*Romeo and Juliet Sonnet* Due Monday 6/11

Throughout the play, we have discussed and analyzed Shakespeare’s impressive form, figurative language, and word choice. For this unit’s summative assessment, you will explore the structure of the sonnet by creating your own! Following the Shakespearean sonnet form requirements, you will write a poem that creatively expresses another character’s thoughts and/or feelings, or foreshadows events in a scene of your choice.

Shakespearean sonnet form requirements:

* 14 lines (3 quatrains and 1 couplet)
* Rhyme scheme: ABAB CDCD EFEF GG
* 10 syllables per line
* Include a volta/turn (typically the final couplet for Shakespearean sonnets)
* Incorporate at least three instances of figurative language, such as metaphor, simile, hyperbole, personification, etc., AND/OR poetic devices, such as alliteration, onomatopoeia, assonance, etc.

Content requirements - Choose ONE of the following:

* from one character to another
* from one character to a personified ideal like Fate, Love or Death
* a scenic prologue that provides an overview of the scene’s action

Notes and explation requirements:

* Label the THREE examples of figurative language and/or other poetic devices on the poem
* Write a short paragrah explaining your creative interpretation of **plot**, **character**(s), and/or **theme**(s) of the play. (In this poem, I showed the theme/plot/character traits of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ through\_\_\_\_\_\_\_\_\_\_\_)

\*Your poem and explanatory paragraph must be typed!

*Romeo and Juliet* Summative Assessment Rubric

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| --- | --- | --- | --- | --- |
|  | 8-7 | 6-5 | 4-3 | 2-1 |
| **Criterion C: Producing text**  Ci. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process  Cii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience | The sonnet provides a creative interpretation of the text that demonstrates perceptive understanding of and engagement with **plot**, **character**(s), and/or **theme**(s) of the play.  The author consistently employs imaginative and vivid language that pulls the reader in. The poem includes at least three effective instances of **figurative language and/or poetic devices** that effectively engage the reader. | The sonnet provides an interpretation of the text that demonstrates understanding of and engagement with **plot**, **character**(s), and/or **theme**(s) of the play.  The author employs creative language that pulls the reader in. The poem includes at least three instances of **figurative language and/or poetic devices**  that engage the reader. | The sonnet offers an underdeveloped interpretation of the text that shows some understanding of and engagement with **plot**, **character**(s), and/or **theme**(s) of the play.  The author uses some creative language to pull the reader in. The poem includes some instances of **figurative language and/or poetic devices.** | The sonnet offers an interpretation of the text but may misinterpret **plot**, **character**(s) and/or **theme**(s) of the play.  There is minimal creative language used in the poem. **Figurative language and poetic devices** are minimal or minimally effective in engaging the audience. |
| **Criterion D: Using language**  i. use appropriate and varied vocabulary, sentence structures and forms of expression | The sonnet follows all Shakespearean form requirements. The poem masterfully employs creative word choices and phrases. | The sonnet follows all Shakespearean form requirements. The poem incorporates creative word choices and phrases. | The sonnet follows some Shakespearean form requirements but some may be missing.  The poem attempts to incorporate creative word choice and phrases. | The sonnet attempts to follow Shakespearean form requirements, but many are missing. Word choice and phrases are simplistic, repetitious, or often unclear. |

Teacher Comments: