06_The Romantic Period (1798 – 1832) Copied from: English 3, Copied on: 11/15/23

Content Area: **TEMPLATE**
Course(s):
Time Period: **Full Year**
Length: **4-6 weeks (20-30 Days)**
Status: **Published**

General Overview, Course Description or Course Philosophy

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand:

- No one form of writing dominated the Romantic Era; the literature varied from the ode to sonnets to the gothic novel.

- The expansive variety of literature from this period mirrors the Romantic ideal of freedom to roam.

- The Romantic attention to feelings is evident years later in the popularity of the "me generation" and the focus on "following your gut."

- The Romantic focus on nature led man to gain respect for the environment, thus possibly saving the planet from later destruction due to pollution and the hazards of industrialization

CONTENT AREA STANDARDS

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Observe hyphenation conventions.

B. Spell correctly.

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.)

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.

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).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

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.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

  A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

  B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

  C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

  D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

  E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.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.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
VA.6-8.1.5.8.Pr6	Conveying meaning through art.
VA.6-8.1.5.8.Re7a	Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
MU.K-12.1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU.K-12.1.3C.12nov.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.L.11-12.2.A	Observe hyphenation conventions.
LA.L.11-12.2.B	Spell correctly.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

TECH.9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
TECH.9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
TECH.9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge sections.

Declarative Knowledge

Students will understand that:

- The Romantics rejected sophisticated society and embraced the simplicity of country life. They sought solitude and comfort in nature.

- Romanticism shared a concern and sympathy for common people, an interest in the world of imagination, especially the supernatural, an understanding of the lonely and melancholy, an attraction to childhood, and a rebellion against tyrannical control.

- The Romantics chose a common style and communicated their feelings clearly to bring the reader in closer connection with the literature.

- Though Thomas Gray wrote during the early 1700's, he is considered a transition poet and his work expresses ideas that are characteristic of a Pre-Romantic Era.

Procedural Knowledge

Students will be able to:

- Detail the differences between Neoclassicism and Romanticism

- Recognize elements and techniques of Romantic poetry

- Analyze an ode by charting words and phrases which appeal to the senses

- Compare and contrast the Age of Reason to Romanticism

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Alternate Assessments

- Original Student Artwork Creations
- Multimedia Presentations
- Portfolio Assessments
- Alternate Rubrics
- Student Dramitazations

Summative Assessments

- Essay: select a contemporary topic and analyze the coverage of the topic as being either one of reason or emotion.

- Write a poem that shows the individual's appreciation or connection to nature.

- Test

Formative Assessments

- Reading comprehension quizzes

- Homework to include Guide for Responding questions from textbook

- Keys to Literacy Organizers

Benchmark Assessments

- iXL
- Edulastic

RESOURCES (Instructional, Supplemental, Intervention Materials)

- <mark>Excerpts within textbook of Romantic writers (including Wordsworth, Shelley, Blake, Emily and Charlotte Brontë) -Core Texts</mark>

- Literary Criticisms

- Technology Infusion: computer/internet research on the time period

INTERDISCIPLINARY CONNECTIONS

Visual and Performing Arts

- Students will study musical compositions from the Romantic era (e.g., works by Ludwig van Beethoven, Franz Schubert, or Frédéric Chopin) and paintings by Caspar David Friedrich and Eugène Delacroix).

Dramatization
Mock trials/debates
Cinematic Analysis
Visual Language
Electronic media

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.