

---

## Romanticism – Group Project

---

### Goals & Objectives

---

Students will work in groups to show their combined and individual understanding of Romanticism. They will display what they know in the form of a video or in class presentation and will include a representation of Romanticism.

### California State Content and Common Core Standards

---

#### **10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.**

7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

### Lesson Introduction

---

Students will be given a short, refresher lecture about Romanticism. The whole class will be asked what topics they would potentially like to present. This will help set the table for the subject and the assignment to come.

### Vocabulary

---

Students will need to understand these terms to truly understand aspects of Romanticism. They will be asked how some of these terms could be related to the Industrial Revolution.

Terms:

Romanticism, Sordid, Pagan, Visage, Gothic

### Content Delivery

---

Students will be put into groups of 4-5 and be given guidelines and rubric for the project. They will be instructed to brainstorm and select a topic for the remainder of class. Teacher will roam around to validate the scope of the project and person of interest.

### Student Engagement

---

Students will research and compose a presentation in either a video or live format. Research must have credible resources and talk in depth about the artist, writer, or composer. They must also talk about why this person is a Romantic and touch upon



Romanticism and the Industrial Revolution as well. Students will have 2 weeks to do individual research as well as group work to finish the project. 2 in-class days will be used to view class presentations.

### Lesson Closure

---

Students will write down impressions of other groups' presentations and things they might not have known before the assignment. They will turn in this short response as a quick check on participation and attention paid to the class.

### Assessment

---

#### *Entry Level*

Students will be asked what they recall from the teacher-led Romanticism lesson. They will show their understanding of Romanticism by discussing romantic artists.

#### *Summative*

Group projects and presentations given by students will show deep understanding of artist, writer, or composer. Students with acceptable understanding of their subject should also be able to show why they are considered Romantic artists.

### Accommodations for English Learners, Striving Readers and Students with Special Needs

#### *English Learners/Special Needs Students*

Students uncomfortable with speaking in front of the class will not be required to do so. They may be asked to contribute in non-verbal ways to contribute to the presentation.

Ex: create/reproduce artwork, compile poster, be a part of a video