

Pearson Edexcel International GCSE English Literature Paper 1 **Lesson Plan**

Alignment with Pearson Edexcel Anthology: ‘Sonnet 116’, William Shakespeare

Resources: Anthology, Youtube clips of ‘Sense and Sensibility’

Learning Objective: to develop an understanding of the impact of form and structure on meaning

Success Criteria: We can –

Explore language at a connotative level and develop a range of interpretations

Understand poetic terminology/ metalanguage

Consider the importance of form in a text (the sonnet), including rhyme and structure

Write developed analytical paragraphs

Assessment Objectives:

AO1 – Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.

AO2 - Analyse the language, form and structure used by a writer to create meanings and effects.

Framework/ Transferable skills: You may wish to talk your students through the skills that they will acquire in this lesson, to enable them to draw on and demonstrate these skills in the future.

- Creativity
- Interpretation
- Analysis
- Productivity
- Adaptive learning

Possible Misconceptions and Barriers: Despite the Shakespearean language, many students find this an approachable and engaging poem, likely because its subject matter transcends language, culture, generations etc. Students will need to understand the Sonnet form and terms such as ‘quatrain’ etc and continue to draw on a decent poetic glossary for support.

Starter activities:

Ask students to write up their own definitions of love (i.e. what love is). If you and they have access to laptops you could use an application like padlet (<https://padlet.com>) to capture this on a whiteboard. This can be narrowed to explanations of Romantic love. Consider the contributions and discuss the difficulty in creating a definitive definition. (Creativity: Creating a description from a prompt)

Watch these two clips from Ang Lee’s film Sense and Sensibility with Kate Winslet:

<https://www.youtube.com/watch?v=vxKRaOO3dM4&hl=en-GB&gl=SG>

<https://www.youtube.com/watch?v=m8lqbylTv2A>

Which two (or more) facets of love are shown here? How do the clips differ and what aspects of love are shown?

Main teaching:

Form: Encourage students to research the form and history of a sonnet and consider specifically a Shakespearean sonnet (key vocabulary: love, quatrain, couplet, 14-lines, iambic pentameter, rhyme scheme – abab, cdcd etc).

Read the poem and ask students to identify a phrase or reference from the poem, which to them seems most apt in capturing love. Give each student a line from the poem and ask them to select a word from that

line and explain its significance for example L1 'marriage' which suggests a complete union (in this case between two minds). Extension could be that here union or love is depicted as being metaphysical or of the mind. (Interpretation)

Create a table for students to examine in groups which develops on lines from the poems as follows:
Reference/ Analysis (in separate columns):

- The marriage of true minds
- Love is not love which alters when it alteration finds
- Bends with the remover to remove
- no, it is an ever- fixed mark
- Looks on tempests and is never shaken
- The star to every wandering bark
- Love's not Time's fool
- Though rosy lips and cheeks
- Within his bending sickle's compass come
- If this be error and upon me proved
- I never write, nor no man ever loved.

Alternatively put 1-2 lines as above on separate sheets of paper and ask students to analyse them, considering features of language, structure, tone etc. Each pairing or grouping presents back on their line. (Analysis)

Individual extended writing: ask students to write two paragraphs in which they make detailed reference to the text, in answer to the question: 'How is the ideal of love represented in this poem?' A starter sentence can be given for support:

In his Sonnet Shakespeare seeks to define love's qualities and characteristics, firstly noting that love is a union between souls as much as hearts. In the description of "the marriage of true minds".... [Productivity – writing to a high standard]

Differentiation:

Pre reading tasks introduce the theme of love and enable students to relate it to their own contexts and understanding. Use of the clips at the beginning enables students to consider love in different contexts. Research allows for clear understanding of the sonnet form and supports the comprehension of topic vocabulary.

Plenary: Students write their own sonnet about love; they can adopt or pastiche Shakespeare's style or they can reinvent the sonnet form in modern, colloquial language. The plenary and the homework can be switched depending on preference. (Adaptive learning)

Homework/ Development: In advance of the next lesson which compares 'Sonnet 116' and 'My Last Duchess (exam style answer), students consider comparisons between the two poems. These will largely be points of contrast.

Self-audit

Which of the framework skills did students use in these lessons?
Ask them to plot out on the chart which skills they used and when.