

American Literature: Romanticism

essential understandings:

Romanticism

- Romanticism is a style of writing, art, and philosophy that became popular in the late 1800's. This period marked the beginnings of a more progressive way of thinking after the United States of America's Puritanical beginnings. Romance helps to describe strange lands and wonderful adventures. It allows the writer greater latitude to include the marvelous with the real. Romanticism as a movement began in the late 18th century, moved to England where it developed an emphasis in the glorification of nature, the supernatural, and the rebel—the individual against society. It spread to America in the early to mid 19th century and is represented in such writers as Hawthorne, Poe, and Cooper. Analyzing works from Romanticism will help us to better understand how genre influences literature. Students will practice reading, writing, listening and speaking in this unit, and will improve their skills in literary analysis.
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“A dreamer is one who can find his way only by moonlight and his punishment is that he sees the dawn before the rest of the world.” Oscar Wilde

overview

Authors tell stories to represent readers' hopes, ideals, and fears. History and culture can be studied through the analysis of literature. This unit's focus on the early American style of Romanticism will reflect the values and ideas of the time, which in turn will inform our understandings of modern society. **In the 1830's, America began to experience the impact of the Romantic Movement that was transforming European civilization. Like the European movement of which it was an offshoot, American Romanticism was in a broad sense a new attitude toward nature, humanity, and society that espoused individualism and freedom. Many trends characterized American Romanticism. Among the most important are the following:**

- **An impulse toward reform (temperance, women's rights, abolition of slavery)**
- **A celebration of individualism (Emerson, Thoreau)**
- **A reverence for nature (Cooper, Emerson, Thoreau)**
- **A concern with the impact of new technology (locomotive)**
- **An idealization of women**

**adapted from

<http://www.brightubeducation.com/high-school-english-lessons/6429-notes-on-american-romanticism-class-handout/>

lessons

- Introduction to Romanticism- Internet Scavenger Hunt
- Poe Background and Reading (student choice)
- Grammar Review
- Literary Elements/Techniques
- Socratic Seminar
- Metacognitive Planning
- 7 Habits of Highly Effective Readers
- Vocabulary Review
- Assessment Planning

group work Due 1/16 _____

Students, in their assigned groups, must choose and complete one of the following:

1. Create a comic or other visual representation of *The Black Cat*. Be sure that it is long enough to cover the entire text. One image is not enough! Include a one page long paper explaining the image and summarizing the text.
2. Make a multi-media presentation on the Romanticism movement and why it is important. Tell about historical and modern examples of this movement. Write a one page response that summarizes your presentation. Include how you may use the information you've learned so far. Feel free to focus on "Dark Romanticism."
3. Create a multi-media presentation on the parallels between Poe's *The Black Cat* and Romanticism. Discuss the artist's purposes in creating this work, and tell why they are both relevant to us as learners and global citizens. Include a one page response that summarizes your presentation.

individual work- Due 1/02, 1/05, 1/09, 1/12 _____

- **Internet Scavenger Hunt and Presentation** students will research and present important information on Romanticism and the Edgar Allen Poe.
- **Daily journal entries** that include the AIM/Do Now/Annotated Notes/Vocabulary and Journals/Writing exercises that are completed in class.
- **Vocabulary/Grammar/SAT Prep-students will participate in daily "do-now" activities that will allow them to improve their language skills and test preparation.**

The above assignments are graded during class time-students must make up daily do nows and journals as a result of an excused absence!!

assessments Due 1/18

- Students will participate in a Socratic Seminar in class where they bring two written questions to discuss with the group. Students should look to the essential understandings and overview for help developing appropriate questions that will encourage a productive discussion.
 - Students will take an exam on the content and vocabulary of the assigned reading.
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readings

Edgar Allen Poe *The Black Cat*

Alternate reading-student choice

links

<http://remezcla.com/features/culture/8-confessions-of-my-tongue/>

<http://gjs.appstate.edu/social-justice-and-human-rights/what-social-justice>

<http://gender.stanford.edu/news/2013/why-literature-matters-social-justice>

<https://bemoons.wordpress.com/2015/03/27/why-i-dropped-everything-and-started-teaching-ken-druck-lamars-new-album/>

<http://feministteacher.com/2010/04/13/exposing-the-master-narrative-teaching-toni-morrison-s-the-bluest-eye/>