### Unit III: American Romanticism—American Dream Redefined

**ENG III**

20 Class Meetings

*Rev. January 2016*

### Essential Questions

- How do social constructs and societal attitudes support or oppose the achievement of one’s dreams?

### Enduring Understandings with Unit Goals

**EU #1:** American Romanticism and Transcendentalism are related yet distinct literary and philosophical movements.

**EU #2:** In the nineteenth century, writers focused more on emotional and psychological aspects of a character.

**EU #3:** Emerson’s and Thoreau’s influence was global and helped legitimize America as a philosophical and literary voice.

**EU #4:** Gothic literature is a distinct branch of American Romanticism that focuses on humanity’s capacity for evil and examines the macabre.

**EU #5:** Nathaniel Hawthorne gave voice to the strong female protagonist and exposed the religious hypocrisy of Puritans.

### Standards

**Common Core State Standards/College and Career Readiness Anchor Standards:**

**RL.11-12.1:** 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.

**RL.11-12.2:** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**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).

**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. (Include Shakespeare as well as other authors.)

**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).
Unit III: American Romanticism—American Dream Redefined
ENG III
20 Class Meetings

**RL.11-12.9:** 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.

**W.11-12.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.11-12.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**W.11-12.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

**W.11-12.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.11-12.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**SL.11-12.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**L.11-12.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.11-12.3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**L.11-12.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

**L.11-12.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.11-12.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
## Unit III: American Romanticism—American Dream Redefined

**ENG III**

20 Class Meetings

### MSMHS 21st Century Learning Expectations

<table>
<thead>
<tr>
<th>Competency 1</th>
<th>Read and write effectively for a variety of purposes</th>
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<td>Competency 2</td>
<td>Speak effectively with a variety of audiences in an accountable manner</td>
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<tr>
<td>Competency 8</td>
<td>Take responsibility for his/her own learning and behavior</td>
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### Unit Content Overview

In this unit students explore America’s first prolific period of literature by examining works from Cooper and Irving to Hawthorne, Melville, Poe, Whitman, Emerson and Thoreau. The prominent theme of manifest destiny during this period in American literature may be introduced by reading John O’Sullivan’s essay “Annexion.” Students will discuss how the romantics perceived individualism and how this focus on individualism and how this focus on individualism relates to other themes in American literature.

Students will explore transcendentalism as an aspect of American romanticism and compare the romantics with the transcendentalists.

- “The Devil and Tom Walker” Washington Irving [Short story]
- “The Minister’s Black Veil” Nathaniel Hawthorne [Short story]
- “The Fall of the House of Usher” Edgar Allen Poe [Short story]
- “The Raven” Edgar Allen Poe [Poetry]
- *The Scarlet Letter* Nathaniel Hawthorne [Novel]
- “Self-Reliance” Ralph Waldo Emerson [Essay]
- “Civil Disobedience” Henry David Thoreau [Essay]
- Excerpts from *Walden* [Informational text]
- “Song of Myself,” “I Hear America Singing” Walt Whitman [Poetry]
- “A Bird came down the Walk,” “This is my letter to the World,” “Because I could not stop for Death” Emily Dickinson [Poetry]

**Terms to know:** Alliteration, anaphora, assonance, consonance, individualism, lyric poetry, manifest destiny, metonymy, noble savage, paradox, romanticism, synecdoche
Unit III: American Romanticism—American Dream Redefined
ENG III
20 Class Meetings

Learning Objectives

Students will be able to...
- Describe the major characteristics of American romanticism (e.g., use of symbols, myth, and the “fantastic”; veneration of nature; celebration of the “self”; and isolationism).
- Define transcendentalism as an aspect of American romanticism and compare and contrast the two.
- Analyze the elements of romanticism in the short stories of Washington Irving, Nathaniel Hawthorne, and Edgar Allan Poe.
- Analyze common themes that are present in transcendentalist writing.
- Analyze the structure and effectiveness of arguments in transcendentalist essays.
- Analyze the characters of Hester Prynne, Arthur Dimmesdale, Roger Chillingworth, Pearl, and their relationships to one another.
- Investigate the various notions of sin and redemption depicted in *The Scarlet Letter*.
- Analyze the structural development of the novel in terms of exposition, conflict, climax, resolution.

Assured Learning Experiences

- Oral presentations
- Teacher modeling
- Note taking and annotating
- Guided writing
- Collaborative writing
- School-wide Rubrics
- Focused peer editing
- Conferences
- Model texts and Student Exemplar
- Sharing of Student Writing
- Multimedia Presentations
- Webquests
### Unit III: American Romanticism—American Dream Redefined

**ENG III**

20 Class Meetings

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<th>Interdisciplinary Connection</th>
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<td>Social Studies: Economic disparities between the North and South; growing abolitionist movement; Mississippi as a conduit for communication and trade; regionalism; Manifest Destiny</td>
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<tr>
<td><strong>FORMATIVE ASSESSMENTS:</strong></td>
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<tr>
<td>● Group Discussion, directed guided read-alouds</td>
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<td>● Writing Prompts</td>
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<td>● Webquests</td>
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<td>● Collaborative writing, introductory paragraph including thesis development</td>
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<td>● Choose lines of poetry and create a visual presentation that exemplifies thematic and/or symbolic elements</td>
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<td>● Newspaper Headline (Create a newspaper headline that may have been written for the topic we are studying that capture the main idea of the event).</td>
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| ● Rubric #1: Communication  
  ○ Informative/Explanatory Essay |
| ● Rubric #1: Communication  
  ○ Unit Test/Short Response |
| **SUMMATIVE ASSESSMENTS:** |
| ● Reading Quizzes: multiple choice, short answer |
| ● Choose one work by Edgar Allan Poe, summarize basic elements (plot, characters, setting, perspective), identify the emotions revealed in the work, and create an original piece portraying these emotions. |
| ● Unit Test (Multiple Choice and Essay) |
| ● Transcendentalism Research Essay: What is Transcendentalism? |
| ● Argumentative Essay: How does Hawthorne illustrate the novel’s theme through the characters of Hester Prynne, Roger Chillingworth, and Arthur Dimmesdale and discuss how the social constructs and societal attitudes challenge Prynne’s achievement of her dream? |
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20 Class Meetings

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<thead>
<tr>
<th>Unit Task</th>
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| **Unit Task Name:** Transcendentalism Essay  
**Description:** Students will use information learned during this unit to compose a research essay discussing the history and the characteristics of American Transcendentalism. Students will compare and contrast American Transcendentalism and Romanticism (EU 1), they will discuss the characteristics of Transcendentalism (EU 2), and they will discuss the ways in which Emerson’s and Thoreau’s influence was global and helped legitimize America as a philosophical and literary voice (EU 3). Students must use at least three informational articles about the movement to find historical information and at least two works by Thoreau or Emerson to describe the characteristics of the movement.  
**Evaluation:** MSMHS Rubric 1: Communication |

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<th>Unit Resources</th>
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• MSMHS School-Wide Rubrics  
• Audiobooks (CD/YouTube)  
• Internet Databases  
• Laptops |