Thematic Unit

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Sierra Nevada College



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**Subject Area:** English/Language Arts

**Grade Level:** 11th-12th

**Unit Title:** The Romantics

**Lesson Title:** Ozymandias

Have you or a student read [Ozymandias](http://www.usefulcharts.com/english/poems/shelley.html) to the class. The poem is about a ruined statue of Ramesses the Great, an Egyptian pharaoh (king). The inscription on the statue is a boast by the king about his greatness. It is ironic because none of the king's achievements have actually survived. Only the statue remains. It is a reminder to all of us that all of our works, both great and small, will eventually come to nothing. The key line is: "Look on my works, ye mighty, and despair!"

**Connection to the Curriculum:** History/Social Studies, Art, Poetry

**Connection to Standards:**

Nevada State Standards for ELA

3.12.5 Evaluate the use and purpose of

• imagery

• figurative language

Content Standard 6.0

Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and that are appropriate to audience and purpose.

Content Standard 7.0

Students listen to and evaluate oral communications for content, style, speaker’s purpose, and audience appropriateness.

Student Learning Outcomes

By the end of grade 11, read and comprehend literature, including stories,

dramas, and poems, in the grades 11–CCR text complexity band proficiently, with

scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories,

dramas, and poems, at the high end of the grades 11–CCR text complexity band

independently and proficiently.

**Time:** Approximately 50 minutes

**Materials/Equipment Required:** Ozymandias Poem, Vocab List for ELL/SPED Learners, Vocab list for Gifted/Talented Learners, Sonnet 18, Sonnet 43, Internet Access and/or Dictionaries to define vocabulary

**Objectives** Students will be able to describe the meaning of the poem, Students will be able to define vocabulary used in the poem, Students will be able to correctly identify the use of irony in the poem, Students will be able to describe the type of poem and rhyme scheme used.

**Suggested Procedure:** Opening (5m), Development (10m), Closing (5m), Student Assessment (15-20m depending on Differentiated Instruction), Extending the Lesson (10m), Addtl Resources/Differentiated Instruction (5m as needed).

***Opening*:** Today we're going to focus on a sonnet called "Ozymandias" by **Percy Bysshe Shelley** (1792-1822). Shelley was a famous British poet who mainly wrote lyric poems (poems, such as sonnets, which expressed personal feelings and could be put to music). He was part of the Romantic movement - a movement which focused on human emotions connected to nature.

***Development*** Have students go over the definition of sonnets together as a class. Allow for question time. A **sonnet** is a special type of [poem](http://www.beaconhillacademy.org/lessons/introduction-to-poetry-lesson-plan.html) with 14 lines (three quatrains and a couplet) and a set rhyming scheme (which differs according to the type of sonnet). Sonnets originated in Italy (the word sonnet means "little song" in Italian).

***Closing***: Discussion Questions

What is your greatest achievement in your life so far?

What would you like people to remember about you in the future?

**Student Assessment** Students can work independently or in groups. Students will create their own sonnets using the means and methods discussed, e.g., rhyme scheme, irony, vocabulary, and turn them in for grading. Students will be graded on punctuation, spelling, vocabulary, rhyme scheme, use of irony, and overall connection to Ozymandias’ form and concept.

**Strategies to Differentiate Instruction**: Have a handout with the vocabulary definitions for ELL and SPED learners to go over during the reading. Have a vocabulary handout *sans* definitions having students define the vocabulary themselves for those who finish first and have extra time.

* antique (adj.) - old
* vast (adj.) - big
* visage (n.) - a face
* sneer (n.) - a proud look
* sculptor (n.) - a person who makes statues
* mock (v.) - to copy
* pedestal (n.) - the base of a statue
* despair (n.) - a feeling of hopelessness
* colossal (ad.) - big
* lone (adj.) - only one

**Extending the Lesson**: Have the students work in small groups to come up with other monuments throughout history and currently that have or will face the same fate of the Ozymandias statue. Have them describe why it is ironic. Ex. The statue of Liberty in the movie the Planet of the Apes is ironic because in real life United States (and humans) is at its zenith, while Apes rule in the movie.

**Additional Resources** One very famous sonnet is ([Sonnet No. 18](http://www.usefulcharts.com/english/poems/shakespeare.html) by William Shakespeare). Shakespearean sonnets always have ten syllables per line and follow the rhyme scheme ABAB CDCD EFEF GG. Other sonnets follow different schemes. Another good example of a sonnet is "[Sonnet No. 43](http://www.usefulcharts.com/english/poems/ebrowning.html)" by Elizabeth Barrett Browning. Have students look up one or both sonnets and write down the rhyme scheme in order to familiarize themselves with sonnets.

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Date\_\_\_\_\_\_\_\_\_\_\_

Period\_\_\_\_\_

Vocabulary List for SPED/ELL learners

1. antique (adj.) – old
2. vast (adj.) – big
3. visage (n.) - a face
4. sneer (n.) - a proud look
5. sculptor (n.) - a person who makes statues
6. mock (v.) - to copy
7. pedestal (n.) - the base of a statue
8. despair (n.) - a feeling of hopelessness
9. colossal (ad.) – big
10. lone (adj.) - only one

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_

Period\_\_\_\_

1. antique (adj.) –
2. vast (adj.) –
3. visage (n.) –
4. sneer (n.) –
5. sculptor (n.) –
6. mock (v.) –
7. pedestal (n.) –
8. despair (n.) –
9. colossal (ad.) –
10. lone (adj.) -

**Ozymandias Poem**

I met a traveller from an antique land  
Who said: "Two vast and trunkless legs of stone  
Stand in the desert. Near them on the sand,  
Half sunk, a shattered visage lies, whose frown  
And wrinkled lip and sneer of cold command  
Tell that its sculptor well those passions read  
Which yet survive, stamped on these lifeless things,  
The hand that mocked them and the heart that fed.  
And on the pedestal these words appear:  
`My name is Ozymandias, King of Kings:  
Look on my works, ye mighty, and despair!'  
Nothing beside remains. Round the decay  
Of that colossal wreck, boundless and bare,  
The lone and level sands stretch far away".

Mixed Pentameter

Rhyme Scheme: ABABACDCEDEFEF.

Sonnet 18 by Williams Shakespeare

SONNET 18

Shall I compare thee to a summer's day?   
Thou art more lovely and more temperate:  
Rough winds do shake the darling buds of May,  
And summer's lease hath all too short a date:   
Sometime too hot the eye of heaven shines,  
And often is his gold complexion dimm'd;   
And every fair from fair sometime declines,  
By chance or nature's changing course untrimm'd;  
But thy eternal summer shall not fade  
Nor lose possession of that fair thou owest;  
Nor shall Death brag thou wander'st in his shade,  
When in eternal lines to time thou growest:   
So long as men can breathe or eyes can see,  
So long lives this and this gives life to thee.

10 syllables per line

Rhyme Scheme: ABAB CDCD EFEF GG

|  |
| --- |
| **Sonnet 43 from *Sonnets from the Portuguese*** |
| gif |
| **Elizabeth Barrett Browning (1850)** |
| clr gif |
| How do I love thee? Let me count the ways. I love thee to the depth and breadth and height My soul can reach, when feeling out of sight For the ends of Being and ideal Grace. I love thee to the level of everyday’s Most quiet need, by sun and candle-light. I love thee freely, as men strive for Right; I love thee purely, as they turn from Praise. I love thee with the passion put to use In my old griefs, and with my childhood’s faith. I love thee with a love I seemed to lose With my lost saints,—I love thee with the breath, Smiles, tears, of all my life!—and, if God choose, I shall but love thee better after death. |

"Sonnet 43" is in [iambic pentameter](http://www.cummingsstudyguides.net/xmeter.html) (10 syllables, or five feet, per line with five pairs of unstressed and stressed syllables), as Lines 2 and 3 of the poem demonstrate.

**I LOVE..**|**..thee TO..**|**..the DEPTH..**|**..and BREADTH..**|**..and HEIGHT**

**My SOUL..**|**..can REACH**,**..**|**..when FEEL..**|**..ing OUT..**|**..of SIGHT**

**Rhyme Scheme:** abba abba cdcdcd

**Subject Area: ELA**

**Grade Level: 11th-12th**

**Unit Title: The Romantics**

**Lesson Title: The Byronic Hero**

**Overview** In this lesson, students access their own knowledge of characters from a variety of texts to make comparisons between the familiar concepts of hero and villain and the new concept of the Byronic hero, a term coined from Lord Byron and his writings in the 19th century. The class will go over a Venn Diagram using Edward Cullen as an example. Students then do a book cover as homework to extend their understanding of this complex and compelling character type.

**Connection to the Curriculum** Social Studies/History, Media, Art

**Connection to Standards**

**Subject:** Language Arts  
**Grade(s):** 11th-12th (beginning of year)  
**Standard:** W.11-12.2(b) – Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**NCTE/IRA NATIONAL STANDARDS FOR THE ENGLISH LANGUAGE ARTS**

Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

**Time** 50 minutes

**Materials/Equipment Required:** Markers, Venn Diagram, Handout of Byronic Heroes, Overhead Projector,

**Objectives**

Students will

* develop an understanding of the term Byronic hero, making comparisons between the traditional hero and the villain to see the characteristics that make up the Byronic hero.
* discuss several texts that feature a character who can be considered a Byronic hero.
* expand their understanding of the characteristics of the Byronic hero through a book cover project.

**Suggested Procedure** Opening (10m), Development (15m), Closing (10m), Student Assessment (5m) give instructions on Book Cover homework, Closing (5m), Extending the lesson (5m) inform the class of a text to be discussed next period involving a Byronic Hero

***Opening*** Students together as a class first list heroes and villains with which they are familiar and discuss any examples that may blur the lines between the two.

***Development*:** On an Overhead projector or an ELMO/Prometheus Board**,** using Stephenie Meyer's Twilight and the character Edward Cullen, students identify the characteristics of the Byronic hero in a Venn diagram and diagram other characters with these traits. Elicit from students traits or specific examples of behaviors or attitudes that help classify the character as a Byronic hero. Then ask students who are most familiar with the book and/or movie to discuss the significance of thinking about the character in this complex way, as neither traditional hero nor villain, but rather something that is in between.

***Closing***: Go over the Venn Diagram together. Then have copies of the completed Venn Diagram be made and passed out to each student.

**Student Assessment** Have students create a book cover depicting a Byronic Hero.

**Strategies to Differentiate Instruction** Handout for SPED/ELL Learners about different Byronic Heroes in various works of fiction, media, and arts to help with the GO (Venn Diagram) and the Opening Activity, Have students who are Gifted/Talented use a Venn diagram and the Handout of Byronic heroes to compare and contrast the Byronic Hero with another character described in the handout, e.g., Heathcliff from Wuthering Heights

**Extending the Lesson** This lesson relies heavily on student prior knowledge, so follow up the lesson with the study of a new text that involves a Byronic hero to deepen their understanding of the character type.

**Additional Resources** [Book Cover Creator](http://www.readwritethink.org/classroom-resources/student-interactives/book-cover-creator-30058.html) [http://www.readwritethink.org  
/files/resources/interactives/bookcover/](http://www.readwritethink.org/files/resources/interactives/bookcover/)

The Book Cover Creator is designed to allow users to type and illustrate front book covers, front and back covers, and full dust jackets. Students can use the tool to create new covers for books that they read as well as to create covers for books they write individually or as a class.

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**Examples of the Byronic Hero**

Literature

**Character Book/Series Author**

Artemis Fowl II *Artemis Fowl* Eoin Colfer

Edward Cullen *Twilight* Stephenie Meyer

Erik/The Phantom *The Phantom of the Opera* Gaston Leroux

Grendel *Beowulf* Anonymous

Heathcliff *Wuthering Heights* Emily Brontë

Lestat *Interview with a Vampire* Anne Rice

Lucifer/Satan *Paradise Lost* John Milton

Mr. Rochester *Jane Eyre* Charlotte Brontë

Scarlett O’Hara *Gone With the Wind* Margaret Mitchell

Severus Snape *Harry Potter* series J. K. Rowling

Tyler Durden/Narrator *Fight Club* Chuck Palahniuk

Comics or Film

**Character Movie/Comic Book**

Anakin Skywalker *Star Wars* series

Angel *Buffy the Vampire Slayer*

Batman *Batman*

Captain Jack Sparrow *Pirates of the Caribbean* trilogy

Eric Draven *The Crow*

Michael Corleone *The Godfather* trilogy

Q *Star Trek*

Spiderman *Spiderman*

*V is for Vendetta*

Wolverine *X-Men*

Video Games/Film

**Character Movie/Comic Book**

Lara Croft *Tomb Raider*

Max Payne *Max Payne*

Note: This list is in no way exhaustive of the Byronic heroes in fiction, drama, comics,

movies, video games, and other texts. The examples listed are done so for the purpose ofclassroom discussion, and students may not agree with some that are listed due to their villainous characteristics overriding any possible positive or heroic characteristics (e.g.,Anakin Skywalker). This is to be expected, since the Byronic hero is an idea that

complicates the traditional understanding of hero and villain.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_

Pd\_\_\_\_\_

VENN DIAGRAM

2 Circles