

Core Knowledge Objectives

- **OVERVIEW**

1. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
- 2. Students know that religious and philosophical ideas have been powerful forces throughout history.

Show your Romantic Side

For our culminating activity you will be creating a "romantic" notebook. Using your work from the past two weeks, you will be describing romantic artists, musicians, philosophers and writers. You will also submit a work of art, musical selection, or piece of poetry, showing your own romantic style.

Here are the requirements for this project. You will have two class periods to work on your project.

1. Title page: includes a title for your work, your name, date and an illustration.
2. You will need to pick at least one artist, one musician and one author from the people we have discussed in class. You may choose more than three to receive extra credit.
3. For each person you will need to create a personality page, which will need to include biographical information, and an analysis of one piece of their work. You may use your sheets that you completed in class for this information.
4. You will need to create an original poem, artwork, or music selection. Poems must be at least 10 lines long. Artwork may be of any media: colored pencil, sketch, painting, etc. If you chose to write a musical selection, I will need a recording of the music, or you may perform it live for the class. You will need to write a paragraph, explaining why you feel that your piece reflects the ideals and attitudes of Romanticism. You will need to draw a connection to the ideals of Jean-Jacque Rousseau in your paragraph.

Your Project Assignment (instead of a test!)

- Follow the directions to complete the project for this unit!
- I'm assigning it now so that you can work on it for the next two weeks!
- You will receive a grading rubric so you know what I expect!

Name: _____ Teacher: _____
 Date: _____ Title of Work: _____

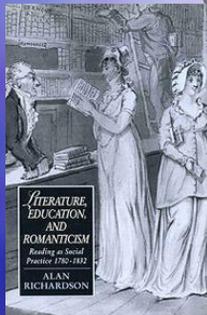
	Criteria				Points
	1	2	3	4	
Title Page	No title page	Title page with two pieces of required content	Title page with three pieces of required content	Title page with all pieces of required content	
Personality Pages	Less than one complete personality page	Less than two complete personality pages	Less than three complete personality pages	Three complete personality pages	
Example of original artwork, piece of music or poem	No example of work	Example of work that is not original to student	Example of original work by student	Example of original work by the student that exemplifies the characteristics of Romanticism	
Explanation of how their example is "romantic"	No explanation	Explanation that doesn't connect the example of work to the Romantic period	Explanation that connects the work to the Romanticism with at least two examples	Explanation that connects the work to the Romanticism with three or more examples	
				TOTAL	

Teacher Comments:

Total Score of:
 4-5 F
 6-8 D
 9-11 C
 12-14 B
 15-16 A

Romanticism....why?

- Remember, the 18th century was all about the Enlightenment—the use of human reason
- Romanticism of the 19th C. is about emotion



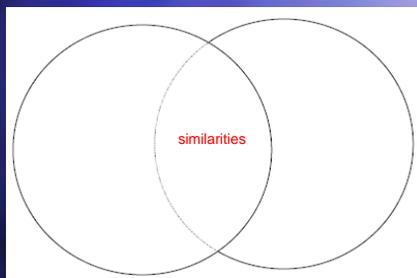
Origins

- Romanticism began following the French Revolution.
- The publication of Lyrical Ballads by William Wordsworth and Samuel Taylor Coleridge in 1792 is the beginning of literary Romanticism.



Venn Diagram: Romanticism vs. NeoClassicalism

Neoclassicalism Romanticism



15 Minutes!

Directions:
Make a large Venn diagram on a clean sheet of looseleaf

Study your notes and read pages 156-158. Note key similarities and differences in your diagram

Definition

- Romanticism** refers to a movement in art, literature, and music during the 19th century.
- Romanticism is characterized by the 5 "I"s**
 - Imagination
 - Intuition
 - Idealism
 - Inspiration
 - Individuality



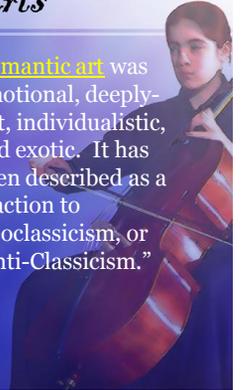
Characteristics of Romantic Art

- Romantic art often featured
 - 1) nature
 - 2) "remoteness" of time or place.
 - 3) Back to the medieval times--
Themes: chivalry, courtly love.
 - 4) display of emotions.
 - 5) the horrors of war.



Visual Arts

- ❖ Neoclassical art was rigid, severe, and unemotional; it hearkened back to ancient Greece and Rome
- ❖ Romantic art was emotional, deeply-felt, individualistic, and exotic. It has been described as a reaction to Neoclassicism, or "anti-Classicism."



Is this Romantic or Neoclassical?

- Put the title of the painting in the correct spot in your Venn Diagram.



David's "The Death of Socrates"

Is this Romantic or Neoclassical?



Use of weapons, costumes, poses of Pompeian frescoes, call to patriotic action

Which is which? Neoclassicism or Romanticism?



David's Marat



Romantic Art

Neo Classical or Romanticism?

❖ The Romantic arts embraced themes in the Middle Ages: chivalry, courtly love.



Emotion in Romantic Painting



Eugene Delacroix:
Orphan Girl in a Cemetery

Romantic Artists
Jot down notes on each artist as we discuss; add this sheet to your notebook. Include any titles and descriptions of any paintings we discuss in class.

William Blake:

Francisco Goya:

Eugene Delacroix:

Get Ready—Organize!

- Copy this down and get ready to jot down notes!

Background to 19th C. Spain and Goya

- 1808 French troops take over Spain
- 1814 were driven out and the artist Goya was commissioned to remember the atrocities in Madrid



Goya

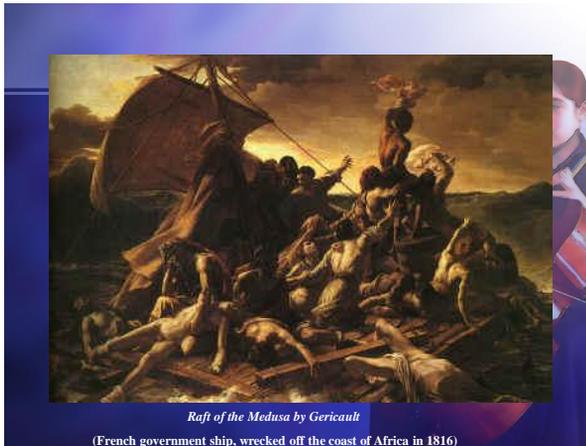
- His works
 - Uses emotions to show the horrors of war
 - Agonized victims
 - Light of torches on victims while executions lie in the shadows





Theodore Gericault (1791-1824)

- Young French liberal
- Used violent lighting to enhance emotions
- Used painting to expose scandal



The Death of Sardanapalus (1826)

- Orgy of violence
- Assyrian king atop his own funeral pyre
- Has destroyed his possessions and his wives rather than give them to the enemy
- Dreamlike quality (Aka Massacre No. 2)



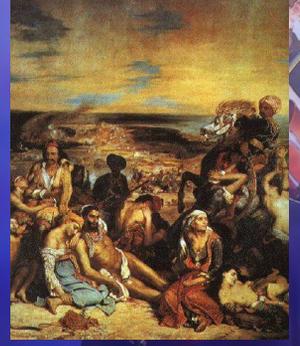
Ferdinand Victor Eugène Delacroix

- **Ferdinand Victor Eugène Delacroix** (April 26, 1798 – August 13, 1863) was the most important of the French Romantic painters.
- Used expressive brushstrokes and optical effects of color
- Paintings featured dramatic and romantic content
- Against classical models of Greek and Roman art
- Emphasized the exotic



"Massacre at Chios" by Delacroix

- Aka Massacre #1
 - Romantic political protest
 - Turkish slaughter of 20,000 Greeks on Chios in 1824
 - Drew inspiration from Lord Byron
- "To set fire to yourself, remember certain passages from Byron"



William Blake

- **William Blake** (November 28, 1757 – August 12, 1827) was an English poet, painter, and printmaker.
- Fascinated with biblical themes



Blake's work

- The archetype of the Creator is a familiar image in his work.



Liberty Leading the People:

What do you see in this painting?

How does it make you feel?

What about this painting makes it a "romantic painting"? (Be specific)



The Bullfight:

What do you see in this painting?

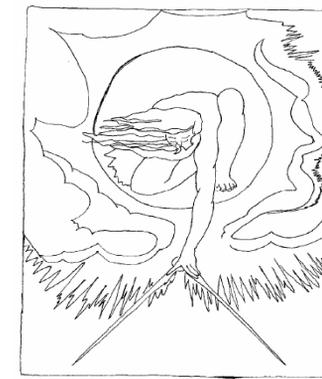
How does it make you feel?

What about this painting makes it a "romantic painting"? (Be specific)



Adapted from *Start Exploring: Masterpieces*

Ancient of Days
's interpretation of William Blake's Etching



Color your own Romantic art!

- **Directions:**
 - 1) Study this illustration. How does it make you feel?
 - 2) Write your reactions on the back.
 - 3) Color your copy. Your colors should reflect how the work makes you feel.
 - 4) When finished coloring, explain why you used these colors on the back.

Music: Components

- ❖ 1730-1820.
- ❖ **Classical music** emphasized internal order and balance.
- ❖ 1800-1910.
- ❖ **Romantic music** emphasized expression of feelings.

Music

"Classical" musicians included composers like Wolfgang Amadeus Mozart and Franz Josef Haydn.

Romantic musicians included composers like Frederic Chopin, Franz Lizst, Pyotr Il'yich Tchaikovsky and Beethoven!

The History of Music: Early Romanticism (24:46)



What was the impact of the French Revolution and other historical events on Romantic music?

- Examines Beethoven and his influence, harmony, and composers Schubert, Berlioz, Liszt, Chopin, Schumann, and Verdi. The program travels to Paris, France, and Vienna, Austria, during this tremendously rich period, recounting the events of the French Revolution and the impact of nationalism and a growing middle class on the art and music of Europe. The presentation also introduces such concepts as theme, tone color, and melody.

Romantic Music

- Music, like painting could release emotion
- Built on traditions of 18th century masters



Ludwig van Beethoven (1770-1827)

- Bridged classical and romantic periods
- Son of an alcoholic court musician
- Earned patronage of Viennese nobles
- Before losing his hearing learned classical musical structures



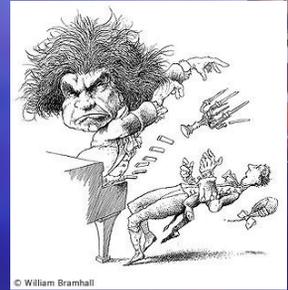
Ludwig van Beethoven (1770-1827)

- Romanticist because "he withdraws increasingly within himself.....reveals only his subjective thoughts and pays heed to nothing but his own inspiration"



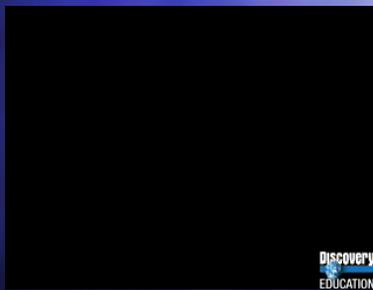
Ludwig van Beethoven (1770-1827)

- Very dramatic composer
- Often knocked down candles during performance
- Music helped popularize the piano
- Enjoyed wealth and fame (unlike Mozart)



© William Bramhall

Beethoven animated (28 minutes)

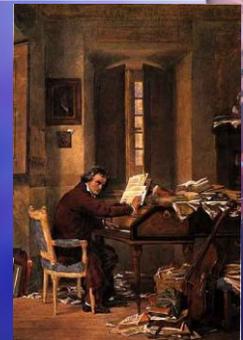


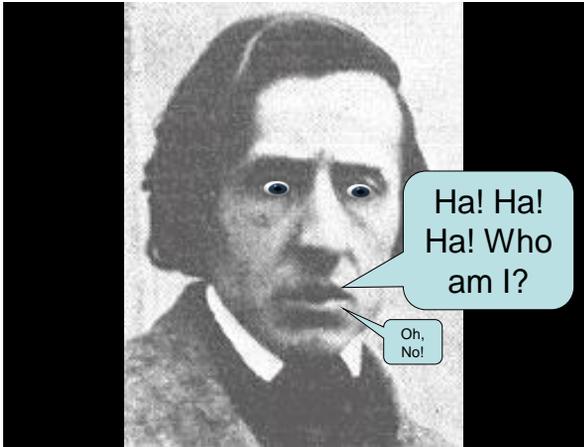
How do you think Beethoven's deafness contributed to the emotional power and appeal of his music?



Ludwig van Beethoven (1770-1827)

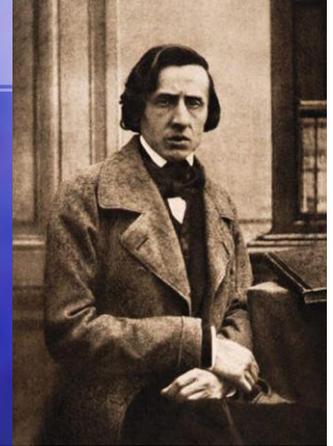
- Age 32 realized deafness was incurable
- Contemplated suicide
- But continued to compose
 - Music searched for unity and peace
 - Personal emotions





Chopin

- Most famous composer of early 19th century
- Dreamy, brooding, melancholic, and fiery
- Performed in upper-class drawing rooms



Franz Schubert (1797-1828)

- Father Moravian peasant
- Fused romantic poetry and music
- Performed in only one public concert
- Died at a young age, syphilis



The middle class

- Loved classical music
- Attended by musically educated listeners
- Private concerts took place in middle class homes
- Piano playing became common
- Children received music lessons



Reactions to Musical Selections

Chopin's *Piano Sonata No. 2 in B flat minor*
What does the music make you picture in your mind?

If you connected this piece with an aspect of nature, what would it be?

Why do you think this is considered "Romantic"?

Schumann's *Piano Concerto in A minor*
What does the music make you picture in your mind?

If you connected this piece with an aspect of nature, what would it be?

Why do you think this is considered "Romantic"?



Directions:
As you listen
to each
musical
piece, copy
and answer
the questions

Romanticism in Germany

- Foundation of Romanticism was from **Immanuel Kant** (1724-1804)
 - Questioned nature of the real world
 - Eternal events are merely based on our internal perceptions
(I know this seems odd)



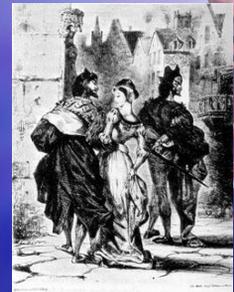
Romanticism in Germany

- **Von Goethe** (1749-1832)
 - Poet, critic, dramatist, novelist
 - Classical principles of balance and order
 - BUT works reflect Romanticist views



Romanticism in Germany

- Von Goethe (1749-1832)
 - "Faust"
 - Character makes a pact with the devil in quest for knowledge
 - "Academic outsiders"
 - "Less-gifted people didn't appreciate their brilliance"



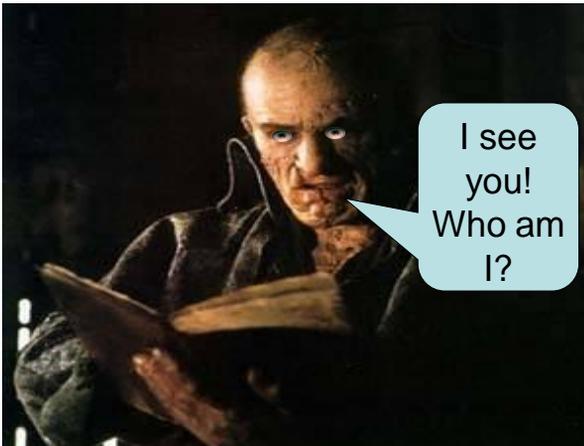
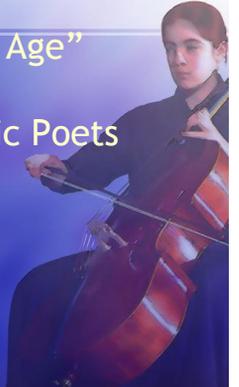
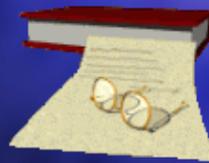
Romanticism in Germany

- Escape from German political life
- Intensified spirit of German patriotic fervor
- Conservative censorship
- Thinkers and artists retreated inward to their own emotions



“Spirit of the Age”

English Romantic Poets



Romantic Literature

In America, Romanticism most strongly impacted literature.

Writers wrote about supernatural and gothic themes and nature.

Transcendentalists believed G-d was in nature, unlike “Age of Reason” writers like Franklin and Jefferson, who saw G-d as a “divine watchmaker,” who created the universe and left it to run itself.



Percy Bysshe Shelley

- **Percy Bysshe Shelley** (1792 – 1822) was one of the major English Romantic poets and is widely considered to be among the finest lyric poets of the English language.
- Showed the suffering of souls

"I am the eye which the Universe
Beholds itself and knows itself divine;
All harmony of instrument or verse,
All prophecy, all medicine is mine,
All light of art or nature;_to my son
Victory and praise in its own right
belong"



Percy Bysshe Shelley

- Married Mary Wollstonecraft (named after her mother)
- Son of aristocrat
- Expelled from Oxford for atheist beliefs
- Died mysteriously in 1822
- Encouraged his wife, Mary Shelley, to write fiction
 - Frankenstein



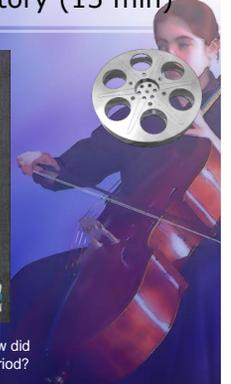
Percy Bysshe Shelley

Mary Shelley's *Frankenstein*

Video on Frankenstein story (13 min)



What were the major themes of Frankenstein and how did the story convey major ideas and concerns of this period?

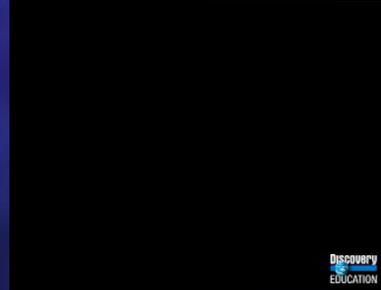


Video: Frankenstein in the movies (8 min)



Question: How did Frankenstein become a pop culture icon?

Video: The Time Warp Trio meet Mary Shelly!

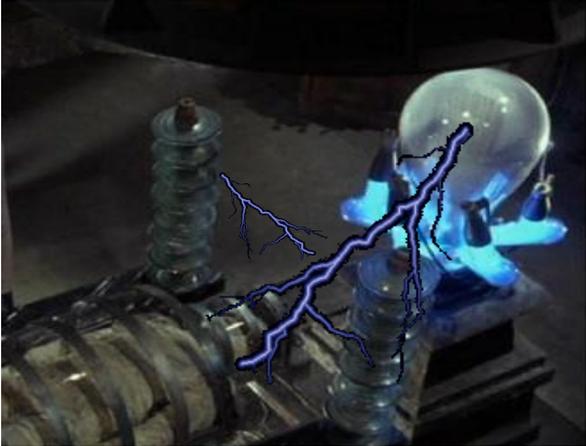


Writing Prompt: Given what you know about Mary Shelley and her novel Frankenstein, did this cartoon "get it right?" 150 words!

Video Project: Film the next chapter of Frankenstein!

- **Directions:** Read Shelley's Frankenstein, Ch. 5 and complete the reading comprehension questions. Then, working in small groups, you will film your own Frankenstein short movie. Requirements:
- 1) Continue your story from chapter 5, right after the monster is brought to life! Your story should be original and feature a well developed plot with identifiable characters. Type it please! **10 points**
- 2) Good, rehearsed dialogue. **10 points**
- 2) Appropriate costumes and background setting. **10 points**
- 3) About 5 minutes in length. **10 points**
- 4) Filmed in black and white, with eerie music and sound effects. Your movie must portray the dreary mood and atmosphere of the story and feature the characteristics of the Romantic period. It should grip at our emotions! **10 points**

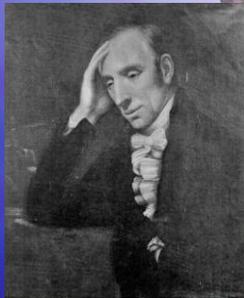




English Romanticism

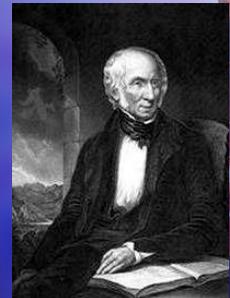
- William Wordsworth (1770-1850)
 - Founder of English Romantic movement
 - Witnessed revolutionary France
 - Inspired by political idealism

"Bliss was it, in that dawn to be alive."



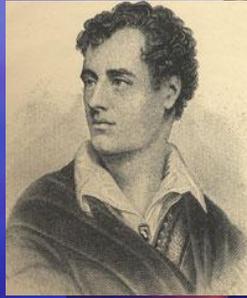
English Romanticism

- William Wordsworth (1770-1850)
 - Later part of F Rev disturbed him
 - Withdrew to the English countryside
 - 1799 lived in Lake District (his poetry made it famous)



English Romanticism

- George Gordon, Lord Byron (1788-1824)
 - Led an unconventional life
 - Mysterious and gloomy heroes in his books
 - Romantic melodrama



English Romanticism

- George Gordon, Lord Byron (1788-1824)
 - Fame spread throughout Europe
 - Identified with Greek fight for independence
 - Died in 1824 while training soldiers in Greece



English Romanticism

- John Keats (1795-1821)
 - *Eve of Saint Agnes*
 - *Ode to a Nightingale*
 - *Ode to Autumn*

Died at the age of 26 from tuberculosis



I Wandered Lonely As a Cloud William Wordsworth

I wandered lonely as a cloud
That floats on high o'er vales and hills
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in a sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

Read the poem and follow the directions below:

Poetry Analysis

I Wandered Lonely as a Cloud

Give two examples of poetic language (metaphor, simile, personification)

Pick two quotes from this poem that illustrate "romantic" style. Write each quote and tell why you picked that quote.

Key:

Simile: comparing two things, using like or as.
'He soared like an eagle'

Metaphor: An implied comparison between two unlike things that actually have something important in common. 'He is an eagle in flight'

Personification: Giving human qualities to something.

Warm Up: Apostrophe to the Ocean

George Gordon Byron

Page 1
Read and study the poem and get ready to answer two questions!

There is a pleasure in the pathless woods,
There is a rapture on the lonely shore,
There is a society, where none intrudes,
By the deep sea, and music in its roar:
I love not man the less, but nature more,
From interviews, in which I steal
From all I may be, or have been before,
To mingle, with the universe, and feel
What I can ne'er express, yet cannot conceal.

Roll on, thou deep and dark blue Ocean, ---roll!
Ten thousand fleets sweep over thee in vain;
Men mark the earthwith ruin, ---his control
Stops with the shore,---upon the watery plain
The wrecks are all thy deed, nor doth remain
A shadow of man's ravage, save his own,
When, for a moment, like a drop of rain,
He sinks into thy depths with a bubbling groan,
Without a grave, unknelt, uncoffined, and unknown.

His steps are not upon thy paths, ---thy fields
Are not spoil for him, ---thou dost arise
And shake him from thee; the vile strength he wields
For earth's destruction thou dost all despise,
Spurning him from thy bosom to the skies,
And send'st him, shivering in thy playful spray
And howling, to his gods, where haply lies
His petty hope in some near port or bay,
And dashest him again to earth: ---there let him lay.

Thou glorious mirror, where the Almighty's form
Glasses itself in tempests; in all time,
Calm or convulsed, ---in breeze, or gale, or storm,
Icing the pole, or in the torrid clime
Dark-heaving, boundless, endless, and sublime,
The image of Eternity, ---the throne
Of the Invisible! Even from out thy slime
The monsters of the deep are made; each zone
Obeys thee; thou goest forth, dread, fathomless, alone.

The armaments which thuderstrike the walls,
Of rock-built cities, bidding nations quake
And monarchs tremble in their capitals,
The oak leviathans, whose huge ribs make
Their clay creator the vain title take
Of lord of thee and arbiter of war, ---
There are thy toys, and, as the snowy flake,
They melt into thy yeast of waves, which mar
Alike the Armada's pride or spoils of Trafalgar.

Thy shores are empires, changed in all save thee;
Assyria, Greece, Rome, Carthage, what are they?
Thy waters wasted them while they were free,
And many a tyrant since; their shores obey
The stranger, slave, or savage; their decay
Has dried up realms to deserts: not so thou;
Unchangeable save to thy wild waves play,
Time writes no wrinkles on thine azure brow;
Such as creation's dawn beheld, thou rollest now.

And I have loved thee, Ocean! And my joy
Of youthful sports was on thy breast to be
Borne, like thy bubbles, onward; from a boy
I wanted with thy breakers, ---they to me
Were a delight; and if the freshening sea
Made them a terror, 'twas a pleasing fear,
For I was as it were a child of thee,
And trusted to thy billows far and near,
And laid my land upon thy mane, ---as I do here.

Answer the following questions below:

Apostrophe to the Ocean

What does the author mean in the quote "I love man not less, but nature more"?

How does that exemplify the "romantic" attitude?

Assignment: Write your own Grimm fairy tale!

- Directions:** Go to www.natureandgeographic.com/grimm/ or <http://www.grimmfairytales.com/en/main> and read one or two Grimm Fairy Tales. Or, read the Romanticism document packet (downloadable from my website) paying special attention to Document #6--the Grimm fairy tale "The Little Peasant" (1812). Using the elements and characteristics of the story as your model, write your own Grimm fairy tale of **250 WORDS** in length. It must display the literary characteristics of the Romantic period and show a clear setting, plot and character development. It must be proofread and error free!



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Final Project!

- Follow the directions to complete the final project to this unit! You will receive a grading rubric so you know what I expect!

• ROMANTICISM RESOURCES AND WEBSITES:

- Romantic Poets: http://www.poetseers.org/the_romantics/
- Romanticism art history archive: http://www.arthistoryarchive.com/arthistorv/romanticism/arthistory_romanticism.html
- Romanticism in the Internet Modern History Sourcebook (This site has over 100 links!): <http://www.fordham.edu/halsall/mod/modsbook15.htm>
- Encarta encyclopedia article with links: [http://encarta.msn.com/encyclopedia_761573163/Romanticism_\(art\).html](http://encarta.msn.com/encyclopedia_761573163/Romanticism_(art).html)
- Romantic Era Music Links: <http://www.carolinaclassical.com/romantic.html>
- Biographies of Composers (Yes, it appears to be a site for 5th graders, but it has many wonderful links and it is well organized): <http://www.stemnet.nl.ca/CTIE/composer.htm>

Name: _____ Teacher: _____
 Date: _____ Title of Work: _____

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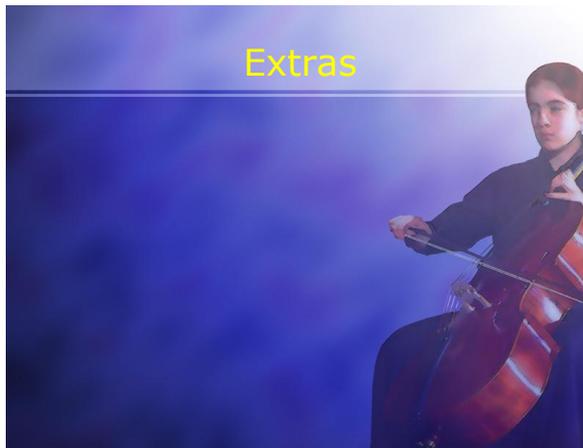
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 6-8 D
 9-11 C
 12-14 B
 15-16 A

The Vocabulary Review "Slap" Game --I read the definition, first person to "slap" the answer wins!

Absolute Monarchy	archives	bourgeoisie	conservative	courtier
Dauphin	Estates-General	exile	guillotine	radical
republic	royalist	tithe	tumbrel	

Vocabulary Words (Game)



Imagination

- ❖ **Imagination** was emphasized over “reason.”
- ❖ This was a backlash against the rationalism characterized by the Neoclassical period or “Age of Reason.”
- ❖ Imagination was considered necessary for creating all art.
- ❖ British writer Samuel Taylor Coleridge called it “intellectual intuition.”

Intuition

- ❖ Romantics placed value on “**intuition**,” or feeling and instincts, over reason.
- ❖ Emotions were important in Romantic art.
- ❖ British Romantic William Wordsworth described poetry as “the spontaneous overflow of powerful feelings.”

Idealism

- ❖ **Idealism** is the concept that we can make the world a better place. It refers to any theory that emphasizes the spirit, the mind, or language over matter
 - ❖ – thought has a crucial role in making the world the way it is.
- ❖ **Immanuel Kant**, a German philosopher, held that the mind forces the world we perceive to take the shape of space-and-time.

Inspiration

- ❖ The Romantic artist, musician, or writer, is an “inspired creator” rather than a “technical master.”
- ❖ **Inspiration** means “going with the moment” or being spontaneous, rather than “getting it precise.”

Individuality



❖ Romantics celebrated the **individual**—their talents, character and needs.

During this time period, Women's Rights and Abolitionism were taking root as major movements.

❖ Walt Whitman, a later Romantic writer, would write a poem entitled "Song of Myself": it begins, "I celebrate myself..."

