

**Culminating Activity ENG2D7 (15%)  
Sonnet and Presentation**

**Rationale**

This culminating activity gives students an opportunity to reflect on texts they have examined this year. Specifically, it allows students to investigate texts, and reveal how the topics and themes are developed and handled by various authors. It also gives students a creative outlet to express and share this analysis.

**The Task**

Although the sonnet originated in Italy and its conventions of form have changed over its history, modern high school students are most familiar with the Elizabethan sonnet as popularized by Shakespeare. In the tradition of the Italian (Petrarchan) sonnet, the Elizabethan sonnet is written in iambic pentameter and consists of fourteen lines and offers a change in tone, mood or stance within the piece, the volta (“the turn”). The Elizabethan sonnet, however, has a specific structure that differs from the Italian sonnet, consisting of three quatrains and a couplet (4+4+4+2=14) with a specific rhyming scheme, ABAB-CD-CD-EFEF-GG. In addition, the Elizabethan sonnet typically introduces the volta in the third quatrain. Below is an example of one of Shakespeare’s most famous sonnets. Notice how Shakespeare reverses the tone in the final couplet. What a rebel!

## Sonnet 130

My mistress' eyes are nothing like the sun	A
Coral is far more red than her lips' red;	B
If snow be white, why then her breasts are dun;	A
If hairs be wires, black wires grow on her head.	B
I have seen roses damasked, red and white,	C
But no such roses see I in her cheeks;	D
And in some perfumes is there more delight	C
Than in the breath that from my mistress reeks.	D
I love to hear her speak, yet well I know	E
That music hath a far more pleasing sound;	F
I grant I never saw a goddess go;	E
My mistress when she walks treads on the ground.	F
And yet, by heaven, I think my love as rare	G
As any she belied with false compare.	G

Your task is to create a **sonnet** in the Elizabethan form, create a **visual representation** of this sonnet and **presentation** of these works.

**Due Dates**

Sonnet	
Visual Representation	
Presentation	

**Part 1: The Sonnet**

In this part of your culminating you will channel your inner poet and write a sonnet in the Elizabethan form. This sonnet must reflect one of the **themes** as represented in one of the texts we studied this year. It should also reflect the text itself. For example, your sonnet may be about Frankenstein and say something about the theme of individuality and society or it could be about *Those Who Walk Away from Omelas* and discuss the negative impacts of conformity. For a list of texts please go to the wonderfully crafted [www.kosclasses.weebly.com](http://www.kosclasses.weebly.com).

**Part 2: The Visual Representation**

After you have completed your sonnet, you will create a visual representation of the piece. That includes the **theme, text** and your **analysis**. This representation can be in any visual medium you like. For example, you may create a painting, a video, ripped art, or comic strip. Please note that this list of options is not exhaustive, they are merely a short list of suggestions.

**Part 3: The Presentation**

After you have completed the sonnet and visual representation, you will present your works to the class. In this presentation, you will also explain the **rationale** behind your pieces. Address the sonnet first; **explain** your text and theme and the literary devices you chose to illustrate these things. Did you use imagery, symbolism? **Why** did you choose these devices? With regards to the visual representation, you must **explain why** you chose this medium and explain the content of the representation. This presentation should be no more than **5 minutes**.

**Checklist****Sonnet**

- Is the sonnet 14 lines?
- Does the sonnet follow the rhyming scheme?
- Is the sonnet written in iambic pentameter?
- Does the sonnet have a volta in the last quatrain or couplet?
- Does the sonnet illustrate a theme and text we have studied with accuracy?
- Does the sonnet incorporate various literary/poetic devices?

**Visual Representation**

- Is the visual representation polished and reflect a sense of effort and an appropriate investment of time?
- Does the visual representation reflect the themes illustrated in the sonnet?
- Is the visual representation creative?
- Is the piece visually appealing?

**Presentation**

- Did you rehearse the presentation?
- Is it 5 minutes or less?
- Is your presentation engaging?
- Will your peers understand your rationale?

**Marking Scheme****Sonnet**

Does the sonnet follow the Elizabethan form, with the appropriate number of lines, the proper rhyming scheme and meter and a volta?

2                      4                      6                      8                      10  
(Not at all)    (Barely)            (Somewhat)    (Mostly)            (Completely)

Does the sonnet incorporate various literary/poetic devices?

2                      4                      6                      8                      10  
(Not at all)    (Barely)            (Somewhat)    (Mostly)            (Completely)

Is the use of devices creative and do they enhance the quality of the sonnet and aid in illustrating the theme?

1                      2                      3                      4                      5  
(Not at all)    (Barely)            (Somewhat)    (Mostly)            (Completely)

Does the sonnet illustrate a theme and text we have studied with accuracy?

2                      4                      6                      8                      10  
(Not at all)    (Barely)            (Somewhat)    (Mostly)            (Completely)

**Visual Representation**

Is the medium an appropriate choice for the theme and text?

1                      2                      3                      4                      5  
(Not at all)    (Barely)            (Somewhat)    (Mostly)            (Completely)

Is the visual representation polished and reflect a sense of effort and an appropriate investment of time?

2                      4                      6                      8                      10  
(Not at all)    (Barely)            (Somewhat)    (Mostly)            (Completely)

Does the visual representation accurately reflect the themes illustrated in the sonnet?

1                      2                      3                      4                      5  
(Not at all)    (Barely)            (Somewhat)    (Mostly)            (Completely)

Is the visual representation creative and visually appealing?

1                      2                      3                      4                      5  
(Not at all)    (Barely)            (Somewhat)    (Mostly)            (Completely)

**Presentation**

Is the student's voice clear and precise during the delivery?

1                      2                      3                      4                      5  
(Not at all)    (Barely)            (Somewhat)    (Mostly)            (Completely)

Does the student make eye contact with the audience?

1                      2                      3                      4                      5  
(Not at all)    (Barely)            (Somewhat)    (Mostly)            (Completely)

Does the student speak in an enthusiastic way using various tone and pace?

1                      2                      3                      4                      5  
(Not at all)    (Barely)            (Somewhat)    (Mostly)            (Completely)

Total: ____/75
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