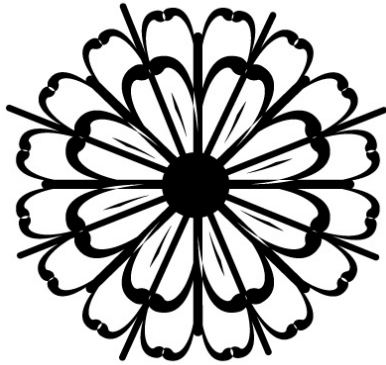


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# English 12

## Credit 5

### The Romantic Period

#### Pacing Guide

Day 1	Day 2	Day 3	Day 4	Day 5
<p>COMPLETE pp. 1-4</p> <p>↓</p> <p>INCLUDING LITERARY PERIOD TEST Question #4</p>	<p>COMPLETE pp. 4-9</p> <p>↓</p> <p>INCLUDING CHAPTER 5 TEST—PART B Question #10</p>	<p>COMPLETE pp. 9-14</p> <p>↓</p> <p>INCLUDING READING RESPONSE Question #6</p>	<p>COMPLETE pp. 14-17</p> <p>↓</p> <p>INCLUDING the WRITING ACTIVITY (Rough Draft)</p>	<p>COMPLETE pp. 18-19</p> <p>↓</p> <p>PRESENT YOUR ROUGH DRAFT TO YOUR TEACHER</p> <p>TYPE THE FINAL COPY IN MLA FORMAT</p>

#### No Student Writing Here

Date		Grade	
HQT Initials		ST Initials	



YOUR HOMEWORK WILL BE GRADED AS FOLLOWS:

<b>ASSIGNMENT</b>	<b>POINTS POSSIBLE</b>	<b>POINTS EARNED</b>
WRITTEN RESPONSE 5 pts. each	55	
MULTIPLE CHOICE 1 pt. each	45	
"LIST" QUESTIONS 1 pt. each	9	
VOCAB. / LITERARY TERMS 1 pt. each	25	
HOLT HANDBOOK 1 pt. each	12	
ESSAY 25 pts	25	
<b>TOTAL PTS. =</b>		<b>171</b>
<b>GRADE =</b>		<b>%</b>

## English Language Arts Core Standards: Grades 11&12

### READING: LITERATURE

Key Ideas and Details	RL. 11-12.1	RL. 11-12.2	RL. 11-12.3
Craft and Structure	RL. 11-12.4	RL. 11-12.5	RL. 11-12.6
Integration of Knowledge and Ideas	RL. 11-12.7	RL. 11-12.8	RL. 11-12.9
Range of Reading and Level of Text Complexity	RL. 11-12.10		

### READING: INFORMATIONAL TEXT

Key Ideas and Details	RI. 11-12.1	RI. 11-12.2	RI. 11-12.3
Craft and Structure	RI. 11-12.4	RI. 11-12.5	RI. 11-12.6
Integration of Knowledge and Ideas	RI. 11-12.7	RI. 11-12.8	RI. 11-12.9
Range of Reading and Level of Text Complexity	RI. 11-12.10		

### WRITING

Text Types and Purposes	W.11-12.1	W.11-12.2	W.11-12.3
Production and Distribution of Writing	W.11-12.4	W.11-12.5	W.11-12.6
Research to Build and Present Knowledge	W.11-12.7	W.11-12.8	W.11-12.9
Range of Writing	W.11-12.10		

### SPEAKING & LISTENING

Comprehension and Collaboration	SL.11-12.1	SL.11-12.2	SL.11-12.3
Presentation of Knowledge and Ideas	SL.11-12.4	SL.11-12.5	SL.11-12.6

### LANGUAGE

Conventions of Standard English	L. 11-12.1	L.11-12.2		
Knowledge of Language	L.11-12.3	L.11-12.4	L.11-12.5	L.11-12.6

**ALWAYS USE COMPLETE SENTENCES**

**The Romantic Period 1798 – 1832**

***The Quest for Truth and Beauty***

➤ **READ** pages 517-533 **and** answer the following questions

**1.** The French Revolution meant two separate things for the “ruling class” and the “English conservatives.” Briefly explain the differences. **(5 pts.)**

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**2.** What was the policy called **laissez-faire**, what did it result in, and who suffered the most? **(5 pts.)**

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**3.** When we think of the word *romantic* as a historical term, three useful meanings—all of them relevant to the Romantic poets—emerge. Briefly explain each. **(5 pts.)**

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4. The Romantic period has been most often identified with six poets. List them below: **(6 pts.)**

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➤ **READ** "The Lure of the Gothic" (pp. 530-531)

1. The Romantics' taste for terror grew from a sensibility called "Gothic" that set stories in gloomy medieval castles. Gothic sensationalism, however, was more than "just a fad for terrifying tales and quirky architecture." The Gothic was one way in which people of the age expressed their sense of helplessness. Helplessness about what? **(5 pts.)**

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2. Horace Walpole (1717-1797) is credited with writing the first Gothic novel, a genre of horror tales that we recognize today. What was the name of the novel, and what did Walpole include in it to make it so scary? **(5 pts.)**

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**DEFINE** the following terms (*refer* to pages 1181-1204) **(6 pts.)**

apostrophe:

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imagery:

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ode:

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parallelism:

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symbol:

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synesthesia:

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**LITERARY PERIOD TEST (4 pts.)**

1. The two distinctive features of an **ode** are —

- A four-line stanzas and end rhymes
- B death as a subject and a three-line refrain
- C extended metaphors and absence of rhyme
- D impassioned language and address of an object

2. If the speaker in a romantic ode apostrophizes the wind, the speaker —

- A addresses the poem to the wind
- B writes from the point of view of the wind
- C makes the wind into a symbol
- D writes of the wind as if it were a person

3. Which of the statements below is *true* of **imagery**?

- A It is a literary device typical only of European poetry.
- B Keats depends on imagery alone in his poetry.
- C Synesthesia is a type of imagery.
- D Imagery is a type of poetic form.

4. Which of the following sentences provides an example of **synesthesia**?

- A The meal tasted all red and yellow, with high-pitched spices.
- B The stream rushed bubbling and burbling over the rocks.
- C Raindrops fell like tears on the window.
- D The flowers' fragrance reminded her of the perfume her mother used to wear.

**DAY 2  
BEGINS HERE**

- **READ** about William Blake **and** "Blake's Poems: Innocence of Experience" (pp. 534-535)
- **READ** "Before You Read" (p.541)
- **READ** "The Chimney Sweeper" *from* Songs of Innocence **and** "The Chimney Sweeper" *from* Songs of Experience (542-543)

### READING RESPONSE (7 pts.)

1. In "The Chimney Sweeper" from *Songs of Innocence*, the speaker has spent most of his life —

- A recruiting young chimney sweepers
- B caring for his parents
- C sweeping chimneys
- D promoting his religious beliefs

2. Ultimately Tom Dacre believes that everything will be fine as long as he —

- A does his duty
- B does not give in to his boss
- C lives in London
- D gets plenty of sleep

3. How are the last lines of "The Chimney Sweeper" from *Songs of Innocence* ironic?

- A The speaker wants readers to feel sorry for Tom, but they don't.
- B In describing the boys' hopefulness, the speaker reveals their suffering.
- C The speaker tells us that even though the morning was warm, Tom was cold.
- D The speaker reveals that he is really Tom.



4. In “The Chimney Sweeper” from *Songs of Experience*, the speaker describes his situation as being full of —

- A hard work and good pay
- B new friendships
- C adventure in the city
- D misery and woe

5. In “The Chimney Sweeper” from *Songs of Experience*, the speaker —

- A accepts his condition
- B resents his parents
- C is too miserable to sing or dance
- D seeks comfort in religion

6. Which statement *best* summarizes the difference between the sweepers in the two poems?

- A In the first he is accepting of his poverty; in the second he is angry.
- B In the first he is sorrowful; in the second he is full of hope.
- C In the first he is grounded in reality; in the second he lives in dream world.
- D In the first he is lighthearted; in the second he is gloomy.

7. An example of parallelism from one of the “Chimney Sweeper” poems is —

- A “So if all do their duty they need not fear harm.”
- B “And wash in a river, and shine in the Sun.”
- C “When my mother died I was very young . . .”
- D “A little black thing among the snow . . .”

8. In each poem, what is the emotional effect of the child’s mispronunciation of the chimney sweeper’s cry? **(5 pts.)**

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➤ **READ** about William Wordsworth **and** “Before You Read” (pp. 550-551)

CHAPTER 5 TEST—PART B

**To a Highland Girl  
At Inversnyede, Upon Loch Lomond  
by William Wordsworth**

Sweet Highland Girl, a very shower  
of beauty is thy earthly dower!  
Twice seven consenting years have shed  
Their utmost bounty on thy head:  
5 And these gray rocks; that household lawn;  
Those trees, a veil just half withdrawn;  
This fall of water that doth make  
A murmur near the silent lake;  
This little bay; a quiet road  
10 That holds in shelter thy Abode —  
In truth together do ye seem  
Like something fashioned in a dream;  
Such forms as from their covert peep  
When earthly cares are laid asleep!  
15 But, O fair creature! in the light  
Of common day, so heavenly bright,  
I bless Thee, vision as thou art,  
I bless thee with a human heart;  
God shield thee to thy latest years!  
20 Thee, neither know I, nor thy peers;  
And yet my eyes are filled with tears.  
With earnest feeling I shall pray  
For thee when I am far away:  
For never saw I mien, or face,  
25 In which more plainly I could trace  
Benignity and home-bred sense  
Ripening in perfect innocence.  
Here scattered like a random seed,  
Remote from men, Thou dost not need  
30 The embarrassed look of shy distress,  
And maidenly shamefacedness:  
Thou wear'st upon thy forehead clear  
The freedom of a Mountaineer:  
A face with gladness overspread!  
35 Soft smiles, by human kindness bred!  
And seemliness complete, that sways

Thy courtesies, about thee plays;  
With no restraint, but such as springs  
From quick and eager visitings  
40 Of thoughts that lie beyond the reach  
Of thy few words of English speech:  
A bondage sweetly brooked, a strife  
That gives thy gestures grace and life!  
So have I, not unmoved in mind,  
45 Seen birds of tempest-loving kind —  
Thus beating up against the wind.  
What hand but would a garland cull  
For thee who art so beautiful?  
O happy pleasure! here to dwell  
50 Beside thee in some healthy dell;  
Adopt your homely ways and dress,  
A shepherd, thou a shepherdess!  
But I could frame a wish for thee  
More like a grave reality:  
55 Thou art to me but as a wave  
Of the wild sea; and I would have  
Some claim upon thee, if I could,  
Though but of common neighborhood.  
What joy to hear thee, and to see!  
60 Thy elder Brother I would be,  
Thy Father—anything to thee!  
Now thanks to Heaven! that of its grace  
Hath led me to this lonely place,  
Joys have I had; and going hence  
65 I bear away my recompense.  
In spots like these it is we prize  
Our Memory, feel that she hath eyes:  
Then, why should I be loth to stir?  
I feel this place was made for her;  
70 To give new pleasure like the past,  
Continued long as life shall last.  
Nor am I loth, though pleased at heart,  
Sweet Highland Girl! from thee to part;  
For I, methinks, till I grow old,  
As fair before me shall behold,  
75 As I do now, the cabin small,  
The lake, the bay, the waterfall;  
And Thee, the spirit of them all!

**(9 pts.)**

1. The girl's beauty is her "earthly dower" because she —  
**A** is lucky to be intelligent as well as beautiful  
**B** would bring her beauty, as if it were a valuable dowry, to her marriage  
**C** is sure to have an easy life because of her beauty and charm  
**D** is so beautiful that she astonishes everyone she meets
  
2. When the forms "peep" from their covert, they are in a —  
**A** stream  
**B** sunny spot  
**C** hidden place  
**D** cloud
  
3. When the speaker praises the girl's mien, he is referring to her —  
**A** appearance  
**B** cruelty  
**C** personality  
**D** Highland dress
  
4. In this poem, recompense is another word for —  
**A** punishment  
**B** rest  
**C** regret  
**D** reward
  
5. If the speaker were *loth* to leave the Highland Girl, he would —  
**A** regret his departure  
**B** want to leave promptly  
**C** have no qualms about departing  
**D** want to leave the next day
  
6. The speaker is impressed by the Highland Girl's —  
**A** graciousness  
**B** strength  
**C** intellect  
**D** determination
  
7. Why does the Highland Girl have "only a few words of English speech"?  
**A** She is an ancient Greek mountain spirit.  
**B** She is hearing-impaired.  
**C** Her native language is Scots Gaelic.  
**D** She lives during the Anglo-Saxon period.

8. Each stanza of the poem ends —

- A after the traditional fourteen lines of a sonnet
- B at the conclusion of an idea on the topic
- C with a declaration of the speaker’s love
- D with an irony

9. The poem’s form is *least* like the form of the —

- A pastoral
- B meditative or conversation poem
- C apostrophic ode
- D sonnet

10. What is the speaker experiencing at the beginning of the poem? (lines 1-22) **(5 pts.)**

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**DAY 3  
BEGINS HERE**

➤ **READ** about Samuel Taylor Coleridge **and** “Before You Read” (pp. 573-574)

What is **alliteration**? **(1 pt.)**

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**History: Kublai Khan**—Kublai (or Kubla) Khan (1215-1294) was the emperor of China from 1260 to 1294. (*Khan* comes from a Mongolian word meaning “ruler”) The grandson of the Mongol conqueror Genghis Khan, he consolidated the Mongols’ hold over China. He was also an enthusiastic patron of art and literature. His capital, Cambalu, was built on the site of the modern city of Beijing. The name Xanadu comes from Coleridge’s imagination.

➤ **READ** *Kubla Khan* (pp. 575-576)

**READING RESPONSE (7 pts.)**

1. The speaker in “Kubla Khan” describes a —
  - A moment in history
  - B recent event in his life
  - C vision he has had
  - D vacation he has taken
  
2. What is unusual about the sacred river Alph?
  - A It runs upstream.
  - B It goes underground.
  - C It is frozen even in summer.
  - D Its waters can cure diseases.
  
3. The pleasure-dome is situated —
  - A near the towers of Kubla’s capital city
  - B in an underground cave
  - C on the seashore
  - D amid forests, hills, gardens, and chasms
  
4. Who was Kubla Khan?
  - A A real person in history
  - B A fictional character popular in Coleridge’s day
  - C A figure that appeared to Coleridge in a dream
  - D Another name for Coleridge himself
  
5. In the stanza beginning on line 12, the speaker describes the pleasure-dome as —
  - A haunted and wild
  - B cozy and safe
  - C ruined over time
  - D impossible to imagine
  
6. The speaker’s vision suddenly changes with the image of the —
  - A pleasure-dome
  - B romantic chasm
  - C “miracle of rare device”
  - D damsel with the dulcimer
  
7. The speaker believes that as a result of his vision, ordinary people should —
  - A avoid him
  - B accept his religious beliefs
  - C visit the pleasure-dome
  - D have their own visions

8. In the first stanza, what **images** create pictures of the pleasure-dome that Kubla Khan decrees? **(5 pts.)**

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➤ **READ** about Lord Byron George Gordon **and** “Before You Read” (pp. 609-610)

What is a **simile**? **(1 pt.)**

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What is an **extended simile**? **(1 pt.)**

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**VOCABULARY / Write 3 synonyms OR 1 sentence for each word (6 pts.)**

MELLOWED (*v*)

IMPAIRED (*v*)

RAVEN (*adj*)

SERENELY (*adv*)

ELOQUENT (*adj*)

GAUDY (*adj*)

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➤ **READ** *She Walks in Beauty* (p. 611)

**READING RESPONSE (6 pts.)**

1. Byron compares the woman's beauty to the beauty of —
  - A heaven
  - B light
  - C day
  - D night
  
2. What does the speaker find so beautiful about the woman?
  - A Her dark hair
  - B Her voice
  - C Her mind
  - D Her laugh
  
3. The speaker thinks that the woman's beauty reflects her —
  - A wisdom
  - B inner beauty
  - C need for attention
  - D wit and intelligence
  
4. Lines 7–9, "One shade the more, one ray the less, / Had half impaired the nameless grace / Which waves in every raven tress," mean that the —
  - A woman's hair is as black as a raven's feathers
  - B woman's hair would be better a shade darker
  - C woman's hair has the right combination of dark and light
  - D speaker feels incapable of describing the beauty of the woman's hair
  
5. Which line of "She Walks in Beauty" consists of a **simile**?
  - A Line 1
  - B Line 6
  - C Line 9
  - D Line 18
  
6. Because "She Walks in Beauty" contains one simile that is carried through the entire poem, the simile is referred to as
  - A universal
  - B extended
  - C epic
  - D romantic



7. Aside from her physical beauty, what qualities does the speaker imagine that the woman possesses? Support your answer with examples from the poem. **(5 pts.)**

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➤ **READ** about Percy Bysshe Shelley and “Before You Read” (pp. 617-618)

At the time of his death, Percy Shelley was married to what famous writer? **(5 pts.)**

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What is **irony**? **(1 pt.)**

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What is **situational irony**? **(1 pt.)**

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➤ **READ** *Ozymandias* (p. 619)

**READING RESPONSE (5 pts.)**

1. In the poem the monument to Ozymandias is —

- A grand and stunning
- B a ruin
- C buried underground
- D part of a museum exhibit

2. The face of Ozymandias —

- A looks down threateningly
- B speaks mysteriously
- C is unforgettable for its ferocity
- D lies broken in the desert

3. The *central* idea of the poem might be that —

- A people’s attempts to make things of lasting value are futile
- B poetry has a longer life span than sculpture
- C Ozymandias was an arrogant ruler who has been forgotten by time
- D it can be just as valuable to hear about someone else’s travels as to travel oneself

4. There are several types of **irony**, but the thing they all have in common is —

- A witty use of language
- B character’s ignorance of a situation
- C discrepancy between expectation and reality
- D nasty, sarcastic intent

5. The type of irony used in this poem is **situational irony**, in which —

- A the reader is kept in the dark
- B the outcome of a situation is the opposite of what was expected
- C the last line comes as a big surprise
- D characters say the opposite of what they mean, for effect

6. **Irony** is a discrepancy between expectations and reality. What did Ozymandias expect people to see when they looked at his “works”? What do they actually see? **(5 pts.)**

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**DAY 4  
BEGINS HERE**

- **READ** “The Golden Age of Chinese Poetry” (pp. 627-629)
- **READ** about Tu Fu **and** “Before You Read” (pp. 630-631)

**LIST 3** common characteristics of Chinese poetry (from “Lyrical Imagery”—p. 627) **(3 pts.)**

1.

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What is **mood**? **(1 pt.)**

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What is **lyric poetry**? (*refer to pages 1192-1193*) **(1 pt.)**

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➤ **READ** the poems *Jade Flower Palace* **and** *Night Thoughts Afloat* (pp. 632-633)

**READING RESPONSE (4 pts.)**

1. The scene described in “Jade Flower Palace” is —

- A the aftermath of a wild party at the palace
- B a poet sitting on the grass outside a ruined old palace
- C a prince, in solitude, contemplating the future of his reign
- D ghosts patrolling indoors and outdoors

2. In “Night Thoughts Afloat” the setting is made clear through images of —

- A bent grasses, straight mast, stars, and moon
- B the speaker’s thoughts about his career
- C a single bird drifting in the sky
- D ill health and solitude

3. Amid his troubles the speaker of “Night Thoughts Alone” seems to find comfort in —

- A thoughts of family and home
- B fantastic visions of paradise
- C the beauty of nature
- D the idea of his impending death

4. Which statement best sums up the major themes of both “Jade Flower Palace” and “Night Thoughts Afloat”?

- A Nothing lasts forever.
- B Palaces are temples of illusion.
- C Man is in an eternal battle with himself.
- D Love, like nature, is cruel.

➤ **READ** about John Keats **and** “Before You Read” (pp. 640-641)

What is **tone**? (1 pt.)

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**VOCABULARY / Write 3 synonyms OR Write 1 sentence for each word (5 pts.)**

CEASE (*v*)

GLEAN (*v*)

TEEMING (*adj*)

GARNERS (*n*)

TRANSCIENCE (*n*)

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➤ **READ** *When I Have Fears* by John Keats (p. 643)

**READING RESPONSE (3 pts.)**

1. “When I Have Fears” describes the speaker’s reaction to —

- A the transience of life
- B the unexpected appearance of love
- C his first experience of literature
- D the innocence of childhood

2. The speaker compares the content of great books to —

- A fleeting time
- B lurking shadows
- C fleecy clouds
- D a rich harvest

3. Who is the “fair creature of an hour” in line 9?

- A The speaker
- B The reader
- C The speaker’s beloved
- D All humanity

**WRITING ACTIVITY: Writing a Reflective Essay Made Easy (25 pts.)**

The **purpose** of a reflective essay is to explore the connection between a personal experience and what it says about your life. The **subject** of your essay should be one of your *most important personal experiences*; this might include a significant event you have participated in or witnessed, unusual conditions you have encountered, or special concerns you’ve had. *The nature of the experience doesn’t matter as long as it taught you something about yourself and your world.*

If you have trouble thinking of an experience, try looking through old photos, yearbooks, or diaries. You might also try talking to a close friend or family member; sharing our experiences with someone near-and-dear to us is a great way to bring a personal event to the forefront of our memory.

Please refer to the following information, charts, and sample essay before you get started on your writing activity:

- **Reflect on Your Subject** *section* on page 656
- **REFLECTING ON A SUBJECT** *chart* on page 657
- **NARRATIVE AND DESCRIPTIVE DETAILS** *chart* on page 658
- **A Writer’s Model: Meeting Grandfather** on pages 659-660

As a 12<sup>th</sup> grader, your reflective essay must be no less than 5 paragraphs; EACH paragraph should contain 8-10 sentences.

**AFTER** you have written your rough draft, take it to your English teacher so that he or she can review it with you.

**Your final copy must be typed in MLA format and attached to this homework packet.**

## HOLT HANDBOOK ACTIVITY: Complete Sentences and Sentence Fragments

(12pts.)

- A **complete sentence** has a subject and a verb, and it expresses a complete thought.
- A **sentence fragment** lacks a subject, a verb, or both a subject and a verb; or it may not express a complete thought.

**FRAGMENT:** Through the streets of downtown. **[no subject or verb]**

**FRAGMENT:** Will follow the parade route through the streets of downtown. **[no subject]**

**FRAGMENT:** The high school marching band, several floats, and horse-drawn carriages.  
**[no verb]**

**DIRECTIONS:** Read each of the following word groups. If the word group is a complete sentence, write **S** for *complete sentence* on the line provided. If the word group is a fragment, write **F** for *fragment* on the line provided.

1. That was the most exciting basketball game ever. \_\_\_\_\_
2. Because the car needed a new transmission. \_\_\_\_\_
3. Tell me all about it! \_\_\_\_\_
4. As the sailboat rocked gently on the waves along the coast. \_\_\_\_\_
5. Has the stapler run out of staples again? \_\_\_\_\_
6. Surprised their grandparents with an anniversary celebration. \_\_\_\_\_
7. The vacation Morrie had always dreamed about. \_\_\_\_\_
8. Always forgetting the combination to my locker! \_\_\_\_\_
9. Sparrows and chickadees squabbled for first rights to the bird feeder. \_\_\_\_\_

**DIRECTIONS:** Rewrite the following fragments by adding a subject, a verb, or a complete thought.

**10.** Are stacked neatly on the desk.

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**11.** Puzzled by the odd message.

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**12.** The tallest tree on the block.

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**13.** Found lying on the steps of the museum.

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