**Unit Plan:** American Romanticism

**Length of Unit:** 6 weeks

**Grade Level:** 11th

**Teacher:** Mrs. Hemer

**Summary:** This unit focuses on the emerging movement of American romanticism in the early nineteenth century and the period leading up to the Civil War. 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 “Annexation.” Students will wrestle with how the romantics perceived 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. Teachers are encouraged to select one novel and a variety of the other poetry and prose in order to give students maximum exposure to the various works of the period.

|  |
| --- |
| **Stage 1 –Desired Results** |
| **Established Goals (Standards)****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.11–12.9:** 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. **RI.11–12.5:** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. **W.11–12.3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **SL.11–12.4:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. **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. | **Transfer** |
| Students will be able to independently use their learning to…Unit Objectives* Define 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 explain how the two differ.
* Trace characterization techniques in American romantic novels.
* Analyze the structure and effectiveness of arguments in transcendentalist essays studied.
 |
| **Meaning** |
| **Understandings**Students will understand that… | **Essential Questions**Students will keep considering…* What is American Individualism?
 |
| **Acquisition of Knowledge and Skill** |
| **KNOWLEDGE**Students will know… | **SKILLS**Students will be skilled at… |

|  |
| --- |
| **Stage 2 – Evidence of Understanding** |
| **Evaluative Criteria** | **Students will show their understanding by…** |
|  | Performance Task(s): |
|  | Other Evidence: |

|  |
| --- |
| **Stage 3- Learning Plan** |
| Summary of Key Learning Events and Instruction |
|  |

UbD Template from The Understanding by Design Guide to Creating High-Quality Units by G. Wiggins and J. McTighe