**Honors World Literature**

**Period Five A Readings: Romanticism**

* Unless otherwise noted, readings can be found in *Prentice Hall Literature: World Masterpieces.*
* For all tasks, **cite textual evidence**. Use **lead-ins** for all quotations and follow with **parenthetical documentation**.
* To the document as a whole, add **at least 4 vocabulary words** from your *Membean* studies and underline.
* Use the MLA formatting guide from your syllabus to prepare your final document.

**from *Faust* by Johann Wolfgang von Goethe**

1. In the literature textbook, read the background information on p. 840, the author’s bio on p. 844, and the information on p. 845.
2. Read *Faust: Prologue in Heaven* on pp. 846-850. Don’t skip the background box on p. 846.
3. Read *Faust: The First Part of the Tragedy* on pp. 851-862. Don’t skip the background box on p. 851.
4. For Goethe, the Faust legend proved to be a thematic mother lode that he mined for a dramatic portrayal of a host of Romantic concerns: the limits of human knowledge, the conflict between reason and the emotions, the restless striving of the human spirit, and the uncertain prospects of spiritual fulfillment. In a brief essay, analyze Goethe’s treatment of each of the Romantic concerns by citing textual evidence.

**Romantic Poetry: Baudelaire, Rimbaud, Verlaine**

Romantic poetry was part of the nineteenth-century literary movement known as Romanticism. In contrast to the more formal styles of the preceding century, Romantic poetry was the highly personal expression of the inner thoughts and emotions of the individual poet. Many Romantics held, therefore, that the writing of poetry should be a spontaneous outpouring of the mind and heart, free from the rules and traditions of eighteenth-century poetry. The search for the uniquely personal and mysterious led many Romantics to an infatuation with the “exotic” cultures of the East and Middle East. Another hallmark of the Romantics was their deep love for and appreciation of nature. Rebelling against what they saw as the dehumanizing effects of industrialization and mechanical science, the Romantics sought spiritual refuge in the unspoiled, unpolluted harmonies and rhythms of the natural world. Some even saw nature as a visible symbol of the invisible spiritual realm. Romantic poetry typically features one or more of these characteristics: • imagination • emotion • nature • individuality • the exotic.

1. In the literature textbook, read the background information on p. 884-885.
2. Read *Invitation to the Voyage* pp. 886-887, *The Albatross* p. 888, *The Sleeper in the Valley* p. 889, *Ophelia* p. 891-893, and *Autumn Song* p. 894.
3. In a brief essay, analyze the characteristics of Romantic poetry in each of the five poems.

**Typed response due: Tuesday, February 28 (two days after break)­­**

Times New Roman, 12 pt. font, double spaced

Don’t forget header and page numbers. See MLA formatting sheet for more details.**Honors World Literature Readings Rubric Period 5A: Romanticism**

**NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Standard** | **4**  **Emerging** | **8**  **Meets** | **10**  **Exceeds** |
| **REASONS AND EVIDENCE**   * ELAGSE9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |  |  |  |
| **LITERARY ANALYSIS**   * ELAGSE9-10RL2: Determine a theme and/or central idea of text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. * ELAGSE9-10RL6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. |  |  |  |
| **GRAMMAR AND USAGE**   * ELAGSE9-10L1&2: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Including parallel structure, various phrases, semicolon, colon, spelling |  |  |  |
| **VOCABULARY INCORPORATION**  **At least 4 Membean vocabularywords underlined.**   * ELAGSE9-10L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |  |  |  |
| **QUOTATION LEAD-INS AND CITATION**   * ELAGSE9-10L3: Write and to edit so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook, Turabian’s Manual for Writers) |  |  |  |

**Total \_\_\_\_\_\_\_ / 50**