

Randolph County Schools English 3- Curriculum Map

Unit: Romanticism, Transcendentalism, and Gothic (Dark Romanticism)

Timeline: 4-5 Weeks

Essential Questions: Compelling and Inquiry Based

- How has the “American Identity” changed during the Romantic time period?
- How has diction changed (mood, tone, word choice, etc.) from the Early American era to the Romantic era?
- How do the ideals of the Romantics/Transcendentalism/Dark Romantics shape their literature?
- How do have the ideas of Self-Reliance and Civil Disobedience shaped history in America?
- How has spirituality changed during this era? Are our beliefs today more similar to the Puritans, the Romantics, or something new all-together?
- How can the choice of words impact the mood and tone of a work?
- How does poetry evolve over the course of this time period as an art form?
- How do the various sub-genres of this period both tie-in to each other and distinguish themselves from each other?
- What is the purpose of verbal irony and satire and how can they be used effectively?

Understandings, Learning Targets and “I Can” Statements	Aligned Standards
<p>Students will understand that....</p> <ul style="list-style-type: none"> • Romantics,’ Transcendentalists,’ and Dark Romantics’ ideologies differ, affecting literary styles • This time period was the return of fiction and represents a break with traditions and social institutions. • The idea of individuality as it influences literature. • Word choice is an important factor in creating the mood and tone of a work • Poetry has changed as an art form and how this impacts both its structure and themes. • Satire and verbal irony use humor to prove a point. • The evolving idea of the “American” identity. • Stances on religion, politics and social issues are constantly 	<p>Key Ideas and Details 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).</p> <p>Craft and Structure 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 (including Shakespeare as well as other authors).</p>

<p>changing.</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> Analyze an individual author’s purpose in writing selections (Poe’s life choices, Fireside’s government agendas, Thoreau’s Protest). Independently recognize thematic elements in period pieces. Identify and explain elements of Romantic, Transcendental and Dark Romantic Literature. Distinguish between connotation and denotation and how word choice creates tone. Explain the break with social institutions, religion and European ideas. Determine point of view by focusing on narrator’s style. Compare and contrast styles in poetry and the narrator’s purpose. Determine whether a work is using verbal irony and if so, for what purpose Distinguish the factors that contribute to an author’s style and why styles are unique to individuals. Explain how certain figures (Poe, Whitman, Dickinson) deeply impacted the course of American Literature). 	<p>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).</p> <p>Craft and Structure</p> <p>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 (including Shakespeare as well as other authors).</p> <p>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).</p>
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Learning Plan that Includes: Focus Topics, Factual Content, Lesson Activities, Artifacts	Resources
<p>Literary terms:</p> <ul style="list-style-type: none"> Diction: Tone, Mood, Word Choice Setting Rhyme/Rhythm Assonance Parallel Structure 	<p>Suggested Texts:</p> <ul style="list-style-type: none"> “Devil and Tom Walker” by Washington Irving “Young Goodman Brown” by Nathaniel Hawthorne “My Bondage, My Freedom” by Frederick Douglass “Fall of the House of Usher” by Edgar Allan Poe “Minister’s Black Veil” by Nathaniel Hawthorne

- Free Verse
- Slant Rhyme
- Style
- Symbolism
- Extended Metaphor
- Satire: Verbal Irony
- Lyric Poetry, Odes

Unit Specific Vocabulary:

- Self-Reliance
- Civil Disobedience
- Romanticism
- Gothic/Dark Romanticism
- Atmosphere
- Transcendentalism
- Pastoral and Idyllic
- Humanism

Suggested Activities:

- Satire 3x3: Pick an example of satire (for example The Devil and Tom Walker or Young Goodman Brown satirize Puritan life) and have students look for examples of verbal irony. Activate with videos similar to the following: Colbert RNC vs. DNC (<http://thecolbertreport.cc.com/videos/l9ys9b/rnc-convention-vs--dnc-convention>) or a (school appropriate) video/article from The Onion.
- Mood and tone change: Preface with a video where the same scene is played repeatedly with different background music. After explaining how this is similar to words changing mood and tone in literature, have students do one or all of the following: randomly draw a scene with two different emotions and have them describe it in both ways, have students change an existing scene in a story to reflect a different mood/tone, have students describe how an author uses wording to achieve a specific

- “Dr. Heidegger's Experiment” by Nathaniel Hawthorne (<http://www.eldritchpress.org/nh/dhe.html>)
- “Annabel Lee” by Edgar Allan Poe
- “The Black Cat” by Edgar Allan Poe
- “Mask of the Red Death” by Edgar Allan Poe
- “The Raven” by Edgar Allan Poe
- “Murders in the Rue Morgue” by Edgar Allan Poe
- Excerpts from *Moby Dick* by Herman Melville
- “Thanatopsis” by William Cullen Bryant
- Selected poems by: Longfellow, Whittier, Holmes

Transcendentalism:

- Excerpts from “Nature,” “Self-Reliance,” and “Snowstorm,” by Ralph Waldo Emerson with possible connections to “Self-Reliance” 16x9:Freeganism and 50th Law: Self-Reliance (<https://www.youtube.com/watch?v=yCyPv0j4bPw> and <https://www.youtube.com/watch?v=FqerCtyo864>)
- “Civil Disobedience” by Thoreau, compare to “Letter from Birmingham Jail” by MLK and excerpts of Ghandi
- Excerpts from *Walden* by Thoreau possible comparison to 16x9: Off the Grid (https://www.youtube.com/watch?v=prN8xW_e4A0)

Selected Whitman and Dickinson poems including:

- Whitman: Song of Myself, I hear America Singing
- Dickinson: Soul Selects her Own Society, I Heard a Fly Buzz when I Died

mood or tone.

- Poetry mapping: Have students take examples of Romantic poems and label various poetic devices, rhyme scheme, figurative language, Romantic values, pastoral and idyllic imagery.
- Debate: Compare and contrast the idea of Self-Reliance in Transcendentalism to the Freegans. Do the Freegans embody a modern outgrowth of Transcendentalism? Are the Freegans truly self-reliant?
- Blind Poetry Choice: Have students look at an unlabeled poem by Whitman and an unlabeled Poem by Dickinson. Have them determine which author wrote which poem and give 3 reasons why they know.
- Look at how an author's style and purpose was impacted by their life events (Poe, Dickinson, and Whitman recommended for this). Possible essay.
- Song of Yourself: Students will write a poem in free verse, containing parallel structure regarding themselves. Afterwards discuss why free verse is an effective medium to write a poem describing oneself.
- Transcendentalism Tiered Assignment: Give students potential hypothetical situations where they would have to rely on themselves, and have them problem-solve possible solutions. Similarly, have students attempt to solve difficult riddles on their own, and then have them solve similar riddles in groups/using technology. Why is it sometimes easier to rely on others?
- Have students write their own example of satire using several examples of verbal irony.

Possible Constructed Response Questions: (Have students refer back to the text and support their answer with at least 2-3 examples)

- Is true Transcendentalism a practical ideology? Did Thoreau achieve this in Walden? Why or why not?

<ul style="list-style-type: none"> • How do Dickinson and Whitman change poetry as an art form? Compare and contrast poems from Whitman and Dickinson with earlier Romantic poems to support your answer. • Compare and contrast Romanticism with Transcendentalism or Dark Romanticism. • Explain how Poe’s style may have been impacted by tragedy in his life. How could his work have been different if it were not for the perspective these tragedy’s brought? • Why are satire and verbal irony an effective means for communicating controversial ideas? • Evaluate an example of satire for effectiveness in explaining its intended purpose. • Why is it important to read a variety of texts by an author when determining their style? Choose an author and trace their style through 2-3 works. 	
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Suggested Timeline
<p>Romantic Poetry and Satire 6-8 Days</p> <ul style="list-style-type: none"> • Fireside Poets 2-3 days • Thanatopsis (or other longer poem with traceable symbolism) 1 Day • Satire 3-4 days <p>Transcendentalism 6-8 Days</p> <ul style="list-style-type: none"> • Emerson works and comparisons 2-3 days • Thoreau Work and comparisons 2-3 days

- Tiered Assignment 2 days

Dark Romanticism 4-5 days

- Students will read several texts by Poe as well as other Dark Romantic works and look at how the style varies from tradition Romanticism in mood and tone.

Dickinson and Whitman 4-5 days

- Selected Dickinson and Whitman poems, as well as poems from previous eras to compare with