



# May the Force Be With You

**Overarching Question: How do the themes of the Romantic era reflect a transformation in the American consciousness?**

**Due Date:**

**paper to Turnitin.com by midnight of due date (hard copy due in class)**

As we've explored two sides of Romanticism, Gothic Literature and Transcendentalism, we've discussed how literary movements reflect and impact their historical context. The American writers of the early to mid-19<sup>th</sup> century were deeply affected by the tumult in the American Psyche. For this project, it will be your job to create a **digital or non-digital artifact** and compose a **two to three page paper** that explains how your artifact connects the cultural trends of the Antebellum Era in History to the Romantic Movement in literature.

## General Criteria

English Connection:

- Choose a specific genre: Transcendentalism or Gothic Romance
- Show the connection between at least TWO texts of your selected genre to a motif of that genre (same motif for both texts)

History Connection:

- Show the connection between your genre and motif to ONE aspect of United States history between 1800 and 1850

## Specific Criteria

Written Explanation Specifics

- Explain the connection between your Romantic Movement motif to an Antebellum Era historical event/development
- Must explain the elements of your creative piece
- Must include reference to TWO quotations, one from each selected text
- Length: 2-3 pages (400-800 words)
- MLA formatting and Works Cited Page required; must include literary sources as well as historical research sources used
- Must submit electronic copy to turnitin.com in addition to a hard copy turned in with the artifact

## Artifact Specifics

- Artifact may be digital or visual in nature. In other words, it will require you to create some sort of display that connects the dots for the viewer.
- The project will show care and thorough work. It should be both orderly and creative.
- Examples might include
  - Non-digital: mobiles, a book jacket, posters or paintings, collage, ceramic figure, wall hanging, T-shirt, diorama/shadow box, movie poster, board game or other game, mural, etc.
  - Digital: infomercial, satire of show/movie, mock trial, reenactment, game show, music video, voice-over video/slideshow (not lecture-based, must be creative), puppet show, etc.

## Grading

- English: Level 3 grade
- History: 10% of grading period average
- Grade represents both the creative piece AND the paper
- You may work in partners (groups of 2), though you may also choose to work individually. If you are choosing a partner, be sure that the person you are willing to share a grade with is the person you choose to work with. Larger groups are allowed, with prior approval, for digital projects requiring extensive editing and acting (groups up to 4 maximum).

## Overview of Topic

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	Gothic Romance	Transcendentalism
<b>Motifs</b>	<ul style="list-style-type: none"> <li>Irrational vs. rational</li> <li>Signs &amp; omens</li> <li>Guilt</li> </ul>	<ul style="list-style-type: none"> <li>Goodness of man</li> <li>Interconnectedness of World</li> <li>Beauty and Peace of Nature</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>Slavery</li> <li>Role of women/Cult of Domesticity</li> <li>Native Americans</li> <li>Immigration</li> </ul>	<ul style="list-style-type: none"> <li>Nationalism</li> <li>Industrialization</li> <li>Market Economy</li> <li>Rise of Democracy</li> <li>War of 1812</li> </ul>
<b>Questions</b>	<ul style="list-style-type: none"> <li>What cultural fears and anxieties are expressed by this literary movement?</li> <li>How do the texts address the social and political trends of the time period?</li> <li>How do these genres both shape and reflect the American culture?</li> </ul>	

## Rubric

Level	Description	Score
<b>Superior</b>	Artifact and paper meet the expectations described below AND go “above and beyond” by showing a sophisticated mastery of language with an effective voice, and/or an originality and innovation clearly above expectations, and/or a depth of understanding that might include new insights and advanced critical analysis	98/100
<b>Strong</b>	Artifact is constructed with <u>masterful</u> use of detail and attention; reflects <u>unique or inventive</u> thinking, tying visual elements of project to underlying themes; <u>distinctly</u> demonstrates connections between motif, literature, and history. Paper employs <u>sophisticated methods</u> to identify/describe the literary motifs in the artifact, using specific examples, <u>significant</u> details, and quotations to show <u>complex connections</u> between the motif, literature, and history; the main ideas are <u>consistently clear</u> and the paper is <u>effectively</u> structured to demonstrate a smooth flow of ideas; neatly typed using appropriate font, length is between 400-800 words, includes Works Cited page with parenthetical documentation (MLA formatted paper), and has <u>few</u> errors in grammar or spelling to detract from the quality of the writing.	90/95
<b>Adequate</b>	Artifact is constructed with <u>strong</u> use of detail and attention; reflects <u>distinctive</u> thinking, tying visual elements of project to underlying themes; <u>clearly</u> demonstrates connections between motif, literature, and history. Paper <u>clearly</u> identifies/describes the literary motifs in the artifact, using specific examples, <u>relevant</u> details, and quotations to show the <u>connections</u> between the motif, literature, and history; the main ideas are <u>clear</u> and the paper is <u>appropriately</u> structured to demonstrate a smooth flow of ideas; neatly typed using appropriate font, length is between 400-800 words, includes Works Cited page with parenthetical documentation (MLA formatted paper), and has <u>limited</u> errors in grammar or spelling but they do not detract from the quality of the writing.	80/85
<b>Developing</b>	Artifact is constructed with <u>clear</u> use of detail and attention; reflects <u>conventional</u> thinking, tying visual elements of project to underlying themes; <u>clearly</u> demonstrates connections between motif, literature, and history. Paper <u>clearly</u> identifies/describes the literary motifs in the artifact, using specific examples, <u>a few</u> details, and quotations to show the <u>connections</u> between the motif, literature, and history; the main ideas are <u>clear</u> and the paper is <u>appropriately</u> structured to demonstrate a smooth flow of ideas; neatly typed using appropriate font, length is between 400-800 words, includes Works Cited page with parenthetical documentation (MLA formatted paper), and has <u>several</u> errors in grammar or spelling but they do not detract from the quality of the writing. <u>May be weak on one or two areas and/or may fail to go beyond class lectures and textbooks.</u>	70/75
<b>Emerging</b>	Artifact and paper meet the expectations described above to connect the cultural trends of the antebellum period to the Romantic Movement in literature, but fell short in a number of areas that significantly detract from overall project. Main idea may lack sufficient support, key ideas may not be addressed or are inadequately explained, responses may be too simplistic, and the project may contain factual errors that impacts understanding of the concepts.	60/65
<b>Unacceptable</b>	Artifact and paper made an attempt to connect the cultural trends of the antebellum period to the Romantic Movement in literature, but was incomplete. Paper may be less than 500 words and fail to include two quotes, may misuse or misunderstand the selected motifs, may not address the artifact’s significance to the overall project, may fail to use MLA format correctly and may fail to justify or explain the connection between literature and history. Artifact may appear sloppy and fail to connect to motifs, literatures, and/or history; significant factual errors may be present; other areas may be significantly weak.	50

### Notes:

-10 points for each day late (maximum -50)

-5 points for any incorrect MLA formatting. Projects without citations will not be accepted and will accrue late points.

-50 point for projects lacking either the artifact or paper (half a project).

