

Western Literary Movements: the Period Project

In this project, you will study significant literary movements in western literature. Each project group will educate the class about a particular literary period. The presentations will include a context for understanding the period, a catalogue of significant writers and works from the period, a representative sample reading and analysis, and a lesson for class on a specified piece from the period. These presentations will provide the class with a sense of the scope and depth of western literature and will aid understanding as you study parallel movements in British, American and world literature throughout this year.

Major Western Literary Movements:

- The Renaissance and Reformation (c. 1485-1660 C.E.)
- The Enlightenment (Neoclassical) Period (c. 1660-1790 C.E.)
- Romantic Period (c. 1790-1830 C.E.)
- Victorian Period and the 19th Century (c. 1832-1901 C.E.)
- Modern Period (c. 1914-1945?)
- Postmodern Period (c. 1945? onward)
 - Be sure to include both American and British periods, as they may have different titles within a shared chronological time period)

Requirements:

- I. Create an “overview presentation” (15-20 minutes) that includes the direct participation of all members
 - A. Topics to Include
 - Historical Context: Discuss major events that *influenced writers* of this period. Consider trends and innovations in economics, religion, politics, technology, philosophy, art, etc. How is historical context reflected in the ideas—and writings—of this period?
 - Values and Beliefs: Discuss the major *ideas* of the period. Is there a specific philosophical or religious movement attached to this period? How did the writers of the time answer some of our most essential questions—What is the nature of God? What is the relationship between nature and man? What does it mean to be a “good” person? Are humans innately good or evil? What is the relationship between society and the individual? How does a person find true happiness? Etc.! This section should be the heart of your presentation since it is what distinguishes your period from others in the literary timeline. Let your research be your guide.
 - Genre and Style: Discuss the dominant genres (essay, novel, speech, letter, narrative, poem, etc.) that characterize this literary period. Be sure to clearly define all terms as you present this information.
 - Significant Authors and Works: Which authors and/or works are most representative of this period? Select between four and eight highly acclaimed (these tend to be names and titles you recognize) writers and/or their works to share with the class. Include a *brief* biography of summary for each example you choose to discuss.
 - Highlighted passage: Select an excerpt, poem, essay, etc. from the period to read to the class. You may tie this to the “Significant Authors and Works” portion of your

presentation, if you see fit. Discuss the ways in which the passage exemplifies your period. Consider both thematic and stylistic elements in your analysis.

B. Supplemental Aid

- Use Power Point, video clip, poster, audio clip, image, overhead, etc.
- This must complement your presentation and help thoroughly teach the class the period you were assigned.

C. Handout

- Create a handout to distribute to the class that includes an outline of the major points from your presentation, a copy of the passage you will read to the class, and a bibliography of recommended websites or textbook passages that contain information about your period.
- This handout should be both information-rich and user-friendly, as it will be added to everyone's portfolio.

II. Lesson (20-30 minutes)

A. Select one short work (poem or passage) that you will *teach* to the class.

- This piece will be assigned as homework the day before you give us your “overview presentation”, and the rest of the class will read the piece to prepare for your lesson.
- In your lesson, choose elements that you would like your “students” to see and/ or analyze (according to Bloom’s Taxonomy). Plan a lesson, complete with an activity that will adequately “teach” the elements you are aiming for. Finally, assign an assessment that will show you that your students “got it”. This assessment should fit into the day’s lesson time; your group will grade the assessment and return it to the class the following day.

B. Lesson Elements

- Grabber
- Instruction
- Guided Practice
- Independent Practice
- Closure
- (Assessment)

Evaluation:

Your group’s score for this project will be based on the following: (1) quality of information; (2) organization; (3) accuracy of requirements; (4) speaking and presentation techniques; (5) lesson content and planning.

One more thing...

Each student will submit a two-page, double-spaced, typed, original piece of writing on a topic of choice written in the style of each period.

Library Days: October 21st and 22nd

Class Planning Time: October 23rd and 24th

Presentation/Lesson Dates: October 25th -November 1st