

POR Romanticism

Content Area: **English Language Arts**
Course(s): **Generic Course**
Time Period: **4 weeks**
Length: **4 Weeks**
Status: **Published**

Unit Overview

Students will read and comprehend literature from the Romantic era in America to recognize how literature reflects historical events and to identify the innovative and creative techniques that make Romantic literature unique.

Transfer

Students will be able to independently use their learning to...

- Identify literary elements and figurative language.
- Recognize how historical events are reflected in literature.
- Identify elements that distinguish Romantic literature from literature of other eras.

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand...

- The importance of literary devices and figurative language in literature.
- Ways that Romantic literature is unique and different from literature of other eras.
- The beliefs and philosophies of Romantic authors.
- How the Romantic tradition has carried over to modern literature and society.
- The similarities and differences between between Optimistic, Transcendentalist and Brooding

Romantic authors.

Essential Questions

Students will consider...

- What are the beliefs and philosophies of Romantic authors?
- How are the ideals and traditions of Romantic authors influenced modern American thought?

- How does literature shape or reflect society?
- What is the relationship between literature and place?
- What makes American literature American?

Application of Knowledge and Skill

Students will know...

Students will know...

- Historical background of the Romantic era.
- Biographical information about Romantic authors.
- The importance and effects of Literary Elements and Figurative Language.

Students will be skilled at...

Students will be skilled at...

- Reading with fluency and comprehension
- Identifying and examining literary elements and figurative language in text

Academic Vocabulary

- Romanticism
- Transcendentalism
- Poetry
- figurative language
- metaphor
- simile
- personification
- onomatopoeia
- allusion
- idiom
- alliteration
- hyperbole

Learning Goal 1

Students will be able to analyze how the style and content of text is particularly effective in contributing to the power, persuasiveness or beauty of the text.

Learning Goal 2

Students will be able to read and comprehend grade-appropriate literature and informational text.

Objective 1- (Level 2, 3, and 4)

SWBAT:

Identify the themes of the poems and analyze their development by interpreting and summarizing the key supporting details and ideas through discussion and reading comprehension questions.

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|---------------|---|
| LA.RL.11-12.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| LA.RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| LA.RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.) |

- LA.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- LA.RL.11-12.9 Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

Learning Goal 3

Student will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Objective 2- (Level 2 and 3)

SWBAT:

Identify and list the changes that a character goes through throughout the course of a poem through reading, discussing, and answering comprehension questions.

- LA.RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- LA.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- LA.RL.11-12.10a By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

Learning Goal 4

Students will identify literary elements and figurative language in Romantic literature.

Objective 3 (Levels 2 and 3)

SWBAT:

Identify figurative language (similes, metaphors, hyperbole, personification, allusion, idiom, alliteration, and onomatopoeia) in Romantic literature by indicating the phrase and its figurative language definition.

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Objective 4

Students will identify aspects of transcendentalism beliefs in the film *Dead Poet's Society* and complete film association handouts.

LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Summative Assessment

- Projects
- Quizzes
- Tests

21st Century Life and Careers

CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.

Formative Assessment and Performance Opportunities

- Class discussion and individual responses

- comprehension questions
- Do Now/ Exit ticket
- homework
- journal responses
- reading checks
- teacher observation
- vocabulary quizzes

Accommodations/modifications

- active reading
- audio
- Current events
- guided notes
- supplemental materials
- Video clips
- vocabulary hand outs

Interdisciplinary Connections

- Geography
- Louisiana purchase
- Railroads and Transportation
- Slavery/abolition
- Technology
- Voting Rights
- Westward Migration
- Women's rights

SOC.6.1.12.A.3.a	Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
SOC.6.1.12.A.3.b	Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.
SOC.6.1.12.A.3.d	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
SOC.6.1.12.A.3.i	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
SOC.6.1.12.C.6.b	Determine how supply and demand influenced price and output during the Industrial Revolution.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.

Enrichment

- Provide resources for further study