chosen pop song? - How effective is your pop sonnet in combining both pop music and Sonnet structure? *(Can come from small table group too)*.

Prior Learning:

- Personal connections to popular music
- Knowledge of the difference between literal vs. figurative language
- Knowledge and application of fundamental literary devices
- Direct teaching and practice with **annotating**
- Introduction and practice with the formal writing structure (Point, Proof, Comment)
- Critical thinking practice in the media with What is the Meaning of This? Minds On segment
- Elements of Storytelling: Point of View/ perspective and **bias**

Learning Goals:

I can…

> Understand and explain the patterns and style of the Shakespearean Sonnet structure.
> Understand and explain the patterns and style of popular music.
> Infer the target audience of a popular song.
> Infer the target audience of a Shakespearean Sonnet.
> Creatively problem solve and take on a challenge to write my own Pop Sonnet.
> Think of important sequential steps for how to create a Pop Sonnet using an example.
> Apply Shakespearean Sonnet structure to my creative writing.
> Apply my prior popular music knowledge to Sonnet form.

The Lessons…

DAY 1

The lesson begins with a Jamboard discussion of favorite songs, followed by the introduction of Shakespearean Sonnets through examples. Students discover Sonnet patterns and create a guide; the reflection phase includes a Venn diagram comparing Sonnets to pop music in terms of similarities and differences.

Day 1 - Materials Needed

- **Jamboard** link posted on D2L in Activity Feed.
- **Two** (2) examples of Shakespearean Sonnets - labelled *(With word bank provided for tricky words)* **x26**
- Venn Diagram handout

Day 1 - Minds On

1. Explain **Jamboard** link posted in Activity Feed on Course D2L Shell with following questions: "**What is your favourite song?**," "**Why might the singer think it is important for people to hear this song?**" and "**How do you know?**" (This may take time).
2. Students will choose **one** (1) student from their table group to document their ideas as they discuss for **10 minutes**
3. Circulate around the table groups and provide prompts as needed and document observations
4. Provide **time reminders** for students…
   - If needed, extra time will be provided
   - In the last prompt with a couple of minutes left, table groups will choose **one** (1) student (a different student from their documentor) to report on their groups' discussion *(a common routine in my class)*
5. Facilitate class discussion of ideas, going through based on a volunteer from each group. Ask each group if anyone else in the table has anything to add *before* moving on.

Options:
- Consider only questions #1 and #2 for the activity
- Come back to the Jamboard later for Pop Sonnet fusion introduction to think about specific song lyrics

Day 1 - Action

1. Distribute **Sonnet examples package** *(1 per student)*
2. *Explain to students*:
   - The idea of expressing emotions, like the ones we identified in your favourite lyrics, has been

around for a very long time through poetry.
  - ○ Specifically, we will take a look at the **Shakespearean Sonnets**.
3. *Class Example:*
  - ○ As a class, we will read and annotate the first **Sonnet**
  - ○ Prompts to ask students what they notice
4. *Explaining the activity:*
  - ○ For the next Sonnet example, students will read the Sonnet and annotate their discoveries
  - ○ From their observations, the group will create a formula/ pattern for how to write a **Shakespearean Sonnet**
  - ○ **20 minutes** for this activity
5. Circulate around the table groups and provide prompts as needed and document observations
6. Provide time reminders for students:
  - ○ If needed, extra time will be provided
  - ○ In the last prompt with a couple of minutes left, table groups will choose **one** (1) NEW student to report on their groups' discussion
7. Facilitate class discussion of ideas, going through based on a volunteer from each group.
8. Type up the ideas students discuss on a Google Doc projected to class

Options:
- add videos for students to see performances of Shakespearean Sonnets (in this case, remove the "How to" question and save for just the Pop Sonnets)
- an additional day might be needed to ensure students understand Pop Sonnets and the creative process to make one before creating their own.

Day 1 - Reflection

1. Distribution of the **Venn Diagram** to consider the following questions. This form helps students to think about the two artistic forms.
  - ○ How might Sonnets be similar to pop music?
  - ○ How might Sonnets be different *from* pop music?

2. Collect Venn Diagrams as students complete
3. Review Venn Diagram reflection to ensure students understand the connections

DAY 2

In small groups, students sort lyrics from pop artists along with lines from Shakespearean Sonnets, into categories of Sonnets or Pop Lyrics, exploring the target audience for each. They infer the creative process of infusing pop lyrics into a Sonnet structure. Students then share, co-creating a list of steps for integration.

Day 2 - Materials Needed

- Song lyrics and Sonnet examples on **D2L as a pre-created activity** for students to sort *(Use lyrics from the songs students discussed in previous lesson)*
- **Pop Sonnets booklet** including… **x26**
  - ○ An examples of a pop sonnet *(that would be known to them from* **https://popsonnet.tumblr.com/***)*

Day 2 - Minds On

1. *Explain to students…*
  - ○ The activity of sorting the lyrics and lines of Sonnets into either the category of Sonnet or Pop Lyrics fount on D2L. "Sorting is an effective activity to check understanding."
  - ○ Students must explain **why** they made the choices they did for each category.
  - ○ For each lyric consider: **What might be the target audience for each lyric?**
2. Prompt students to go to **D2L in the Content** section to begin the activity. They will have **15 minutes**
3. Circulate around the table groups and provide prompts as needed and document observations
4. Provide time reminders for students
  - ○ If needed, extra time will be provided
  - ○ In the last prompt with a couple of minutes left, table groups will choose **one** (1) student to

document their groups' rationale on the board

5. Discuss the rationale for each group as a class along with their prediction for a target audience of the lyric.
6. Students be prompted to write down important ideas they learn from other groups on how to distinguish between pop lyrics and Sonnets

Day 2 - Action

7. While class discussion is occurring, distribute the **Pop Sonnet booklet** *(x1 per student)*
8. Ask for a volunteer to read the first Pop Sonnet examples
9. **What is a Pop Sonnet**? Prompt students write their definition in their own word
10. Ask the guiding question: **What steps might a writer of a pop sonnet take to create their work?**
11. Using **two** (2) Pop Sonnet examples, students will observe, look for clues, and discuss in their table groups a possible creative process to writing Pop Sonnets

Options:
● If 3 examples are too much, provide students the opportunity to choose their own Pop Sonnet from the Tumblr website *after* the class discussion.

Day 2 - Reflection

12. Table groups share their discoveries with the class of what they noticed as possible steps of the creative process to infuse pop lyrics into the Sonnet structure.

• Visually collating students' ideas on a Google Doc is helpful for them to see clearly and to revisit as a class.

DAY 3

New examples of Pop Sonnets are presented for students to guess the pop song alluded to. Students circulate, recording guesses, and collectively review them. Students create their own Pop Sonnets and finalize them for display on chart paper stations. Students review and assess peer-created Sonnets.

Day 3 - Materials Needed

● *NEW* Pop Sonnets printed **x10**
● Pre-Post Pop Sonnets around the classroom
● Chart paper to display final copy of Pop Sonnets to peers
● **Google Form** to complete while observing peers' Pop Sonnets

Day 3 - Minds On

1. *Explain to students the Gallery Walk activity…* Students appreciate the opportunity to move around a space instead of just sitting, and they enjoy some lighthearted competition.
   ○ Pop Sonnets are posted around the room, but without the name of the pop song
   ○ Goal is to accurately guess at least **three** (3) pop songs from the Pop Sonnets
   ○ Write down guesses
   ○ Students come to the teacher to show their guesses to see who is the winner
2. Time until a winner is determined. If needed, guesses will be provided.
3. Once a winner is declared, students return to tables
4. Discussion of how students knew which pop song the pop sonnet was alluding to

Day 3 - Action

5. Review the Google Doc class co-created list of **How to Write a Pop Sonnet** from the previous lesson. Using these steps, students will create their own Pop Sonnet using school appropriate pop songs.
6. Students brainstorm and create their own Pop Sonnets for **25 minutes** .
7. Students will read their sonnet to the teacher. Feedback will be provided as needed and students will update their Pop Sonnet using the teacher's feedback.
8. Once Pop Sonnet is finalized, students will write down their Sonnet on Chart paper to display at station

numbers around the classroom.
9. Circulate around table groups
10. Provide time reminders for students

- the "first pass" type of approach used in drama helps reinforce the creative process with assessment *as* learning. Students receive immediate feedback to help them improve on an activity.

Day 3 - Reflection

○ As more students complete their Pop Sonnets, students will read **three** (3) peers' work and complete the following **Google Form** (Google forms are helpful to collect data from students. A clear breakdown of the reflection into different sections helps them to visually see how they need to provide feedback for three different peers' pop sonnet.)

Each section asks the following questions:

○ Which pop song does this Pop Sonnet allude to?
○ Which key words and/or phrases specifically helped you reach this guess?
○ How might this peer improve their allusion to this pop song? Consider **two** (2) ideas to help them improve.

Options:
- the reflection may not be achieved within the same day.

Accommodations and Differentiated Instruction	Students are grouped into small tables with diverse skill levels - to learn *from* and *with* each other. The lesson employs open-ended questions to accommodate students based on their prior music experiences. They have the autonomy to choose examples for deconstructing Sonnet patterns and select a pop song of their preference to create their own pop sonnet, with the teacher circulating to offer prompts for staying on task, document observations, provide time cues, and accommodate additional time when needed with specific timelines.

On reflection, Sarah says, "I hope these lessons will be successful. I know the learning goal of helping students discover a process from an example (almost like learning backwards) will benefit them in any subject (*cross-curricular*).

I can also see the benefit in fusing more Google digital tools into my lessons. Previously, I would use chart paper or physical paper with the idea of posting the work around the room. While there are benefits to this approach, it is important to meet students where they are and reinforce using Google tools that they most likely will use in their future careers.

Likewise, the idea of surrendering power in the lesson by allowing students to make a choice actually helps myself and teachers to work live in the moment with students instead of preparing the outcomes of my own choice. I am grateful to have had the opportunity to think more about my decision making in the classroom."