

*Module IV: Romantic and Victorian Literature*

**Is It Romantic?**

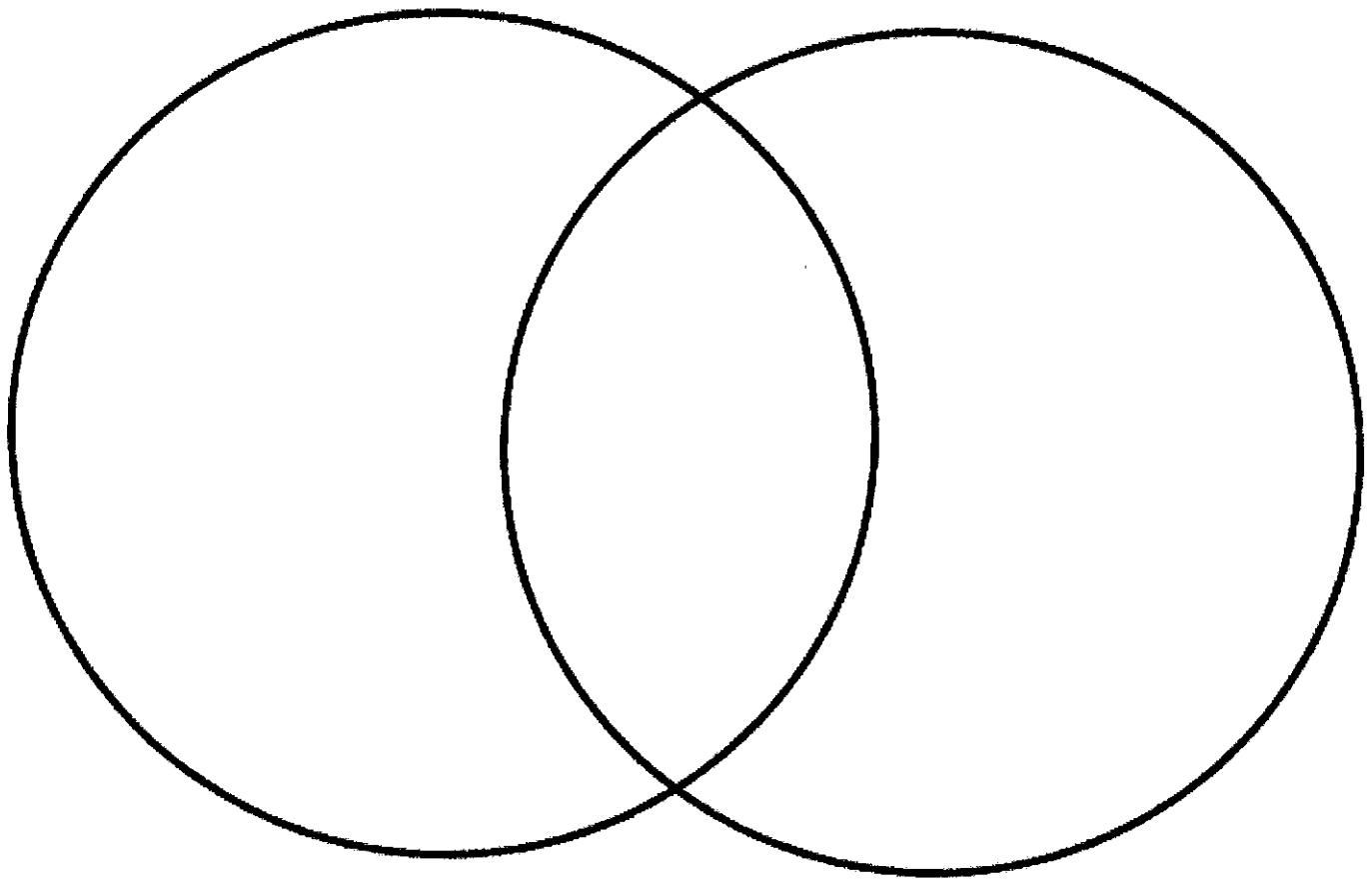
**Directions:** Choose a romantic poem the class has discussed. Identify elements from the work and explain how they reflect characteristics of Romanticism. Be sure to include concrete references or line numbers. Remember that the work need not embody all of the characteristics in order to be considered Romantic.

Title of work \_\_\_\_\_

<b>Romantic Characteristic</b>	<b>Quotation or Example from the Work</b>	<b>How does the Quotation or Example Reflect the Romantic Characteristic?</b>
Interest in the common man and childhood		
Strong senses, emotions, and feelings		
Awe of nature		
Celebration of the individual		
Importance of imagination		

### **Romantic Poets: Comparative Analysis**

**Directions:** On the previous exercise, you selected a poem from a Romantic poet, and you went through your poem of choice and identified its Romantic characteristics, citing specific examples from the poem. With this assignment, you will take it a step further. Select a second poem from a different poet. In this unit, you have been exposed to poems by William Blake, William Wordsworth, Samuel Taylor Coleridge, Lord Byron, John Keats, and Percy Shelley. Your Venn Diagram below should highlight your initial poem of choice and its defining characteristics in the left circle. Choose a new poem/poet to highlight in the far right circle; be sure to include in this circle what makes this poem distinct and unique. In the center, find as many similarities as you can between the two poems--i.e. setting, mood, themes, Romantic characteristics, etc.



**Next Step:** Now that you have highlighted items that make each of your chosen poems unique and identified elements the poems have in common, take some time to share these findings with your classmates. Be sure to pay attention to your classmates' findings about their poems; you may even want to take notes. The final assignment in this unit will call for you to compose an essay concerning three Romantic poets/poems. You have already examined two; a third will be included in your essay, and it may stem from the discussion you have with your classmates.

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### **Romantic Comparative Analysis Essay**

**Directions:** In your study of Romanticism, you have encountered selected works of Blake, Shelley, Byron, Keats, Wordsworth, and Coleridge. Previous assignments have called for you to examine--carefully and critically--two poems by two different Romantic poets. In addition, you have had the opportunity to discuss all of these works through small group and whole class discussion.

For your culminating assignment with Romantic poetry, you will compose a five-paragraph essay, one in which you compare and contrast the ways in which three different poems (by three different authors) embody characteristics of Romanticism. Your essay should contain a clear introduction with a thesis statement that outlines which pieces/poets you will be analyzing. Your essay should possess three body paragraphs; each body paragraph should begin with a topic sentence, and each body paragraph should highlight ways in which one particular poem/poet embodies Romantic characteristics. Be sure to use specific examples from the poem to support your claims. The fifth and final paragraph should properly conclude your essay.

In writing your essay, use your class notes, previous assignment notes, as well as your Venn Diagram, to assist you.

As always, essays should be written in MLA format; you should adhere to the conventions of standard American English. Be sure to proofread your essay carefully, as you want your compositions to be free from spelling, grammar, punctuation, and mechanics errors.

The rubric for this assignment can be found on the next page; this is the document that will be used to assess your essay.

## Grading Rubric

	Points Possible	Points Earned
<b>Adherence to Assignment Guidelines</b>	<b>10</b>	
<b>Introductory Paragraph</b>	<b>5</b>	
<b>Thesis Statement</b>	<b>10</b>	
<b>Body Paragraph #1-Analysis of Romantic Poem #1</b>	<b>15</b>	
<b>Body Paragraph #2-Analysis of Romantic Poem #2</b>	<b>15</b>	
<b>Body Paragraph #3-Analysis of Romantic Poem #3</b>	<b>15</b>	
<b>Conclusion Paragraph</b>	<b>5</b>	
<b>Spelling, Grammar, &amp; Mechanics</b>	<b>15</b>	
<b>Use of MLA Format</b>	<b>10</b>	

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**Victorian Era Suggested Readings**

**Novels**

*Jane Eyre* (Charlotte Brontë)  
*Wuthering Heights* (Emily Brontë)  
*Alice's Adventures in Wonderland* (Lewis Carroll)  
*A Christmas Carol* (Charles Dickens)  
*Great Expectations* (Charles Dickens)  
*A Tale of Two Cities* (Charles Dickens)  
*Middlemarch* (George Eliot)  
*Tess of the d'Urbervilles* (Thomas Hardy)  
*Vanity Fair* (William Thackeray)

**Poets**

Matthew Arnold  
Elizabeth Barrett Browning  
Robert Browning  
Gerard Manley Hopkins  
Christina Rossetti  
Dante Gabriel Rossetti  
Alfred Tennyson

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**The CRAAP Test Worksheet**

**Directions:** Use the following list to help you evaluate sources. Answer the questions as appropriate, and then rank each of the 5 parts from 1 to 10 (1=unreliable, 10=excellent). Add up the scores to give you an idea of whether you should use the resource (and whether your professor would want you to!).

**Currency** (Timeliness of the information)

- When was the information published or posted?
- Has the information been revised or updated?
- Is the information current or out-of date for your topic?
- Are the links functional?

**Relevance** (Importance of the information for your needs)

- Does the information relate to your topic or answer your question?
- Who is the intended audience?
- Is the information at an appropriate level?
- Have you looked at a variety of sources before choosing this one?
- Would you be comfortable using this source for a research paper?

**Authority** (Source of the information)

- Who is the author/publisher/source/sponsor?
- Are the author's credentials or organizational affiliations given?
- What are the author's credentials or organizational affiliations given?
- What are the author's qualifications to write on the topic?
- Is there contact information, such as a publisher or e-mail address?
- Does the URL reveal anything about the author or source?

**Accuracy** (Reliability, truthfulness, and correctness of the content)

- Where does the information come from?
- Is the information supported by evidence?
- Has the information been reviewed or refereed?
- Can you verify any of the information in another source?
- Does the language or tone seem biased and free of emotion?
- Are there spelling, grammar, or other typographical errors?

**Purpose** (Reason the information exists)

- What is the purpose of the information?
- Do the authors/sponsors make their intentions or purpose clear?
- Is the information fact? opinion? propaganda?
- Does the point of view appear objective and impartial?
- Are there political, ideological, cultural, religious, institutional, or personal biases?

45 - 50 Excellent | 40 - 44 Good  
35 - 39 Average | 30 - 34 Borderline Acceptable  
Below 30 Unacceptable

**Total**

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## Module IV: Romantic and Victorian Literature

### Fact vs. Opinion Activity

**Fact:** a statement that can be proven with evidence

**Opinion:** thoughts on a subject that may be informed by emotion rather than evidence

**Informed opinion:** personal thoughts on a subject incorporating facts or firsthand experience that can be supported with evidence

Opinions often contain “evaluative language.” This means that the speaker is weighing the worth or value of something, rather than simply stating provable facts. For example, a fact would be that Michael Jordan played 1072 games in his basketball career. An opinion would be that Michael Jordan is the best basketball player of all time (since what makes a great basketball player is subjective). One could reasonably argue that Jordan is a talented athlete based on his career statistics; this would be an informed opinion.

**Directions:** In the scenarios below, identify which statements are fact, which are opinion, and which are informed opinion.

#### 1. Food

- a. Hamburgers make the most delicious lunch.
- b. Traditional Thanksgiving holiday food is the best, and a CNN poll also ranked it as the #1 favorite food in the United States.
- c. There is not a definitive way to figure out for certain what the most popular U.S. food is.

#### 2. Movies

- a. *Twilight* is an exciting movie.
- b. *Gravity* is one of the highest-grossing films ever made.
- c. Morgan Freeman is a skilled actor; he has won over 17 awards in his career.

#### 3. Animals

- a. The Bird of Paradise is one of the best known dancers in the animal kingdom. National Geographic published an article about it in their June issue.
- b. The Hammerhead Shark is the most dangerous shark. Just look at its teeth!
- c. Mudpuppies spend their whole lives underwater and are the only known salamanders to make sound – a dog-like barking.

**Discuss:** What is your response when, in a conversation or text, someone expresses a strong opinion but cannot provide evidence for it? Why do you think supporting opinions with fact is especially important in academic work?

## **Victorian Literature Presentation Assignment**

**Directions:** Choose one of the Victorian authors on the suggested reading list to research. Using the CRAAP test worksheet and the Fact vs. Opinion worksheets to assist you, create a PowerPoint or Prezi presentation on your selected author. You may find the tips on the next page helpful as you create your presentations.

1. **FACTS**--Prepare a digital summary (PowerPoint or Prezi) of the life and accomplishments of your author with an accompanying MLA Works Cited page. Your digital summary should provide relevant facts concerning your author and what he/she accomplished in his/her lifetime.
2. **OPINIONS**--After presenting various facts outlining your chosen author's various accomplishments, in the next section of your presentation, you will highlight critical opinions concerning your author. In this section, include the comments of at least three critics; be sure to include appropriate citations for these references.
3. **INFORMED OPINIONS**--Then, in a few slides, having now researched your author, include at least three informed opinions about your author.

### **Technical Requirements:**

- MLA format documentation
- PowerPoint or Prezi
- Must include section for Facts, Opinions, and Informed Opinions
- Be prepared to present your presentations in front of the class.



## Tips for Creating a PowerPoint or Prezi

Tip	Details
<ul style="list-style-type: none"> <li>● Minimize the number of slides.</li> </ul>	<p>To maintain a clear message and to keep your audience attentive and interested, keep the number of slides in your presentation to a minimum.</p>
<ul style="list-style-type: none"> <li>● Choose a font style that your audience can read from a distance.</li> </ul>	<p>Choosing the right font style, such as Helvetica or Arial, helps to get your message across. Avoid narrow fonts, such as Arial Narrow, and avoid fonts that include fancy edges, such as Times New Roman.</p>
<ul style="list-style-type: none"> <li>● Choose a font size that your audience can read from a distance.</li> </ul>	<p>Choosing the right font size helps to get your message across.</p>
<ul style="list-style-type: none"> <li>● Keep your text simple by using bullet points or short sentences.</li> </ul>	<p>Use bullets or short sentences, and try to keep each to one line. You want your audience to listen to you present your information, rather than read the screen.</p>
<ul style="list-style-type: none"> <li>● Use art to help convey your message.</li> </ul>	<p>Use graphics to help tell your story. Don't overwhelm your audience by adding too many graphics to a slide, however.</p>
<ul style="list-style-type: none"> <li>● Make labels for charts and graphs understandable.</li> </ul>	<p>Use only enough text to make label elements in a chart or graph comprehensible.</p>
<ul style="list-style-type: none"> <li>● Make slide backgrounds subtle and keep them consistent.</li> </ul>	<p>Choose an appealing, consistent template or theme that is not too eye-catching. You don't want the background or design to detract from your message.</p>
<ul style="list-style-type: none"> <li>● Use high contrast between background color and text color.</li> </ul>	<p>Themes automatically set the contrast between a light background with dark colored text or dark background with light colored text. Select the best for the room in which you are delivering your presentation.</p>
<ul style="list-style-type: none"> <li>● Check spelling and grammar.</li> </ul>	<p>To earn and maintain the respect of your audience, always check the spelling and grammar in your presentation.</p>

**Victorian Literature Presentation Rubric**

	<b>Points Possible</b>	<b>Points Earned</b>
<b>Adherence to Assignment Guidelines</b>	<b>10</b>	
<b>Facts: Author’s Background &amp; Accomplishments Section</b>	<b>15</b>	
<b>Opinions: Author’s Reception/Critics’ Perspectives Section</b>	<b>15</b>	
<b>Informed Opinions on the Author Section</b>	<b>15</b>	
<b>Integration/Effectiveness of Source Material</b>	<b>15</b>	
<b>Use of MLA Format</b>	<b>10</b>	
<b>Grammar, Spelling, Punctuation, &amp; Mechanics</b>	<b>10</b>	
<b>Audibility, Clarity of Speech, &amp; Vocal Delivery of Presentation</b>	<b>10</b>	