

Romanticism (1800 - 1860)

THEME - Individual v. Society

CCGPS Standards and "I Can" Statements

ELACC11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

ELACC11-12RI4: 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

1. I CAN determine the meanings of unfamiliar words.
2. I CAN identify and explain symbols in the material I read.
3. I CAN identify the author's purpose of a particular text.

ELACC11-12RL1: Cite strong and thorough textual evidence 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.

4. I CAN correctly cite evidence from the text in my writing.
5. I CAN correctly cite the evidence from the text that I use to support my answer.
6. I CAN critically review my written work and revise and edit it BEFORE turning it in for a grade.

ELACC11-12RL9: Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

ELACC11-12RL10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

7. I CAN compare/ contrast the writings of the Rationalists and the Romanticists.
8. I CAN demonstrate understanding of how American literature developed and began to differ from European literature.

Task 1 - Defining Romanticism and the Romantic time Period

1. Click on the below link, then answer the question.

<http://www.merriam-webster.com/dictionary/romanticism>

Define "Romanticism." (Write Definition #1)

2. Click on the below link, read the Power point on American Romanticism carefully, then complete the attached graphic organizer

<http://www.wiziq.com/tutorial/235-American-Romanticism>



Task 2 - Background information on Romanticism

In the RED literature book, carefully read p. 139 - 150, then answer the questions that follow.

p. 139 - *The Pattern of the Journey*

1. To Rationalists, the city was a place to find ____ and ____- ____.
2. To Romantic writers, the city was often a place of ____ and of ____ and ____.
3. The characteristic Romantic journey is to the _____. And whatever the destination, it was a flight both ____ something and ____ something.
4. TWO-PART QUESTION: What is the first truly popular professional writer best known for? Name the Writer and the character.
5. American Romanticism can be best described as a journey away from the ____ of ____ and the limits of ____ thought, and toward the ____ of ____ and the ____ of imagination.

p. 142-143 - *The City, Grim and Gray* (in the box)

6. When were first tenements built in NYC?
7. Define "tenement". <http://www.learnersdictionary.com/search/tenement>
8. How many people might share a bathtub?
9. Why were the streets so foul?
10. What epidemic killed an average of 100 people per day in 1832?
11. Regarding the children -
 - 11.1. How many children were homeless?

11.2 What was their average life expectancy (if they were lucky)?

12. Describe the crime and violence.

13. In 1840, there was one bright spot of hope - talk building a huge, expensive city park for "health and recreation".

13.1. Whose idea was it to build this park?

13.2. When was it finally built?

p. 143 - *The Romantic Sensibility: Celebrating the Imagination*

14. Romanticism developed in part as a ____ to ____.

15. To the Romantic mind, ____ was the highest and most sublime embodiment of the imagination.

16. The Romantics wanted to rise above (or escape from) "_____" to a realm of higher truth.

17. Why did America seem "an unlikely transplant" for the Gothic novel?

18. In a typical Romantic poem, the speaker sees a ____ or _____. Something about this commonplace object brings the speaker to some important, ____.

19. American Romanticism took two roads on the journey to understanding higher truths. One road led to the ____ of the past and of ____, even ____, realms; the other road led to the ____ of the ____ world.

p. 146 - *The American Novel and the Wilderness Experience*

20. American novelists discovered that the ____ available in America was very different from the ____ available to European writers.

21. The development of the American novel coincided with what three things (p. 146)?

p. 147. *A New Kind of Hero*

22. Most Europeans had an image of the American as ____ and ____.

23. What are the characteristics of the Romantic hero?

Task 3 - Well-known American Romantic Writers

You will **research** the following well-known writers of the Romanticism literary period. You may use the RED literature book (page numbers are given) or Google.

- 1 Oliver Wendell Holmes, p. 187
- 2 Henry Wadsworth Longfellow, p. 175
- 3 Washington Irving, p. 152
- 4 William Cullen Bryant, p. 169
- 5 James Fenimore Cooper (online only)

REQUIREMENTS FOR COMPLETING THIS TASK:

1. What the writer was best known for
2. Most famous works
3. Did the writer write novels, short stories, essays, poetry? Or more than one?
4. SIX interesting facts that other students probably won't include on their power point



Task 4 - Washington Irving - The Father of American Literature

In the RED literature book, read the short story "Rip Van Winkle" beginning on p. 154, then answer the following questions.

NOTE: If no book is available, read it online here: <http://www.online-literature.com/irving/2053/>

Also, you may **LISTEN AS YOU READ** by clicking here <http://etc.usf.edu/lit2go/171/american-short-fiction/3461/rip-van-winkle/>

~Click on the button near the bottom of the screen named "AUDIO" to listen.

~You can also scroll down this screen to read along as you listen.

~ NOTE: if you listen AS YOU READ, it will only take about 30 minutes to complete!

1. BEFORE listening to the audio, read the introduction (in italics). Who is Diedrich Knickerbocker?
2. As the hero of this story, how is Rip unlike the typical American frontier hero?

NOTE: Refer back to Task 2. #23 to help you compare Rip to the typical American frontier hero.

3. Why does Rip say nothing to his wife when she continually nags him?
4. Find details from the story that reflect a Romanticism setting.
5. On page 158, what clues indicate that the stranger is magical and not an ordinary person?
6. What appears to make Rip fall asleep?
7. On page 160, what clues let you know that a great amount of time has passed?
8. TWO PART QUESTION: One theme of the story is the escape from the cares and problems of life. Is this theme still relevant today? Why or why not?
9. Is Rip a better person after his experience? Explain your answer.
10. How does this story express the theme of "the individual v. society"?
11. TWO-PART QUESTION - Dame Van Winkle and Rip are stereotyped characters that have been found in literature for many years - the nagging wife and the hen-pecked husband. 1) Name a couple in current literature (or movies or television) that represent this stereotype. 2) Then EXPLAIN how this couple represents the stereotype.

Task 5- The Fireside Poets - Who were they?

in the RED literature book, read p. 149 - *American Romantic Poetry: Read at Every Fireside*

1. American poets wanted to prove that Americans were not _____, so they kept to European _____ literary traditions.
2. American Romantic poets wrote in a style that a _____ person from England who had recently immigrated to America might be expected to use.
3. Name the Fireside Poets.
4. Why were they called the Fireside Poets?
5. Their choice of subject matter - love, patriotism, nature, family, God and religion - was, for the most part, _____ rather than _____ to their audience.
6. They often wrote in a "_____" or _____ style that took the edge of the messages in their poetry.
7. The Fireside poets also introduced uniquely American subject matter. Name three of these uniquely American subjects.
8. Because the Fireside Poets stuck with traditional English forms of poetry, they were unable to recognize the poetry of the _____.
9. Contrast Whittier's response to Walt Whitman's work to Emerson's response.

Task 6 - Henry Wadsworth Longfellow

In the RED literature book, read the following on p. 178: Reading Focus and Background

1. Romantic poets often used _____ of _____ to mirror or express _____ that might too painful or personal to express directly.
2. Longfellow was determined to marry Fanny Appleton. How long did she keep him waiting?
3. How many years after Fanny died did Longfellow write the poem "The Cross of Snow"?

Use this link to answer the following questions.

<http://english.emory.edu/classes/paintings&poems/longfellow.html>

4. How did Longfellow's wife die?
5. What inspired him to write the poem?

Read the poem "The Cross of Snow" either in the RED literature book on p. 178 or at the below link. Answer the questions that follow.

<http://english.emory.edu/classes/paintings&poems/longfellow.html>

6. When Longfellow uses the phrase "martyrdom of fire" to describe his wife's death, what is he suggesting about her character?
7. In lines 3 and 4, what image is suggested by the halo of light around Mrs. Longfellow's head in her portrait?
8. in everyday speech a cross, in the sense of burden, is something to *bear* or *shoulder*. But Longfellow says that his is "the cross I wear upon my breast" (line 12). Why do you think he uses that phrase instead of referring to it as a cross he bears?

9. What does the cross symbolize?

Back to the RED literature book, p. 178 (Background)

10. Why do you think Longfellow never showed this poem to anyone?

Task 7 - Oliver Wendell Holmes

In the RED literature book, read the following on p. 190: Reading Focus and Background

1. Words can be powerful tools for what three things?
2. Words can ____ or ____, ____ or ____.
3. Holmes wrote the poem "Old Ironsides" in protest of what (what was author's purpose)?
4. What happened as a result of his poem being published?
5. Explain how the phrase "the pen is mightier than the sword" relates to this situation.

Read the poem "Old Ironsides" either on p. 190 or at the link below. Answer the questions that follow.

http://www.poetry-archive.com/h/old_ironides.html

1. Why is the opening line ironic?
2. Holmes compares the ship to an eagle. What qualities of the eagle make this a good comparison?

Task 3. Semester Final Exam Project

1. The Semester Final Exam Project is your final exam in this course and counts as a final exam grade.

It is a Power Point presentation, in which you will reflect upon what you learned in each unit you complete in your English class, you will reflect upon what you did, what standards were addressed and what you learned in each task.
Instead of waiting until the end of the semester to complete this final exam, you will work on it as you complete each unit. That way your final exam will be finished when you complete your last unit for this course.

2. Get the instructions for the Final Exam Project from your teacher.

Task 9. Grade Yourself

1. Get a blank standards-based rubric from your teacher
2. Write each "I Can..." statement from the Standards chart in a separate box.
3. Then rate yourself as to how well you mastered each "I Can..." statement.
4. Bring all your work and the completed rubric to your teacher to discuss your work and your grade.