

6-17-2010

Romanticism: Past and Present [10th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Romanticism: Past and Present

Grade Level: 10th

Subject/Topic Area(s): English / Romanticism, Poetry

Designed By: Amy Anderson

Time Frame: Approx. 2 weeks or 12, 50 minute class periods

School District: Pineywoods Academy

School: Lufkin, TX

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Brief Summary of Unit (Including curricular context and unit goals):

Exploring the Romantic Movement and its influence on our culture today, this unit focuses on identifying and explaining how the characteristics of a literary genre are reflected in a work of art or piece of literature. Students will refine their explication skills and learn to make connections between literature, art and music.

The unit culminates in a differentiated multimedia project, which allows students to show what they know about Romanticism and its connections to our lives today.

Unit: Romanticism: Past and Present
Grade: 10th Grade

Stage 1: Desired Results

Established Goals (Standards)

TEKS or Scope & Sequence

- (7B) draw upon his/her own background to provide connection with texts;
- (8D) interpret the possible influences of the historical context on a literary work.
- (9A) recognize distinctive and shared characteristics of cultures through reading;
- (10A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and enactments;
- (11E) connect literature to historical contexts, current events, and his/her own experiences;

Understandings

Students will understand that...

- Romanticism continues to influence our culture today.
- Poetry is: who we are, what we believe, where we come from and where we are going.
- Learning about the past can inspire us to innovate.

Essential Questions

- Why do we write poetry?
- What defines a poetic movement / school?
- How do poetic movements / schools influence each other?

Knowledge

Students will know...

- A brief history of Romanticism.
- The Romantics were interested in: the “common people,” childhood, emotions, nature, individualism, imagination, and rejection of traditional authority.
- Definitions: lyric poetry, Romanticism, ode

Skills

Students will be able to...

- Identify and explain how the characteristics of a literary genre are reflected in a work of art or piece of literature
- Identify lyric poetry and distinguish it from other types of poetry

Stage 2: Assessment Evidence

Performance Task: *Students will choose one option from a project menu:*

Option #1: Students will create a soundtrack for Romanticism. Each student will be responsible for picking 3 modern Romantic songs. The soundtrack must include the following elements:

- 3 songs burned onto a disk
- An explication of the lyrics for each song
- A brief description of how each song fits at least two of the traits of Romanticism
- A dedication to one Romantic poet
- Cover art which reflects the student's understanding of Romantic ideas—any medium is acceptable

Option #2: Students will create a PechaKucha presentation and show the class what they have learned about Romanticism. (more info at <http://www.pecha-kucha.org>)

Other evidence:

11 x 17 Romanticism Notes Sheet

Ode

Kubla Khan Watercolor

Poetry Explications: "To Wordsworth," "Ode to a Nightingale," "Kubla Khan"

Urn Collective Poem

William Blake Cooperative Learning

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

Day 1: What is Romanticism?

Work(s):

- Church, Fredrick, *Twilight in the Wilderness*, 1860
- Cole, Thomas, *The Oxbow*, 1836
- Constable, John, *Hadleigh Castle*, 1829
- Friedrich, Caspar David, *Abbey in the Oak Wood*, 1809
- Landscape with Rainbow*, 1809
- Man and Woman Contemplating the Moon*, 1830
- Wanderer above the Sea of Fog*, 1818
- Martin, John, *The Bard*, 1817
- Turner, J.M.W., *The Parting of Hero and Leander*, 1837

Plan: Students will participate in a gallery walk using the works listed above. They will find at least 6 similarities in content and mood among the paintings.

After the gallery walk, students will come back together as a class and share the similarities they noticed. Tell students that these are some of the traits of a movement in art, literature and music called Romanticism. A student volunteer will write these similarities on a big sticky note to remain on display for the rest of the unit.

Day 2: Romanticism: Past and Present

Work(s): Wordsworth, William, “The World is Too Much With Us,” 1806

***Main Understanding:* Romanticism continues to influence our culture today.**

Plan: Tell students that we will be spending one more day exploring what Romanticism is before we get to our focus: Romantic poetry. Post the following unit understanding on a big sticky: “Romanticism continues to influence our culture today.”

Have students fold a sheet of 11 x 17 printer paper into six sections. At the top of each section, they will write each of the traits of Romanticism from yesterday’s discussion. An example might be:

- belief in the wisdom of “common people” and childhood
- trust in emotions
- glorification of nature
- individualism and imagination
- rejection of traditional authority

As a class, read “The World is Too Much With Us” aloud. Ask students to highlight one thing that caught their eye and one thing they are unclear about, and present these to the class.

For homework, students will write 3 direct quotes from the poem on their 11 x 17 sheet. To receive full credit, students must use MLA citation—learned in a previous grade.

Day 3: Romanticism: Past and Present (continued)

Work(s): Popular music that draws on Romantic concepts

***Main Understanding:* Romanticism continues to influence our culture today.**

Journal: *Have students write reflectively about the ideas of Romanticism. Are these ideas still relevant today? Where and how are they relevant? Try to provide specific examples of Romanticism in our culture.*

Plan: Pass out copies of song lyrics for “We Rode in Trucks” by Luke Bryant. As the song plays, have students highlight examples of “Romanticism.” Have students discuss the lyrics in partnerships, write down three quotes on their 11 x 17 sheet, and informally present to the class. Talk about ideas of closeness to nature, the wisdom of common people, and individualism in small town culture.

Repeat the activity above with the edited version of “Creep” by Radiohead. Talk about glorification of irrational emotions, trust in imagination, and rejections of traditional authority found in alternative music.

Emphasize that while neither of these works are “Romantic,” they definitely display some of the characteristics of Romanticism. Give extra credit to students who bring in other songs that seem to show Romantic ideas.

Day 4: Ode

Work(s): Bob Dylan, "Song to Woody"
Percey Shelley, "To Wordsworth"

Main Understanding: Poetry is: who we are, what we believe, where we come from and where we are going.

Plan: As students come into class, pass out "Song to Woody" lyrics. Ask students to underline examples of Romantic thinking in the lyrics as you play the song. Discuss the traits of an ode as a class, and tell students some of the background information about the song

Ask students to add "ode" to their vocabulary deck. Ask students to read "To Wordsworth" independently, explicate and write a brief comparison.

Day 5: Ode (cont.)

Work(s): Pablo Neruda, "Ode to my Socks"
John Keats, "Ode to a Nightingale"

Main Understanding: Poetry is: who we are, what we believe, where we come from and where we are going.

Plan: Describe the ode assignment to students. Read "Ode to my Socks" as a class and discuss how an ode can be about almost anything. Discuss the following questions:

- Why would a poet choose to write an ode?
- Why write an ode to something inanimate?

Read "Ode to a Nightingale" aloud as a class. Put students into groups, give each group one stanza of "Ode to a Nightingale" to explicate, and let students present using the Elmo / overhead. For homework, students will add specific examples from this poem to their 11 x 17 notes sheet.

Day 6: Ode (cont.)

Main Understanding: Learning about the past can inspire us to innovate.

Plan: Students will write their own Romantic odes using the Horatian ode form as a starting point.

Introduce the project menu, and spend some time talking about each of the projects:

- Romanticism Soundtrack
- PechaKucha
- Poetry Portfolio

Students can pick another way of showing what they know about Romanticism with teacher approval. Pick a dramatically inclined student to practice reading "Kubla Khan" for tomorrow.

Day 7: Dreams

Work(s): Samuel Coleridge, "Kubla Khan"

Main Understanding: *Learning about the past can inspire us to innovate.*

Plan: Give each watercolor material. Tell students they will be listening to poem without the words in front of them.

Have the dramatically inclined student read the poem to the class. Students should simply be listening not writing. After the student has finished reading, tell students to write, draw or paint as much as they can remember from the poem.

As students finish, share the basic background information about the poem: that it was written after Coleridge woke up from an opium dream, that he was interrupted by a visitor and struggled to remember what he had been writing. Have students share their work with the class, if they wish.

Give students copies of "Kubla Khan" to explicate and add to their 11 x 17 note sheet at home.

Day 8: Old School Multimedia

Work(s): William Blake, "The Tyger," 1789
"The Lamb," 1789
"Songs of Innocence: Introduction," 1789
"Songs of Experience: Introduction," 1789

Main Understanding: *Learning about the past can inspire us to innovate.*

Plan: Divide students into four groups of three. Give each group one of the poems above. Explain that while many Romantic poets had a strong visual quality to their work, William Blake actually illustrated his poems. Show the students some example book plates. In each group, assign the following roles:

- *Visionary:* Responsible for explicating the poem and assisting the artist with direction.
 - *Artist:* Responsible for creating a book plate for the assigned poem
 - *Synthesizer:* Responsible of providing some notes on how your group's poem compares to others
-

Day 9: Old School Multimedia (cont.)

Work(s): John Keats, "Ode to a Grecian Urn"
Images of various Grecian urns

Main Understanding: *Learning about the past can inspire us to innovate.*

Plan: As a class, read "Ode to a Grecian Urn" aloud. Place students in five groups. Give each group one stanza of "Ode to a Grecian Urn" and one image of a Grecian urn. Have students explicate their stanza and present it to the class. Tell students they will return to their urn tomorrow.

Day 10: Old School Multimedia (cont.)

Plan: In their small groups (2-3 students), have each student write a 10 line Horatian stanza about his or her urn.

Day 11:

PROJECT PRESENTATIONS

Day 12:

PROJECT PRESENTATIONS

Name: _____

Due Date: _____

Romanticism Project Assignment Sheet

As our Romanticism unit comes to a close, you will be creating and presenting multimedia projects to show your knowledge of the Romantic Movement. Please choose one of the following projects:

Option #1: Students will create a soundtrack for Romanticism. Each student will be responsible for picking 3 modern Romantic songs. The soundtrack must include the following elements:

- 3 songs burned onto a disk
- An explication of the lyrics for each song
- A brief description of how each song fits at least two of the traits of Romanticism
- A dedication to one Romantic poet
- Cover art which reflects the student's understanding of Romantic ideas—any medium is acceptable
- A brief, informal presentation of your work
- A completed self-assessment sheet

Option #2: Students will create a PechaKucha presentation and show the class what they have learned about Romanticism. PechaKucha is a unique way of using PowerPoint to bolster audience engagement. Students create 20 PowerPoint slides which will each be displayed for 20 seconds, creating an overall presentation of visuals, music, and words. The presentation must include the following elements:

- 20 slides—with at least 10 images and 2 pieces of music
- A short rationale explaining the choices you made
- A storyboard or outline for your presentation—should show what images / text / music will be playing / showing and what you will be saying
- A 7 minute presentation to the class
- A completed self-assessment sheet

Please see the attached rubric for more information on grading, etc.

Name: _____

Due Date: _____

Romanticism Project Rubric and Self-Assessment

	Exceeding	Meeting	Approaching	Failing
Knowledge of Romanticism	Project shows a deep understanding of Romanticism	Project clearly shows understanding of Romanticism	Project shows a very basic understanding of Romanticism	Project shows little or no understanding of Romanticism
Execution	Execution of project deepens our understanding of Romanticism. Students (and teacher) understand Romanticism more fully after viewing your project	Project is well-executed. The execution helps our understanding of Romanticism.	Execution of project may impede our ability to understand Romanticism.	Project was not attempted, or was “thrown together”
Completeness	Project is complete and professional—you paid close attention to detail	Project is complete	Project is lacking 1-2 minor elements	Project is lacking multiple elements
Effort	Project is “your best work”	Project shows you worked hard	Project shows you put forth some effort, but not enough	Project shows almost no effort

Highlight the areas where you feel your project belongs, and write a brief narrative explaining where you think your project belongs overall:
