

# The Romantic Period

Content Area: **English Language Arts**  
Course(s): **Language Arts Literacy IV**  
Time Period: **3 weeks**  
Length: **3 weeks**  
Status: **Published**

## Unit Overview

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Read and analyze a selection of poems, essays, and stories from The Romantic Period. At the turn of the century, fired by ideas of personal and political liberty and of the energy and sublimity of the natural world, artists and intellectuals sought to break the bonds of 18th-century convention. The unit will cover the literature of this important time period and how it continues to impact the modern world.

## Transfer

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

- read and analyze a selection of poems from an important time period.
- identify and utilize literary devices in relation to thematic context in a selection of poems.
- recognize the elements of the Romantic period and how they apply to modern society.
- integrate knowledge from the study of Romantic poetry into critical thinking and analysis of literary components.
- integrate knowledge from additional Romantic disciplines (art, music, etc.) into the study of literature.

## Meaning

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## Understandings

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Students will understand that...

- the relationship between humans and nature.
- the impact and/or role of emotion on the human condition.
- the importance of the individual in society as opposed to the collective well-being.
- the role of art and literature in relation to its connection with life experience.
- how /literature impacts the way humans interact in the modern world.

## **Essential Questions**

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Students will keep considering...

- How does literature reflect the historical period in which it is produced?
- What are the key concepts, values, and literary forms of the Romantic period?
- How does the Romantic period differ from earlier literature?
- How do Romantic poets use the traditional forms of poetry to explore personal experience and individual feelings?
- How does Romantic philosophy influence Romantic life?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- how to critically analyze a selection of literature.
- how the Romantic period impacted literary development.
- critique the themes and motifs of an important time period in literary development.
- the contributions of a variety of writers during the Romantic period.

### **Students will be skilled at...**

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Students will be skilled at...

- reading with fluency and comprehension a selection of works from the Romantic period.
- recalling literary devices such as alliteration, rhyme scheme, hyperbole, etc. while reading a selection of works from the English Renaissance.

- applying a thematic connection between a work of literature and a modern equivalent.
- connecting additional works of art (painting, music, etc.) with literature from the Romantic period.
- reading various types of literature (poems, stories, essays, etc.) and analyzing thematic components of the various works.
- integrating additional art forms (painting, music, etc.) with literature from the Romantic time period.

## **Academic Vocabulary**

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Key terms to know...

- Industrial Revolution
- Age of Enlightenment
- liberalism
- naturalism
- individuality
- nature
- symbolism
- spontaneity
- supernatural

## **Learning Goal 1**

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Students will understand...

- How to analyze the development of two or more themes or central ideas over the course of the study of the Romantic period, including how they interact and build on one another.

## **Objective 1-- Levels 3 and 4**

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SWBAT:

- Analyze themes from a selection of poems, essays, and stories from the Romantic Period.
- Investigate how different themes and subjects are explored throughout the literature of the Romantic Period.

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.11-12.6	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.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

## **Learning Goal 2**

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Students will understand...

- how to cite textual evidence to support analysis of what a selection of literature from the Romantic period says explicitly as well as to support inferences drawn from the text, including determining where the text leaves matters uncertain.

## **Objective 3-- Levels 2, 3, 4**

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SWBAT:

- Define unknown vocabulary words to apply to text.
- Interpret quotations from various works from the Romantic period and analyze them for contextual and thematic meaning, citing textual examples to support conclusions

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.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the 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.11-12.2	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.11-12.4	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.11-12.6	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).

## Summative Assessment

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- End of Unit Test
- Extended written response
- Formal written assignments
- Group Presentation
- Performance Assessment
- Portfolios
- Research Project

## Career Ready Practice and Awareness Standards

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CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

## Technology

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TECH.8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.

## Formative Assessment and Performance Opportunities

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- Class discussion
- Exit slips
- Learning/Response Logs
- Observations
- Peer/Self Assessments
- Practice Presentations
- Questions
- Quizzes
- Reading Check Quiz
- Think Pair Share
- Visual Presentations

## Accommodations/Modifications

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- Audio Story Version
- Film Version of text
- Modify length of written work
- Reading aids/notes summaries
- Study Guides
- Visual/Graphic Organizers

## Interdisciplinary Connections

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- 18th Century English Society
- Age of Enlightenment
- England's Golden Age

- French and American Revolutions
- Industrial Revolution

SOC.6.1.12.C.6.b	Determine how supply and demand influenced price and output during the Industrial Revolution.
SOC.6.1.12.CS5	The Development of the Industrial United States: Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, cultural values, and created tensions between ethnic and social groups.
SOC.6.2.12.C.3.b	Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
SOC.6.2.12.CS3	Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact: Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform. The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.
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

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- audio readings
- informational powerpoints
- journal entries
- study guides
- tests
- textbook

## Recommended Texts

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- Blake: The Lamb
- Blake: The Tyger
- Burns: To a Louse
- Burns: To a Mouse
- Coleridge: The Rime of the Ancient Mariner
- Donne: A Valediction, Forbidding Mourning
- Donne: Holy Sonnet 10
- Donne: Meditation 17
- Herrick: To the Virgins, To Make Much of Time
- Jonson: On My First Son

- Jonson: Song, To Celia
- Jonson: Still to Be Neat
- Keats: Ode on a Grecian Urn
- Keats: Ode to a Nightingale
- Lord Byron: She Walks in Beauty
- Lovelace: To Lucasta, on Going to the Wars
- Marvell: To His Coy Mistress
- Milton excerpts from Paradise Lost
- Shelley: Ode to the West Wind
- Shelley: Ozymandias
- Wollstonecraft: A Vindication of the Rights of Women
- Wordsworth: Lines Composed a Few Miles Above Tintern Abbey