**Lesson Plan #1**

**Romanticism Art and Literature**

**Romanticism and Gothic Elements**

**Exemplified in Edgar Allen Poe’s**

**“The Masque of Red Death” and “Fall of the House of Usher”**

**Mary Sabo**

**English III 11th Grade**

This is an 11th grade class with 25 students. The class is racially diverse with 30% of the class being African American and 70% of the class being Caucasian. There is also great socio-economic diversity. The class consists of 13 boys and 12 girls. This lesson will take one 55 minute class.

1. **Objectives**
2. Walk around the room and view examples of visual art of the Romanticism era. (Psychomotor; Show-Me Standards CA 5; G 1.5)
3. Discuss how Romantic elements are present in visual art with a group. (Affective; Show-Me Standards CA 5, 6; G 1.5, 2.3, 2.4, 4.1)
4. Identify elements of Romanticism literature on a quiz at the end of the unit. (Cognitive; Show-Me Standards CA 2, 5; G 4.4)
5. Hypothesize how the historical conditions of America in the early 19th century led to the Romanticism Movement and how the literary movement affected American society at the time. (Cognitive; Show-Me Standards CA 5, 6, 7; G 1.6, 2.3, 2.4, 4.1)
6. Compare and contrast elements of the Romantic era with other literary movements and styles particularly romance. (Cognitive; Show-Me Standards 6,7; G 1.5, 1.9, 2.4)
7. **Instructional Components**

Initiatory Activity

As students enter the classroom, there will be copies of Romantic art hanging on the wall and Romantic era music playing, and the teacher will ask if any of the students recognize any of the paintings or songs. If the students do recognize any pieces, they will share the name of the artist and the work and how the students knew them. The teacher will share that information about any remaining pieces and then explain the class activity.

**Day One**

1. Teacher will put students into groups of three or four, and the groups will orderly walk around the room, viewing the different samples of art for about twenty minutes.
2. As the students walk, they will answer questions about the pieces on a worksheet.
3. What is depicted in the painting?
4. How is nature represented?
5. Is there anything surprising about what is depicted?
6. How are people represented?
7. What do the paintings have in common?
8. When the groups are finished, they will sit down and discuss the activity quietly until all groups are finished.
9. After all groups have finished, the teacher will put each sample painting on the projector one at a time and ask each group to informally present what they discussed, using the worksheets as a starting point.
10. The teacher will tie up the discussion by going into the re-occurring elements the students found, which defined the Romantic Movement.
11. The teacher will write two columns on the board separating elements of romantic writing and writing following Romanticism trends for the students to write down in their notes to differentiate the two.
12. Using a PowerPoint presentation, the teacher will display a historical timeline and point out important events leading up to and during the Romanticism Movement.
13. Using the PowerPoint information, the students will work in groups of three or four determined by the seating chart and assess what events may have contributed to the Romanticism Movement and how the Romanticism changed society. One paper from each group will be handed in to the teacher. Groups will have five to ten minutes at the beginning of the next lesson to finish.
14. Assignment: Students will read the introductory material about the Romantic era and the Gothic Movement in their textbooks on pages 338- 342.
15. **Materials and Equipment**
16. Teacher Materials
17. *The Language of Literature: American Literature,* Teacher’s Edition, McDougal Littell
18. PowerPoint Presentations
19. Romanticism Art
20. History of Romanticism
21. Computer with speakers and projector
22. YouTube video of Romanticism music
23. Printed out samples of Romantic art and type
24. Art Analysis worksheet
25. Student Materials
26. *The Language of Literature: American Literature,* McDougal Littell
27. Pens
28. Paper
29. Binder