**Helen Weddle**

**Class:** Dual Enrollment British Literature II—seniors in their second semester, sophomore level college course

**Duration:** one 90 minute block following a unit on Metaphysical poetry. This is a transition lesson into the Romantics.

**Lesson Title:** Speed Dating with British Literature

**Essential Question:** Students will KNOW the characteristics of the Metaphysical and the Romantic periods in British literature. Students will UNDERSTAND the shift in philosophy from one period to another and how that shift evolves in the poetry of the time. Students will EXPLAIN/ANALYZE the differences in philosophies by answering open/high level questions about society, intellect, religion, and marriage.

**SOLs:**

* 12.4 The student will read, comprehend, and analyze the development of British literature
* 12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings
* 12.7 The student will write, revise, and edit writing

**Differentiation Strategies:** Differentiation by Process and Product: Grouping for Challenge/Challenger (as discussed by Kristina Doubet).; open/high level questions (as discussed by Gail Collins); homework choices (as discussed by Ian Linden).

**Pre-Assessment:** Students take a personality quiz—“Which type of poet are you?” (see attached quiz). They will tally their scores to determine whether they are Metaphysical or Romantic. Teacher then leads a discussion about what that might mean and generates a brainstorm list of ideas on the board.

**Materials:**

Teacher notes on Age of Reason vs. Romantics

Personality quiz

List of questions

Timer

Pens/pencils

\*Optional—battery operated candles or vases with flowers to set the mood ☺

**Preparation:** Arrange the desks in the room in pairs facing each other in a large U shape (see diagram).

**Activities:**

* Students take notes on the characteristics of Metaphysical vs. Romantic Poets (see attached overhead).
* The class is broken down into Metaphysicals and Romantics (attempt to stick to their quiz results as far as possible), and they each sit facing someone of the opposite type (Metaphysicals in the orange desks, Romantics in the blue ones).
* Keeping in mind the philosophies shared by their groups of poets, students have five minutes to discuss the first topic announced in the manner of a speed date. Students take notes and help each other decide what their poets might say in a real first date situation (refer to the Speed Dating Prompts listed below).
* When the timer buzzes, the students sitting at the inside (blue) desks move one seat clockwise. The students at the outside (orange) desks remain where they are. Then the next question is announced and the timer reset.
* When students have made their way around the circle, we reform as a whole group and discuss the characteristics of both styles of poetry.

**Formative Assessment:** Teacher makes her way around the circle and guides students in their discussions.

**Summative Assessment Homework Choices—Complete 1 of the following assignments:**

1. Create a Venn diagram listing at least 10 similarities and differences between the Metaphysical and Romantic poets.

2. Identify at least two celebrities you consider “Romantic” and two you consider “Metaphysical.” Explain your reasoning for each.

3. Using the web site Artchive.org, find two paintings that you would consider “Romantic” and two you would consider “Metaphysical.” Explain your reasoning for each.

**Personality Quiz: Which type of Poet are you?**

The answers to life’s most puzzling questions can be found through

* 1. Discussions with a simple person who lives in the country
	2. Discussions with a sophisticated, well educated person who lives in the city

The meaning of life can be derived from

* 1. Immersion in nature
	2. Immersion in science

It is more important to have

* 1. Imagination
	2. Rational thought

It is more important to be

* 1. Subjective
	2. Objective

Knowledge is gained through

* 1. Gut reactions and hunches
	2. Level-headed, deductive reasoning

Which is more important?

* 1. Nature
	2. Art

A more valuable process is

* 1. Trial and error
	2. The scientific method

Results

# of A responses \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# of B responses \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Poetry should be

* 1. Spontaneous and full of emotion
	2. Planned and full of intellectual ideas

**Overhead Notes**

**Metaphysicals Romantics**

**c. 1620 to c. 1790 1798 to c. 1850**

**Golden Age of Science Industrial Revolution**

faith in reason faith in the senses

interest in urban society interest in the rural and natural

public poetry (listener) private poetry (apostrophe)

focus on science and the mundane focus on mysterious and infinite

value reason and formal rules value imagination and emotion

logic / head intuition / gut

love of learning love of the unspoiled mind

respect for progress respect for primitivism

value the scientist value the common, folk man

science leads to the divine nature leads to the divine

use reason to get to God abandon thinking to get to God

argument as the creative process nature as the creative process

scientific examination introspection

new set of rules freedom from rules

rebelled against Shakespeare championed Shakespeare

**Speed Dating Prompts**

1. What do you consider the most noble profession?
2. If the two of you were to have children, what religious practices would you raise them under?
3. Do you consider yourself “outdoorsy”? What might be your favorite outdoor activity?
4. What social group do you find yourself in? Nerds? Jocks? Emos? Preppies? Other?
5. Do you see yourself getting married someday?
6. Do you believe in love at first sight?
7. What was your most difficult challenge in life?
8. How far did you get in school? Would you like to go back? Why?
9. What is a woman’s place?
10. Which people in society do you think are the luckiest? Why?