

SHALL I COMPARE THEE TO A JABBERWOCKY?

Grade Level: Eighth Grade

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Length of Unit: One Month Plus

I. ABSTRACT

It is easy to get stuck in the “slithy toves” of poetry. How can you understand tone and mood if you can’t even speak the language? In this unit, students will explore works of poetry by Shakespeare (*Sonnet 18*, Polonius’s speech from *Hamlet*), Lewis Carroll (“Jabberwocky”), and Dr. Seuss (*The Lorax*). They will “neither borrowers nor lenders be,” but rather will learn to make their own nonsense words, draw their own conclusions, and present their own opinions using textual references. They will translate poetry, identify elements of poetry and fiction, and make relevant the lessons of the poetry to their own lives. Activities include: identifying and sharing music of similar tone and mood, a structured debate, working with parodies, creating collages that portray tone and mood, using the message of the poems to create instructional children’s literature, and much more.

II. OVERVIEW

A. Concept Objectives

1. Understand the meaning of unknown words through context, discussion, and examination.
2. Identify and understand tone and mood in poetry through word choice.
3. Recognize that the messages found in poetry can remain relevant through the centuries.

B. Content covered from *Core Knowledge Sequence*

1. *Sonnet 18*, “Shall I compare thee...” (William Shakespeare)
2. Polonius’s speech from *Hamlet*, “Neither a borrower nor a lender be...” (William Shakespeare)
3. Elements of Poetry (meter, rhyme scheme, forms, types of rhyme, imagery, symbol, personification, allusion)
4. Elements of Fiction
5. Expository writing
6. Participate civilly and productively in group discussion
7. Elements of Drama
8. Characterization
9. Tone and diction

C. Skill Objectives

1. Students will determine the tone and mood of a poem from content.
2. Students will determine the meaning of nonsense words from context, tone, mood, discussion, and translation.
3. Students will make persuasive arguments and support opinions with textual references.
4. Students will synthesize their ideas into an organized essay.
5. Students will write original poetry and other works of fiction.
6. Students will recognize sonnet form.
7. Students will compare and contrast.
8. Students will draw parallels between works of literature and their lives.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. keithlim@pobox.com. “Humpty-Dumpty’s Explanation,” [on-line]. Available URL: <http://www76.pair.com/keithlim/jabberwocky/poem/humptydumpty.html>

2. Lamb, Sidney and Mategrano, Terri. *Cliffscomplete Shakespeare's Hamlet*. New York: Cliffs Notes, 2000. ISBN 0-764-58568-1
 3. Prentice Hall Text pp.568-569 (portmanteau), pp.622-625 (sonnet form)
- B. For Students
1. The students will have a basic working knowledge of rhyming words and what defines parts of speech, including nouns, verbs and adjectives.

IV. RESOURCES

- A. Brown, Jackson H., Jr. *Life's Little Instruction Book*
- B. *Can't Buy Me Love*. Rash, Steve, Director (movie)
- C. Carroll, Lewis. "Jabberwocky"
- D. Felleman, Hazel, Editor. *Best Loved Poems of the American People*
- E. Hayes, D. "Advice to Teenagers," [on-line]. Available URL: <http://users.liveonthenet.com/~dhayes/wisdom.html#A22>
- F. "Jabberwocky," Sharp, William (song)
- G. Keillor, Garrison. *Prairie Home Companion 20th Anniversary Collection*. "The Six Minute Hamlet" (Audio Tape)
- H. keithlim@pobox.com. "Humpty-Dumpty's Explanation," [on-line]. Available URL: <http://www76.pair.com/keithlim/jabberwocky/poem/humptydumpty.html>
- I. Lamb, Sidney and Mategrano, Terri. *Cliffscomplete Shakespeare's Hamlet*
- J. *The Lorax*. Hawley, Pratt, Director (movie)
- K. Rash, Steve, Director. *Can't Buy Me Love* (movie)
- L. Marshall, Michael J., Editor. *Realms of Gold, Volume One*
- M. Marshall, Michael J., Editor. *Realms of Gold, Volume Three*
- N. Seuss, Dr. *The Lorax*
- O. Seuss, Dr. *The Sneetches and Other Stories*
- P. *Shakespeare in Love*. Madden, John, Director (movie)
- Q. Silverstein, Shel. *A Light in the Attic*
- R. Songs sharing the meaning/mood of Polonius's speech (Suggestions include: "Father and Son" by Cat Stevens, "Everybody's Free (To Wear Sunscreen)" by Baz Luhrmann, "Unpretty" by TLC, "I'll Be That Girl" by Barenaked Ladies, "Sad Girl" by Moxy Fruvous)
- S. Songs sharing the meaning/mood of *Sonnet 18* (Suggestions include: "Everything I Do, I Do it For You" by Bryan Adams, "Every Little Thing He Does is Magic" by Shawn Colvin, "Just the Way You Are" by Billy Joel, "Barbara Ann" by The Beach Boys, "Barcarolle" by Offenbach from *Tales of Hoffmann*)
- T. Thompson, Ellen, Publisher. *Prentice Hall Literature Text book*, Gold Edition, Paramount
- U. Viorst, Judith. *If I Were in Charge of the World and Other Worries*

V. LESSONS

Lesson One: The Tone and Mood of Nonsense

- A. *Daily Objectives*
 1. Concept Objectives
 - a. Understand the meaning of unknown words through context, discussion and examination.
 - b. Identify and understand tone and mood in poetry through word choice.
 2. Lesson Content
 - a. Elements of Poetry
 - b. Tone and diction
 - c. Characterization
 3. Skill Objective
 - a. Students will determine the tone and mood of a poem from content.

B. *Materials*

1. "Jabberwocky" by Lewis Carroll
2. Choral recording of "Jabberwocky" and CD/tape player
3. White/chalk board and writing utensils

C. *Key Vocabulary*

1. Tone- attitudes toward the subject and toward the *audience* implied in a literary work
2. Mood- emotional-intellectual attitude of the author toward the *subject*

D. *Procedures/Activities*

ACTIVITY ONE

1. Discuss the definition of both tone and mood.
2. Read "Jabberwocky" aloud (This is best done by a teacher who can pronounce the words with the appropriate intonation and feeling. Note: cheesy and exaggerated are appropriate.)
3. Discuss the tone and mood of "Jabberwocky."
4. Re-read the poem with an entirely different tone (a monotone or singsong tone is suggested).
5. Discuss if/how this changed the tone and mood of the poem.
6. Based on these discussions, what do the students think the poem is really about?
7. Play the choral recording of "Jabberwocky" with the class. (This may be done the same day or the next day, depending on the length of time in your class period.)
8. Solicit student opinions of the song's portrayal of tone and mood.
9. Did this agree with the students' interpretations of the tone and mood of the poem?
10. For homework, have the students find music that they believe properly portrays the tone and mood of the poem.

ACTIVITY TWO

1. Students will break into groups of five and share their songs. They must justify why their music portrays the tone and mood, citing specific stanzas of the poem.
2. Students will critique/discuss the choices of the members of the group.
3. Come together again as a class. Discuss student choices. How does your song compare to the choral recording heard in class?

E. *Assessment/Evaluation*

1. Teacher will determine the appropriateness of each student's choice of music, using the criteria of student justification and use of textual support.

Lesson Two: Making Sense of Mome Raths

A. *Daily Objectives*

1. Concept Objective
 - a. Understand the meaning of unknown words through context, discussion and examination.
2. Lesson Content
 - a. Elements of Poetry
 - b. Elements of Fiction
 - c. Tone and diction
3. Skill Objectives
 - a. Students will determine the meaning of nonsense words from context, tone, mood, discussion, and translation.
 - b. Students will write original poetry.

B. *Materials*

1. "Jabberwocky" by Lewis Carroll
2. Additional internet resources on "Jabberwocky"
<http://www.math.luc.edu/~vande/jabberwocky.html>

3. Prentice Hall Textbook Pages pp.568-569
 4. Overhead projector
- C. *Key Vocabulary*
1. Portmanteau – large leather suitcase; “words with two meanings packed up into one word” according to Lewis Carroll
 2. Parody – a piece of writing that imitates another in such a way as to make fun of it
- D. *Procedures/Activities*
- ACTIVITY ONE
1. Discuss the nonsense words in the poem. What do they mean? What pictures do they conjure up in the students’ minds?
 2. Discuss idea of portmanteau and how it’s used in “Jabberwocky” and other literary works.
 3. Have the students find examples in the poem, and define the two or more words making up the portmanteau. What is the meaning of the portmanteau? (This may be a good time to share the glossary from the above website. You may want to wait until the students do their own translations so as to get original ideas. This may also be a good time to share parodies from the same web site if there is time.)
 4. For homework, have the students translate stanzas 1, 3, 4, 5, and 6 into plain English, such that there are no longer any nonsense words.
- ACTIVITY TWO
1. Share some of the student translations in class.
 2. Students now write their own two-stanza poems using nonsense words and following Carroll’s format. It is helpful to write a short poem or about a daily routine and then brainstorm nonsense words. Fill the nonsense words into the original poem where appropriate. The final copy must contain almost solely the nonsense words.
- E. *Assessment/Evaluation*
1. Have the students move into groups of two and trade original poems. They then must translate their partner’s poem back into English. Have the author of the poem and the translator discuss the differences.

Lesson Three: Compare and Contrast Poems Containing Nonsense Words

- A. *Daily Objectives*
1. Concept Objectives
 - a. Understand the meaning of unknown words through context, discussion, and examination.
 - b. Identify and understand tone and mood in poetry through word choice.
 2. Lesson Content
 - a. Elements of Poetry
 - b. Expository writing
 - c. Participate civilly and productively in group discussion
 - d. Elements of Fiction
 3. Skill Objectives
 - a. Students will make persuasive arguments and support opinions with textual references.
 - b. Students will synthesize their ideas into an organized essay.
 - c. Students will compare and contrast.
- B. *Materials*
1. Student copies of “Jabberwocky” (see Bibliography)
 2. *The Lorax*, book
 3. *The Lorax*, movie
 4. Paper/marker or chalk board on which to record group ideas

5. Area to stage mock debate
- C. *Key Vocabulary*
1. Compare and contrast – identify similarities and differences between two or more works
 2. Unbiased argument – argument that contains no opinion
 3. Thesis – statement or idea to be defended in an argument
- D. *Procedures/Activities*
- ACTIVITY ONE
1. Teacher reads aloud sections of/students watch the movie, *The Lorax* (depends on time).
 2. Discuss the poem’s meaning, tone and mood, etc.
 3. Identify nonsense words as found in the poem and what they might mean (focus on Seuss’s environmentalism theme).
 4. Discuss additional aspects of the poem (rhyme scheme, meter, plot, etc.).
- ACTIVITY TWO
1. Break into groups of 5-8 students.
 2. In groups, brainstorm similarities and differences between *The Lorax* and “Jabberwocky.”
 3. Record ideas; share with the class as a whole.
 4. Further discuss similarities and differences with the whole class.
- ACTIVITY THREE
1. Each student picks a point of view: that *The Lorax* and “Jabberwocky” are more alike or more different; write a thesis statement.
 2. Students list main points supporting their side.
 3. Students outline the five paragraphs of their essay.
 4. Students write a five-paragraph essay using specific textual evidence that supports their point; essay must include a thesis statement, summary first paragraph, three supporting paragraphs, and conclusion paragraph. Students focus on **not** “placing themselves in their essay” through the use of first person.
 5. Essays are edited and re-written; this process may take place out of class and can stretch out over several days or weeks.
- ACTIVITY FOUR
1. The teacher assigns students a point to debate: that *The Lorax* and “Jabberwocky” are more alike or more different.
 2. Students break into two groups to discuss the points of view they need to support.
 3. Students list the arguments that they will make to support their point of view; they will also identify possible counter-arguments to be made by the opposition and what their response will be.
 4. Groups reconvene.
 5. Students engage in a structured debate on whether *The Lorax* and “Jabberwocky” are more alike or more different.
- E. *Assessment/Evaluation*
1. Teacher will award points for the debate based on the lucidity of student arguments, cooperation, effort, etc.

Lesson Four: Apply Knowledge and Skills Gained in Previous Lessons to Shakespeare

A. *Daily Objectives*

1. Concept Objectives
 - a. Understand the meaning of unknown words through context, discussion, and examination.
 - b. Identify and understand tone and mood in poetry through word choice.
 - c. Recognize that the messages found in poetry can remain relevant through the centuries.

2. Lesson Content
 - a. *Sonnet 18*, “Shall I compare thee...” (William Shakespeare)
 - b. Elements of Poetry – Sonnets (meter, rhyme scheme, forms, types of rhyme, imagery)
 - c. Tone and diction
 3. Skill Objectives
 - a. Students will determine the tone and mood of a poem from content.
 - b. Students will determine the meaning of nonsense words from context, tone, mood, discussion, and translation.
 - c. Students will recognize sonnet form.
 - d. Students will compare and contrast.
 - e. Students will write original poetry and other works of fiction.
- B. *Materials*
1. Student copies of *Sonnet 18*
 2. *Shakespeare in Love* and VCR
 3. Appendix A (Sonnet Quiz)
 4. Prentice Hall Textbook pp.622-625
- C. *Key Vocabulary*
1. Sonnet – form of poetry that contains 14 lines, each written in iambic pentameter
 2. Rhyme scheme – the rhyme format of a poem
 3. Iambic pentameter – poetic line made up of measures of two syllables each, with the accent on the second syllable
 4. Couplet – two lines of poetry that go together and are usually rhymed
- D. *Procedures/Activities*

ACTIVITY ONE

1. Students break into small groups to read *Sonnet 18*.
2. Discuss the poem’s tone and mood; focus on Shakespeare’s eternal love.
3. Identify unfamiliar words found in the poem and discuss what they might mean.
4. Discuss that students were able to understand “Jabberwocky”, which uses completely made-up words; certainly, then they can handle Shakespeare, which may contain unfamiliar words, but at least they’re all English words!
5. Students, equipped with dictionaries/thesauruses, “translate” the poem into “plain” English.

ACTIVITY TWO

1. As a class, discuss what sonnet form is, as well as the differences between various poets and the kinds of sonnets they wrote.
2. Discuss the Shakespearean sonnet:
 - a. Contains 14 lines, each written in iambic pentameter.
 - b. Contains three stanzas of ABAB rhyme scheme and a couplet at the end.
 - c. The first stanza introduces the problem, main character, setting, etc.
 - d. The second and third stanzas develop this idea.
 - e. The couplet concludes the idea.
3. Identify Shakespeare’s use of iambic pentameter; focus on the location of stressed and unstressed syllables.
4. On board, teacher writes various lines: Are they written in iambic pentameter?
5. The following day, students take a quiz determining whether or not they understand sonnet form and iambic pentameter (Appendix A).

ACTIVITY THREE

1. Watch selected scenes from *Shakespeare in Love* (when Shakespeare meets Lady Viola at her home and demonstrates his infatuation, and returns to his home to write a sonnet. In following scenes, Viola reads aloud portions of the sonnet he has written her.

Teacher discretion is strongly advised, some scenes should not be shown in the interim between the writing and reading of the poem).

2. Discuss how this relates to *Sonnet 18*.
- E. *Assessment/Evaluation*
1. Students will be given two sonnets, one that is Shakespearean and one that is not. They must determine which follows Shakespeare's format and which does not and then identify the iambic pentameter of the first line by underlining the stressed syllables. Lastly, students must "translate" Shakespeare's sonnet into "plain" English. This may be substituted for the above quiz if desired.

Lesson Five: Assessing Tone and Mood

- A. *Daily Objectives*
1. Concept Objective
 - a. Identify and understand tone and mood in poetry through word choice.
 2. Lesson Content
 - a. *Sonnet 18* by William Shakespeare
 - b. Tone and diction
 3. Skill Objectives
 - a. Students will determine the tone and mood of a poem from content.
 - b. Students will recognize sonnet form.
 - c. Students will compare and contrast.
 - d. Students will draw parallels between works of literature and their lives.
- B. *Materials*
1. *Sonnet 18* by William Shakespeare
 2. "Jabberwocky" by Lewis Carroll
 3. Examples of Venn diagrams
 4. Songs sharing the meaning/mood of *Sonnet 18* and CD player (Suggestions include: "Everything I Do, I Do it For You" by Bryan Adams, "Every Little Thing He Does is Magic" by Shawn Colvin, "Just the Way You Are" by Billy Joel, "Barbara Ann" by The Beach Boys, "Barcarolle" by Offenbach from *Tales of Hoffmann*)
 5. Poems sharing the meaning/mood of *Sonnet 18* (Suggestions include: "Lizzie Pitofsky" by Judith Viorst, "Deaf Donald" by Shel Silverstein, "Jenny Kissed Me," by Leigh Hunt, "My Life is a Bowl," by May Riley Smith, and "She Walks in Beauty," by Lord Byron)
 6. Appendix B (Listening Sheet for Music Related to *Sonnet 18*)
 7. Paper/marker or chalk board on which to record group ideas
 8. Dictionaries
 9. Thesauruses
 10. Construction paper
 11. Magazines and newspapers
 12. Glue
 13. Scissors
- C. *Key Vocabulary*
1. Collage – a work of art in which a picture is made by attaching photographs, etc. to the surface
 2. Venn diagram – diagram using overlapping circles in order to compare and contrast
- D. *Procedures/Activities*
- ACTIVITY ONE
1. Review the tone, mood, and meaning of *Sonnet 18*.
 2. Solicit student responses as to whether these ideas are still found today (they will almost certainly respond yes!) Where are such ideas found? (You may receive a wide variety of responses; if music is not mentioned, add it to the discussion yourself).

3. Discuss how music often contains these ideas, and has for centuries; songs need not even contain lyrics to be similar to the mood and tone of *Sonnet 18*! Use accompanying listening sheet (Appendix B).
4. The teacher plays selected songs one at a time; students respond on the handouts, answering with the understanding that there is no one correct answer to many of the questions.
5. Discuss student responses.
6. Continue playing songs until time has run out.

ACTIVITY TWO

1. Review the idea that the tone, mood, and meaning of *Sonnet 18* are found in many areas, including other poetry.
2. Provide students with copies of the selected poems to compare with *Sonnet 18*; you may use those listed above or select your own.
3. Read the poems aloud.
4. Discuss each poem as a class; how do they compare to *Sonnet 18*? What is your personal feeling toward each poem? When were they written?
5. Students create a Venn diagram comparing the similarities and differences between *Sonnet 18* and any one of the poems read in class.

ACTIVITY THREE

1. Discuss the similarities and differences between *Sonnet 18* and “Jabberwocky” paying particular attention to the tone and mood of the poems. How does word use help portray the tone and the mood of the three poems? Why does Shakespeare choose the words he uses?
2. Have students create a Venn diagram comparing and contrasting the two poems.
3. Review the meaning of a parody. For homework, have students create parodies of *Sonnet 18*. They must begin with “Shall I compare thee to a...” Go over examples such as “Shall I compare thee to a garbage can. Thou art more shiny and pungent...” Also have students bring in old newspapers and magazines for tomorrow. “Teen” style magazines are especially applicable.

ACTIVITY FOUR

1. Share some of the student parodies in class.
2. Review the tone and mood of the sonnet. Form the students into groups of two. Using the magazines and newspapers the students bought in, have them create a collage which portrays the tone and mood of *Sonnet 18*.
3. They must use both words and pictures.

E. *Assessment/Evaluation*

1. Assessment is continuous throughout, e.g. the Venn diagram, parody, etc.

Lesson Six: Applying What We’ve Learned

A. *Daily Objectives*

1. Concept Objective
 - a. Identify and understand tone and mood in poetry through word choice.
2. Lesson Content
 - a. Polonius’s speech from *Hamlet*, “Neither a borrower nor a lender be...” (William Shakespeare)
 - b. Characterization
 - c. Elements of Drama
3. Skill Objectives
 - a. Students will determine the tone and mood of a poem from content.
 - b. Students will determine the meaning of nonsense words from context, tone, mood, discussion, and translation.

- c. Students will write original poetry and other works of fiction.
- B. *Materials*
 - 1. Polonius’s speech from *Hamlet*, “Neither a borrower nor a lender be...” (William Shakespeare)
 - 2. Optional: Audio tape player and *The Six-Minute Hamlet* from A Prairie Home Companion 20th Anniversary Collection by Garrison Keillor
 - 3. *Life’s Little Instruction Book* by H. Jackson Brown
 - 4. *Cliffscomplete Shakespeare’s Hamlet*
- C. *Key Vocabulary*
 - 1. Contradiction – a remark or act that is opposite to or different from
 - 2. Double-entendre - statement containing two meanings; one obvious and one hidden that is often contradictory to the obvious one
- D. *Procedures/Activities*

ACTIVITY ONE

- 1. Give the background plot to *Hamlet*, including a character tree. Discuss who Polonius is, to whom he is giving the speech and under what circumstances. Discuss that Polonius is a spy, a bumbling idiot and a rather out-of-touch, but nonetheless concerned dad. Discuss the inherent contradictions in all of his interactions in the play.
- 2. Read Polonius’s speech aloud. As a class, take a stab at its meaning.
- 3. Translate Polonius’s speech line by line; what does each piece of advice mean? Where are the contradictions and double-entendre?
- E. *Assessment/Evaluation*
 - 1. Pass around/share selections from *Life’s Little Instruction Book*. Discuss with students how this relates to Polonius (they will likely say that this book, like Polonius, is giving advice). Break students into groups of two or three. Within groups, students must design their own “Polonius’s Little Instruction Book.” Final products should contain at least six entries, quoting Polonius’s words from his speech as well as a “translation” and full-color drawings.

Lesson Seven: Shakespeare in Cargo Pants? How is this relevant today?

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. Recognize that the messages found in poetry can remain relevant through the centuries.
 - 2. Lesson Content
 - a. Polonius’s speech from *Hamlet*, “Neither a borrower nor a lender be...” (William Shakespeare)
 - b. Elements of Poetry (types of rhyme, imagery, symbol, personification, allusion)
 - c. Participates civilly and productively in group discussion
 - d. Elements of Drama
 - e. Characterization
 - f. Tone and diction
 - 3. Skill Objectives
 - a. Students will make persuasive arguments and support opinions with textual references.
 - b. Students will compare and contrast.
 - c. Students will draw parallels between works of literature and their lives.
- B. *Materials*
 - 1. Student copies of Polonius’s speech
 - 2. “Can’t Buy Me Love” and VCR

3. Songs sharing the meaning/mood of Polonius's speech and CD player (Suggestions include: "Father and Son" by Cat Stevens, "Everybody's Free (To Wear Sunscreen)" by Baz Luhrmann, "Unpretty" by TLC, "I'll Be That Girl" by Barenaked Ladies, "Sad Girl" by Moxy Fruvous, etc.)
4. Poems/literary works sharing the meaning/mood of Polonius's Speech (Suggestions include: *The Sneetches*, by Dr. Seuss, *The Zax*, by Dr. Seuss "If" by Rudyard Kipling, and other writings)
5. Appendix C (Listening Sheet for Music for Polonius's speech)
6. Appendix D (To Thine Own Self Be True Pages)
7. Appendix E (Being True to Yourself Survey)
8. Appendix F (Paper Bag Self Instructions)
9. Appendix G (Paper Bag Self Rubric)
10. Appendix G (Skit Rubric)
11. "Advice to Teenagers" website <http://users.liveonthenet.com/~dhayes/wisdom.html#A22>

C. *Key Vocabulary*

1. Individuality – qualities that make a person unique
2. Relevance – quality of relationship with the subject being discussed
3. Peer pressure – influence exerted to one's peers to conform
4. Conformity – following of rules, orders, customs or accepted ideas

D. *Procedures/Activities*

ACTIVITY ONE

1. Review the tone, mood, and meaning of Polonius's speech.
2. Solicit student responses as to whether these ideas are still found today (they will almost certainly respond yes!) Where are such ideas found? (you may receive a wide variety of responses; if music is not mentioned, add it to the discussion yourself).
3. Discuss how music often contains these ideas, and has for centuries; songs need not even contain lyrics to be similar to the mood and tone of Polonius's speech.
4. The teacher plays selected songs one at a time; students respond on the Listening Sheet (Appendix C), answering with the understanding that there is no one correct answer to many of the questions.
5. Discuss student responses. A reasonable amount of time may be necessary for this discussion, as students may relate especially strongly to the selected material. Continue playing songs until time has run out.

ACTIVITY TWO

1. Review the idea that the tone, mood, and meaning of Polonius's speech are found in many areas, including other poetry/literary works.
2. Read aloud *The Sneetches* and *The Zax*; discuss their relationship to Polonius's speech.
3. Hand out pages of related material to students (Appendix D). Read poems/writings aloud, allowing plenty of time for discussion following each selection. Additional supporting material may be found on the "Advice to Teenagers" website.
4. Students do a "free response" detailing how they feel after reading these selections. Emphasize that there is no "right" or "wrong" when talking about feelings!

ACTIVITY THREE

1. Review the meaning of Polonius's speech, focusing on "To thine own self be true."
2. Watch "Can't Buy Me Love." NOTE: This movie, while containing material that is **perfectly** aligned with the theme at hand, will need to be edited/previewed before showing it to students.
3. Students choose a main character from the movie and write a paragraph/design a timeline highlighting when this character was or was not true to himself/herself.

ACTIVITY FOUR

1. Discuss with the class why it is important to be true to oneself. When is this easy? When is it hard? What circumstances will you find yourself in where you must choose to be true to yourself or follow the crowd?
2. Students receive Appendix E. Allow them a few moments to peruse the items on the list. Go through each item aloud, making sure to clear up misunderstandings and answer questions. Then, have each student complete the worksheet.
3. Discuss student responses. Be sure to hear a “yes” and a “no” opinion for each question.

ACTIVITY FIVE

1. Discuss the idea of people having more than one “self” – an inner self that only they or close friends/family know, and an outer self that they share with everyone else.
 2. Hand out Appendix F. Go over it with students: each student is to design a paper bag that represents him/herself inner self.
 3. Allow students time to complete the bag out of school (or in class, if you choose and have time). One week should be sufficient.
 4. Students turn in their projects, which are then presented anonymously to the rest of the class. The class must guess whose bag it is based on how it has been designed. Use Appendix G for grading.
- E. *Assessment/Evaluation*
1. Students will be divided into groups of four to six. Each group must discuss what being true to yourself means. Group members must then come up with a skit idea that clearly demonstrates the concept of being true to oneself and the struggle deciding whether or not to do so.
 2. Students rehearse their skits. This may take a couple of days.
 3. Students present their skits to the class. Use Appendix G to grade skits.

VI. HANDOUTS/WORKSHEETS

- A. Appendix A: Quiz – Sonnets
- B. Appendix B: Tone and Mood of *Sonnet 18* as Found in Music
- C. Appendix C: Be True to Yourself Listening Sheet
- D. Appendix D: Be True to Yourself Pages
- E. Appendix E: Being True – A Survey
- F. Appendix F: Paper Bag True Self Instructions
- G. Appendix G: Paper Bag True Self Rubric and Skit Scoring Rubric

VII. BIBLIOGRAPHY

- A. “Barbara Ann,” The Beach Boys (song). *Greatest Hits, Volume One*. Capitol Records, Inc, 1999.
- B. Brown, Jackson H., Jr. *Life’s Little Instruction Book*. Nashville: Rutledge Hill Press, 1991. ISBN 1-55853-102-5.
- C. Burdett, Lois; Branagh, Kenneth; and Shakespeare, William Hamlet. *Hamlet for Kids*. London: Firefly Books, 2000. ISBN 1-55-209-530-4.
- D. *Can’t Buy Me Love* (movie). Steve Rash, Director. 1987. ASIN 6303144667.
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Appendix A–Shall I Compare Thee to a Jabberwocky?

Name: _____

Quiz – Sonnets

1. What is a lyrical poem?
2. How many lines does a sonnet have?
3. What is the rhyme scheme of a Shakespearean sonnet?
4. Indicate on *Sonnet 18* (on back) where the quatrains and the couplet are by using brackets.
5. Describe how the plot of each quatrain and the couplet are written in a Shakespearean sonnet.
6. What is the theme of *Sonnet 18*?
7. Create your own quatrain for a sonnet. The first line has been done for you.

Upon the hill they walked in quiet thought

Appendix A, cont'd. –Shall I Compare Thee to a Jabberwocky?

8. Is the Second Poem below a sonnet? How do you know?

9. Label the rhyme scheme for each line of the Second Poem.

Sonnet 18

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date;
Sometime too hot the eye of heaven shines,
And often is his gold complexion dimm'd;
And every fair from fair sometime declines,
By chance or nature's changing course untrimm'd
But thy eternal summer shall not fade
Nor lose possession of that fair thou ow'st;
Nor shall Death brag thou wand'rest in his shade,
When in eternal lines to time thou grow'st;
 So long as men can breathe or eyes can see,
 So long lives this, and this gives life to thee.

-William Shakespeare

Second Poem

First time he kissed me, but only kiss'd
The fingers of this hand wherewith I write;
 And ever since, it grew more clean and white,
 Slow to world-greetings, quick with its "Oh, list,"
When the angels speak. A ring of amethyst
 I could not wear here, plainer to my site,
 Then that first kiss. The second pass'd in height
The first, and sought the forehead, and half miss'd,
Half falling on the hair. Oh, beyond meed!
 That was the chrism of love, which love's own crown
With sanctifying sweetness, did precede.
 The third upon my lips was folded down
Imperfect, purple state; since when indeed,
 I have been proud, and said "My love, my own!"

- Elizabeth Barrett Browning

Appendix B—Shall I Compare Thee to a Jabberwocky?

Tone and Mood of *Sonnet 18* as Found in Music

The message found in *Sonnet 18* of eternal love, while made beautiful and famous by Shakespeare, is hardly confined, or unique, to Elizabethan England. Quite the contrary; people throughout the centuries since have continued to bring their true love to life through poetry, music, art, books, movies, etc. In order to truly represent the message of Shakespeare's *Sonnet 18*, however, simply raving on about being in love is not enough; the narrator must wildly profess his love to/for his or her beloved. A sense of desperation and timelessness must be present, as well as an admission of deepest devotion.

Listen to the following musical selections. After hearing each one, answer the questions below, all the while keeping *Sonnet 18* in the forefront of your mind.

Song Title: _____ **Artist/Composer:** _____

This song ____ does ____ does not capture the same message as *Sonnet 18*.

Why? _____

This song ____ does ____ does not contain the same mood and tone as *Sonnet 18*.

Why? _____

If this is a "pop" song, quote words from the song that particularly illustrate why this song was chosen for this assignment: _____

Is the singer singing directly TO his or her beloved or ABOUT his or her beloved? _____

If this is an instrumental work, which passage particularly illustrates why this song was chosen for this assignment?

Your overall impression of this song as compared to *Sonnet 18*: _____

Song Title: _____ **Artist/Composer:** _____

This song ____ does ____ does not capture the same message as *Sonnet 18*.

Why? _____

This song ____ does ____ does not contain the same mood and tone as *Sonnet 18*.

Why? _____

If this is a "pop" song, quote words from the song that particularly illustrate why this song was chosen for this assignment: _____

Is the singer singing directly TO his or her beloved or ABOUT his or her beloved? _____

If this is an instrumental work, which passage particularly illustrates why this song was chosen for this assignment?

Your overall impression of this song as compared to *Sonnet 18*: _____

Appendix C–Shall I Compare Thee to a Jabberwocky?
Be True to Yourself Listening Sheet

Name _____ Date _____

1) Song Title: _____ Artist _____

This song _____ does _____ does not capture the same type of message as Polonius’s Speech.
Examples from the lyrics which particularly illustrate my point are:

This song _____ does _____ does not contain the same mood and tone of Polonius’s Speech.

Examples from the lyrics which particularly illustrate my point are:

Overall, my impression of this song as compared to Polonius’s speech is

2) Song Title: _____ Artist _____

This song _____ does _____ does not capture the same type of message as Polonius’s Speech.

Examples from the lyrics which particularly illustrate my point are:

This song _____ does _____ does not contain the same mood and tone of Polonius’s Speech.

Examples from the lyrics which particularly illustrate my point are:

Overall, my impression of this song as compared to Polonius’s speech is

Appendix D—Shall I Compare Thee to a Jabberwocky?

Be True to Yourself Pages

- Life is not fair; get used to it.
 - The world does not care about your self-esteem or dignity. The world will expect you to accomplish something before you feel good about yourself.
 - You will not make a big salary right out of high school.
 - If you think your teacher (parent, adult) is tough, wait ‘til you get a boss.
 - Flipping burgers is not beneath your dignity. Your grandparents had a different word for burger flipping; they called it opportunity.
 - Before you were born, your parents weren’t as boring as they are now. They got that way paying for your bills, cleaning your room and listening to you tell them how idealistic you are. So before you save the rain forest from the abuse of your parents’ generation, try cleaning up your own room.
 - Life is not divided into semesters. You don’t get summers off, and very few employers are interested in helping you find yourself. Do that on your own time.
 - Television is not real life. In real life, people actually have to leave the coffee shop and go to jobs.
 - Be nice to nerds. Chances are you will end up working for one.
 - Living fast and dying young sound romantic—until you see one of your peers at room temperature.
-

Are you bored?

Accept the fact that you are probably going to have to work the rest of your life. Your parents do not owe you entertainment. Your community does not owe you recreational facilities. The world does not owe you a living. Instead, you owe the world something. You owe it to your time and energy and your talents so that no one will be at war or in poverty or sick or lonely again. Get out of your dream world and develop a backbone; not a wishbone. Start acting like an adult. You are supposed to be mature enough to accept some of the responsibilities you parents have carried for years. They have nursed, protected, helped, appealed, begged, excused, tolerated, and denied themselves needed comforts so that you could have every opportunity. This they have done gladly, for you are their dearest treasure. But now, you have no right to expect them to bow to every whim and fancy just because selfish ego, instead of common sense, dominates your personality, thinking and desires. Grow up.

Appendix D, cont'd. –Shall I Compare Thee to a Jabberwocky?

If You Can...

- If you can start the day without caffeine or pep pills,
- If you can be cheerful, ignoring aches and pains,
- If you can resist complaining and boring people with your troubles,
- If you can eat the same food everyday and be grateful for it,
- If you can understand when loved ones are too busy to give you time,
- If you can overlook when people take things out on you, when through no fault of yours, something goes wrong,
- If you can take criticism and blame without resentment,
- If you can face the world without lies and deceit,
- If you can conquer tension without medical help,
- If you can relax without liquor,
- If you can sleep without the aid of drugs,

Then you are almost as good as your dog.

Teen Creed

Don't let your parents down,

They brought you up.

Be humble enough to obey,

You may give orders someday.

Choose your companions with care,

You become what they are.

Guard your thoughts,

What you think, you are.

Choose only a date

That would make a good mate.

Be master of your habits

Or they will master you.

Don't be a show off when you drive,

Arrive with safety and alive.

Appendix E–Shall I Compare Thee to a Jabberwocky?

Name: _____

Being True – A Survey

In Polonius’s speech, Polonius tells his son: “To thine own self be true.” While that seems easy enough, being true to oneself is a difficult, personal decision. The following sentences describe various situations. After reading each, you need to decide: Was that person true to his or herself? Yes or no? Once you have decided, check the appropriate space.

Situation	YES	NO
1. A friend has an extra ticket to a concert. You don’t like the band, but you go to the concert anyway.	_____	_____
2. You’re grounded, but there’s an awesome party going on down the street. You lie to your parents and get to the party. Come on – you really wanted to go!	_____	_____
3. You haven’t studied for the test; your best friend has all the answers and is sitting next to you. You ignore your friend’s test and do the best that you can.	_____	_____
4. You dye your hair green because green is your favorite color.	_____	_____
5. You eat potato chips smothered in peanut butter in order to gross people out.	_____	_____
6. You wear your uniform slightly different than what’s allowed.	_____	_____
7. You are someone who doesn’t follow the crowd – you’re proud to be an individual. For example, you love the color orange, and wear orange whenever you get the chance. Now, the crowd is following you – suddenly, everyone’s wearing orange! Naturally, you stop wearing orange.	_____	_____
8. You want to be a fashion designer so you keep up with and always wear the latest fashion trends.	_____	_____
9. You dye your hair green because your best friend dyed theirs green.	_____	_____
10. When asked to be quiet, you aren’t because, hey – you’re a naturally noisy person.	_____	_____
11. A friend asks how he looks in that shirt. Being a truly nice person, you respond, “Great!” even though he looks terrible – you couldn’t bear to hurt his feelings.	_____	_____
12. A friend asks how she looks in that dress. She looks awful and you tell her so! After all, you always try to be honest.	_____	_____
13. You generally have unusual music tastes; for example, you liked Barenaked Ladies way back before they made it big. Now that they’ve become so popular and everyone knows them, you still like them!	_____	_____
14. You eat potato chips with peanut butter because you love the taste!	_____	_____
15. You’re a naturally messy person. While visiting your neat-as-a-pin relatives, you work extra hard to make sure that your room is clean.	_____	_____

Appendix E, cont'd. –Shall I Compare Thee to a Jabberowcky?

Situation (cont'd)

YES NO

- | | | |
|---|-------|-------|
| 16. You dye your hair green because your parents forbid you to dye it green. | _____ | _____ |
| 17. You drink cactus juice because it's good for you even though it tastes awful! | _____ | _____ |
| 18. Your friends really like a certain band, so you decide to buy their CD. After listening to the CD, you decide that you like the band, too. | _____ | _____ |
| 19. You beg your parents for a new scooter because you've seen everyone else with them and they look so cool. | _____ | _____ |
| 20. The girl next to you is so UNcool this week – everyone knows it. No one is hanging out with her. Being as popular as you are, you feel that it is your duty to ignore her, too; I mean, what would everyone else think if you were nice to her? | _____ | _____ |

Appendix F–Shall I Compare Thee to a Jabberowcky?

Paper Bag True Self Instructions

Materials:

- Paper Grocery Bag
- Pencil
- Scissors
- Art Supplies (for example)
 - Markers
 - Colored Pencils
 - Construction Paper
 - Glitter
 - Milk Pens
 - Bits of Cloth
- 3x5-File Card

Directions:

Polonius tells us “This above all – to thine own self be true,” but how many people ever get to see the real you? Is the person we talk to every day the same we would see if you didn’t have to worry about what your friends and parents think or about being embarrassed? Would you have green hair? Are you quieter than you seem, or a closet party animal? What kind of clothing would you wear if you didn’t have to wear your uniform?

For this assignment you are to create the true inner self that no one gets to see. Decorate this bag to be the “True you.” Include a 3x5-file card that tells us your name and what the bag represents (in complete sentences). Staple the card to the inside of the bag.

You will be graded on:

- Effort
- Appearance
- Neatness
- Creativity
- Spelling and Grammar

Appendix G–Shall I Compare Thee to a Jabberowcky?

Paper Bag True Self Rubric

Name _____

Requirement	Student Points	Total Points
1. Appearance/ Neatness		10
2. Creativity		10
3. Note Card Present with Name		5
4. Card tells what bag represents		20
5. Spelling/Grammar/Complete Sentences		10
6. Effort		10
7. Total Points Earned		65

Skit Scoring Rubric

Group _____

Requirement:	Points Earned	Points Possible
1. 2 – 5 minutes		10
2. Each person had a speaking part		10
3. Clearly demonstrated someone either being true to themselves, or not being true to themselves		25
3. Demonstrated group effort		15
4. Demonstrated creativity		20
5. Skit was polished		10
6. Actors were poised and professional		10
7. Total Points Earned:		100