Sonnet Project

Subject: English IV / Dual Credit British Literature

Grade Level: 12th grade Dual Credit

Rationale or Purpose:
Through lecture, discussion, and Internet investigation, students will learn about Gutenberg's invention of movable type and its influences on society, literature, economics, religion, education, travel, trade, science, and technology. They will see images of the illuminated handwritten texts and the Gutenberg Bible, and students will demonstrate their understanding of the influences of his press by creating a product in three progressive formats: early handwritten and illuminated texts, printed texts with hand illumination, and modern computer generated texts and illumination.

Materials:
In class: Text, pen and notebook for notes and brainstorming, computers with Internet accessibility.
For project: markers, parchment paper, paper, computer and color printer

Lesson Duration: One 2 _ - 3 hour weekly class or two 1 _ hour biweekly classes

Objectives: English IV – 110.45
        (b1A), write in various forms [sonnet]
        (b4B, C,F,H) use writing to discover, record, review, and learn; to support what is
        known: to link related information from a variety of sources, and as a tool for
        reflection, learning, and personal growth
        (b14B) locate information using text and technical resources, including databases
        and the Internet

Activities:
Step 1: Review previous lesson on the Petrarchan sonnet form. A good site
http://www.studentpersonalpages.loyola.edu/~njderemiah/index2.html

Step 2: In a computer lab, students will access images of texts hand written prior to the invention of the printing press and of the Gutenberg Bible in **Books Before and After Gutenberg**
Discuss illumination of texts.
http://www.bodley.ox.ac.uk/dept/scwmss/wmss/medieval/jpegs/lat/bib/e/007/500/00700636.jpg

Step 3: Pose the question: What are some possible influences of the Gutenberg printing press on society, literature, economics, religion, education, travel, trade, science, and technology?

Step 4: Brainstorm in groups.

Step 5: Follow up with a discussion of students' ideas.

Step 6: Lecture on books before Gutenberg's invention. **Note:** I review previous lectures in which we have discussed *Beowulf* and Anglo-Saxon literature, oral tradition, and handwritten texts (primarily by monks).

Step 7: Assignment: Write a sonnet in Petrarchan style and rhyme scheme. Present this sonnet in three different forms:
> A. handwritten and illuminated
> B. printed, but hand illuminated
> C. computer generated and illuminated

Student Product:
A sonnet with the style and rhyme scheme of a Petrarchan sonnet will be presented at the next class in a handwritten and illuminated copy, a printed, but handwritten copy, and a computer generated and illuminated copy.

Closure: During the next week's class, students will each have five minutes to display and explain their sonnet in a progressive format from before Gutenberg to modern day technology. Students will entertain and answer any questions from their peers.

Assessment or evaluation:
A rubric will be used to evaluate the product:
> A. Sonnet is in Petrarchan style and rhyme scheme
> B. First presentation is handwritten
> C. First presentation is hand illuminated
> D. Second presentation is printed
> E. Second presentation is hand illuminated
> F. Third presentation is computer generated
> G. Third presentation is computer illuminated
> H. Text is correct in mechanics
> I.   Neatness

Activity by:
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