**Unit Plan**

**Romanticism and Gothic Elements**

**Exemplified in Edgar Allen Poe’s**

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

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**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 unit will take six 55 minute classes.

1. **Goals**
2. To learn Edgar Allen Poe’s biographical information.
3. To understand the historical context of the Romanticism era.
4. To identify stylistic elements found in Romanticism writing.
5. To understand elements of the Gothic sub-movement.
6. To understand Gothic literature.
7. To apply Gothic elements in fiction writing.
8. **Objectives**

The student will be able to

1. Discuss how important events shaped Edgar Allen Poe’s life and literary career. (Cognitive; Show-Me Standards CA 5, 6; G 1.5, 2.3, 2.4, 4.1)
2. Identify Poe’s well-known poems and short stories. (Cognitive; Show-Me Standards CA 5; G 1.5)
3. Defend Poe’s place as an influential American author. (Affective; Show-Me Standards CA 6; G 2.3, 2.4)
4. 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)
5. Identify elements of Romanticism literature on a quiz at the end of the unit. (Cognitive; Show-Me Standards CA 2, 5; G 4.4)
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. Walk around the room and view examples of visual art of the Romanticism era. (Psychomotor; Show-Me Standards CA 5; G 1.5)
8. 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)
9. Classify literary elements unique to the Gothic movement. (Cognitive; Show-Me Standards CA 5, 6; G 1.5)
10. Summarize the plots of “The Masque of the Red Death.” (Cognitive; Show-Me Standards CA 2; G 1.5)
11. Summarize the plot of “The Fall of the House of Usher.” (Cognitive; Show-Me Standards CA 2; G 1.5)
12. Recognize the Gothic elements in “The Masque of the Red Death.” (Cognitive; Show-Me Standards CA 2, 6; G 1.5, 2.4)
13. Recognize the Gothic elements in “The Fall of the House of Usher.” (Cognitive; Show-Me Standards CA 2, 6; G 1.5, 2.4)
14. Discuss symbolism, theme, and other stylistic elements of “The Masque of the Red Death” as a class. (Affective; Show-Me Standards CA 2, 6; G 1.5, 2.3, 2.4, 4.1)
15. Discuss symbolism, theme, and other stylistic elements of “The Fall of the House of Usher” as a class. (Affective; Show-Me Standards CA 2, 6; G 1.5, 2.3, 2.4, 4.1)
16. Apply proper spelling, grammar, and mechanics in the student’s fiction writing. (Cognitive; Show-Me Standards CA 1, 4; G 2.2)
17. Write an original two-paged, Gothic short story using at least three of the Gothic elements discussed in class. (Cognitive; Show-Me Standards CA 1, 4; G 2.1, 2.5, 4.4)
18. Revise another student’s short story respectfully with constructive criticism. (Affective; Show-Me Standards CA 1, 2, 4; G 1.5, 2.2, 2.3)
19. **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 and answering questions about the pieces on a worksheet.
2. 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.
3. The teacher will tie up the discussion by going into the re-occurring elements the students found, which defined the Romantic Movement.
4. 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.
5. Using a PowerPoint presentation, the teacher will display a historical timeline and point out important events leading up to and during the Romantic Movement.
6. Using the PowerPoint information, the students will break into groups and access 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.
7. Assignment: Students will read the introductory material about the Romantic era and the Gothic Movement in their textbooks on pages 338- 342.

**Day Two**

1. The groups of students from yesterday will present to the class their ideas on how history and society influenced Romanticism writing and how Romanticism writing influenced history and society.
2. Using a projector, the teacher will display quiz questions asking whether certain elements are iconic of the Romantic Movement to review yesterday’s notes and differentiate between Romantic elements from previous movements the students studied in class. Other questions will be on the reading and identifying well-known Romantic works.
3. The teacher will ask the students if they were surprised to see Poe’s name included in the list as a Romantic author and ask the students what the students know about Poe.
4. Using a PowerPoint, teacher will present biographical information on Edgar Allen Poe and his literary works.
5. Using a PowerPoint, the teacher will elaborate on the elements and origin of the Gothic style.
6. Students will create a venn diagram comparing the European Gothic Movement to the American Gothic Movement.
7. Using the information they learned about Poe, students will discuss and write in groups to what extent they believe Poe deserves his rank among great American writers and why.
8. Assignment: Students will finish their group writing assignments if they did not in class and read “The Masque of Red Death” starting on page 454.

**Day Three**

1. The students will complete a short quiz of the plot of “The Masque of Red Death,” and the teacher will go over the answers.
2. Students will work in groups to discuss “The Masque of Red Death” by filling out a handout on a specific element.
3. Each group will present to the class the element the students discussed in groups.
4. The teacher will clarify and emphasize major points brought up in discussion.
5. The teacher will explain the writing assignment that will be due on exam day. The students will write original two-paged fiction stories incorporating Gothic themes and stylistic elements.
6. Assignment: The students will read “The Fall of the House of Usher” on page 473 and complete the worksheet. Students will also work on their Gothic short story.

**Day Four**

1. The teacher will collect the worksheets and use them to lead the class in a discussion of “The Fall of the House of Usher.” The discussion will begin with the teacher asking students to summarize parts of the plot, and the teacher will clarify when there is confusion.
2. Students will write elements of the story on the board under headings like theme, symbolism, and characterization.
3. Then the teacher and students will discuss what is written on the board.
4. During the discussion, students will ask any questions they have about the story.
5. In the last ten minutes of class, the teacher will answer any questions the students have about their writing assignment or upcoming test.
6. Assignment: The students must bring in their rough drafts of their Gothic stories for peer review on the next day.

**Day Five**

1. The students will peer-edit their rough drafts of their Gothic short stories in groups of three so that each student has two reviews of the student’s paper.
2. Each student will read their classmate’s story in its entirety, correcting grammatical and stylistic errors and making constructive criticism.
3. After the students finish revising their classmates’ story, they will fill out a short rubric for their classmates’ writing to be handed in to the teacher.
4. The last ten minutes of class will be used for questions about the assignment or the test.
5. Assignment: Students must turn in their final copies of their writing assignment and study for their Romanticism Unit Test.

**Day Six**

1. Students will hand in their short Gothic stories.
2. Students will complete their test and read the introduction to Realism quietly when they are finished.
3. **Materials and Equipment**

Teacher’s Materials

1. *The Language of Literature: American Literature,* Teacher’s Edition, McDougal Littell
2. PowerPoint Presentations
3. Romanticism Art
4. History of Romanticism
5. Romanticism quiz
6. Poe and Gothic Elements
7. Computer with speakers and projector
8. Printed out samples of Romantic art and type
9. Handouts and worksheets
10. Art Analysis
11. “The Masque of Red Death” Quiz
12. “The Fall of the House of Usher” Worksheet
13. Writing Assignment Handout
14. Peer Review Rubric
15. Unit Test

Student Materials

1. *The Language of Literature: American Literature,* McDougal Littell
2. Pens
3. Paper
4. Binder
5. **Assessments**
6. Written Assignments (125)
7. Romanticism Quiz (10)
8. “Masque of Red Death” Quiz (10)
9. “The Fall of the House of Usher” Worksheet (5)
10. Rough Draft of Gothic Short Story (10)
11. Final Draft of Gothic Short Story (40)
12. Exam (50)
13. Performance Assessments (35)
14. Art Analysis Sheet (5)
15. History Group Writing (10)
16. Poe Group Writing (10)
17. “Masque of Red Death” Group Work (5)
18. Peer Edit Rubric (5)