

# Romanticism

Content Area: **English Language Arts**  
Course(s): **Generic Course, Language Arts Literacy III Honors**  
Time Period: **4 weeks**  
Length: **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](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 Optimistic, Transcendental and Brooding Romantic

authors.

## **Essential Questions**

---

Students will consider...

- What are the beliefs and philosophies of Romantic authors?
  - How have the ideals and traditions of Romantic authors influenced modern American thought?
  - What are the similarities and differences between Optimistic, Transcendental and Brooding Romantics?
- 
- 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.
- Distinguishing characteristics of Optimistic, Transcendental, and Brooding Romantics.
- Genres of literature that were introduced and/or made popular during the Romantic era.
- 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
- Optimism
- Transcendentalism
- Brooding
- Folk Tale
- Fireside Poetry
- Parable
- Nature Writing
- Gothic Literature

(others to be determined by teacher as needed)

## **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**

---

SWBAT:

- Read and comprehend a variety of Romantic stories, poems and essays.
- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.11-12.6	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.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.

## Objective 2

---

SWBAT:

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

---

LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, 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.11-12.3	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.11-12.5	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.11-12.10a	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.

## Objective 3

---

SWBAT:

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

---

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.11-12.5

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.11-12.6

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.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.

## Objective 4

---

SWBAT:

Identify literary elements and figurative language in Romantic literature.

---

LA.L.11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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.

LA.L.11-12.5.B

Analyze nuances in the meaning of words with similar denotations.

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.11-12.3

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.11-12.5

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.11-12.6

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

LA.RL.11-12.10a

understatement).

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.

## **Summative Assessment**

---

- Projects
- Quizzes
- Tests

## **21st Century Life and Careers**

---

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.

## **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

## **Accomodations/ 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.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
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.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.A.6.b	Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
SOC.6.1.12.B.1.a	Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.
SOC.6.1.12.B.3.a	Assess the impact of Western settlement on the expansion of United States political boundaries.
SOC.6.1.12.B.5.a	Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.2.2	Relate current events to the physical and human characteristics of places and regions.

## Unit Resources

---

- supplemental materials
- textbook
- video/audio clips
- vocabulary materials

## Recommended Text

---

\* Nonfiction

- "Civil Disobedience" by Ralph Waldo Emerson

- "Concord Hymn" by Ralph Waldo Emerson
- "Crossing the Great Divide" by Meriwether Lewis
- "Nature" by Ralph Waldo Emerson\*
- "Old Ironsides" by Oliver Wendell Holmes
- "On Ralph Waldo Emerson" by Charles Johnson\*
- "On Writing 'The Raven'" by Edgar Allan Poe \*
- "Self Reliance" by Ralph Waldo Emerson\*
- "Thanatopsis" by William Cullen Bryant
- "The Commission of Meriwether Lewis" by Thomas Jefferson \*
- "The Devil and Tom Walker" by Washington Irving
- "The Fall of the House of Usher" by Edgar Allan Poe
- "The Minister's Black Veil" by Nathaniel Hawthorne
- "The Raven" by Edgar Allan Poe
- "The Song of Hiawatha" by Henry Wadsworth Longfellow
- "The Tide Rises, The Tide Falls" by Henry Wadsworth Longfellow
- excerpt from Moby Dick by Herman Melville
- Poetry of Emily Dickinson
- Poetry of Walt Whitman
- Walden by Henry David Thoreau\*