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| **Unit Title** | Poetry of the Romantic Age | | | **Length of Unit** | 6 class periods, 2 weeks |
| **Unit Description and Rationale** | This unit introduces students to the primary poets of the Romantic Age of English literature and their most famous works. Poetry from this era continues to form our popular conception of what poetry is and ought to be. Most people *expect* poetry to be, as Wordsworth defined it in his 1798 preface to *Lyrical Ballads,* “the spontaneous overflow of powerful feelings.” Romantic poetry also offers a particularly fruitful literary encounter for the student of faith. With its reactionary emphasis on the beauty of nature and the endurance of the supernatural against a growing tide of secular modernity, Romantic poetry frequently aligns with and affirms Christian beliefs and sensibilities. Yet, just as frequently, it diverges from orthodox Christianity into neopaganism and pantheism. As students read, enjoy, and discuss the poetry of the Romantic Age, they will have to grapple with their own beliefs about God, nature, the soul, and the human imagination. | | | | |
| **Unit Generalization: *By the end of this unit, my students will understand…*** | | | | | |
| Romantic poetry was both a reaction to and an extension of classical Enlightenment sensibilities. As such, it emphasized the primacy of the individual, the significance of emotion, the validity of subjective experience and personal expression, the creative capacity of the imagination, the indomitable potency of nature, and the enduring mystery of the supernatural. | | | | | |
| **Critical Vocabulary:** *includes the academic and technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.* | | | | | |
| Romantic Age, lyric, ode, elegy, apostrophe, dramatic monologue, pantheism, art ballad, Byronic hero | | | | | |
| **Critical Content: My students will KNOW…** | | | **Key Skills: My students will be able to (DO)…** | | |
| 1. The Romantic Age grows out of the concerns and sensibilities of the Enlightenment, a time of rapid modernization, secularization, and scientific discovery. 2. Romantic poetry is characterized by its lyricism, simplicity, and emotivism—a legacy of Wordsworth’s preface to *Lyrical Ballads* that endures to this day. 3. The significant forms and genres of Romantic poetry. 4. The major figures in Romantic poetry and their respective works. 5. As part of a larger cultural reaction to secular modernity, Romantic poetry both complements and challenges a Christian worldview. | | | 1. Narrate the historical development of Romanticism and summarize its major concerns. 2. Describe the distinctive features of Romantic poetry. 3. Define key vocabulary terms related to Romantic poetry. 4. Identify and discuss major Romantic poets and their works. 5. Evaluate the philosophical assumptions of Romantic poetry in light of orthodox Christian faith, particularly as it concerns nature, imagination, and the soul. 6. Respond imaginatively to Romantic poetry. | | |
| **Performance Assessment:** *The capstone/summative assessment for this unit.* | | | | | |
| **Claims:**  (Key content and skills to be mastered and demonstrated through the capstone assessment) | | The Romantic Age was primarily concerned with individual experience, emotion, expression, and imagination. Students will be able to respond imaginatively to Romantic poetry. | | | |
| **Product/Evidence:**  (Expected product from students) | | A presentation that both interprets and interacts imaginatively with Romantic poetry. | | | |
| **Differentiation:**  (Multiple modes for student expression) | | Students may choose from the following modes:   * A visual interpretation of a poem: original artwork, video, photo display, word art, calligraphy. * A dramatic oral interpretation of a poem. * A musical composition inspired by a poem or a musical setting for a lyric poem. * An imitation, alteration, or continuation of a poem or series of poems. * An explication of a poem or group of poems delivered via recorded PowerPoint or documentary video. | | | |

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| **Learning Experience #1** | |
| **Date:** |  |
| **Time:** |  |
| **Description/Overview:** |  |
| **Materials:** |  |
| **Critical Content (KNOW):** |  |
| **Key Skills (DO):** |  |
| **Assessment:** |  |
| *Lesson Plan and Instructor Notes* | |
| Preview |  |
| Prepare |  |
| Model |  |
| Practice |  |
| Discuss |  |
| Assign |  |
| Close |  |