

Analyzing the Historical Context of American Romanticism

Lesson Overview

Overview:	In small groups, students will analyze a primary source set from the late 1700s and early 1800s to draw conclusions about the historical context in which American Romanticism literature was written. Additionally, the students will compare and contrast this historical context with the previously studied historical context and literary period of Colonial and Revolutionary literature. Finally students will infer how this historical context might be reflected in the American Romanticism literature.
Grade Range:	9-12
Objective:	After completing this activity, students will be able to: <ul style="list-style-type: none">• Independently complete a primary source analysis tool.• Infer three possible characteristics of American Romanticism literature based on the conclusions from the primary source set.
Time Required:	Two class periods of 45 minutes.
Discipline/Subject:	Literature
Topic/Subject:	Immigration, American Expansion and Literature
Era:	The New Nation, 1783-1815 and National Expansion and Reform, 1815-1860

Standards

Illinois Learning Standards:

Common Core Standards:

RI.11-12.7 and RH.11-12.7-Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RH.11-12.2.-Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.5-Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.9-Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Materials

Handouts:	Literary Time Period Compare/Contrast Tool, Inferred Characteristics of New Literary Time Period
Analysis Tools:	Map Analysis, Written Document Analysis, Letter Analysis, More You Look Photo Analysis
Books:	<i>Elements of Literature: Fifth Course</i> Holt, Rinehart, Winston

Library of Congress Items:

Title of Source:	A new map for travelers through the United State of America showing the railroads, canals & stage road with the distances, by J. Calvin Smith
Creator of Source:	Smith, J. Calvin
Date of Creation:	1846
URL of Source:	http://memory.loc.gov/cgi-bin/query/h?ammem/gmd:@field(NUMBER+@band(g3700+rr000080))
Title of Source:	The United States of America laid down from the best authorities, agreeable to the Peace of 1783.
Creator of Source:	Wallis, John
Date of Creation:	1783, London
URL of Source:	http://memory.loc.gov/cgi-bin/query/h?ammem/gmd:@field(NUMBER+@band(g3700+ct000080))

Title of Source: New York, with the city of Brooklyn in the distance, from the steeple of the St. Paul's church, looking east, south and west.
 Date of Creation: 1849
 URL of Source: <http://www.loc.gov/pictures/item/2003670142/>

Title of Source: Thomas Jefferson to Congress, January 18, 1803.
 Creator of Source: Jefferson, Thomas
 Date of Creation: January 18. 1803
 URL of Source: <http://memory.loc.gov/cgi-bin/ampage?collId=mtj1&fileName=mtj1page027.db&recNum=840>

Title of Source: Notes on a journey in America: from the coast of Virginia to the territory of Illinois.
 Creator of Source: Birkbeck, Morris
 Date of Creation: 1818
 URL of Source: [http://memory.loc.gov/cgi-bin/query/r?ammem/fawbib:@field\(DOCID+@lit\(bbc0019\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/fawbib:@field(DOCID+@lit(bbc0019)))
 Notes: Image is on page 164

Title of Source: Health reporter. Thursday, July 26, 1832, 10 o'clock. The Board of Health reports 141 cases of cholera & 55 deaths, since July 25 10 A.M. viz... Printed and published by A. Bling, No. 9 Canal-st corner of Elm st.
 Creator of Source: New York City. Board of Health
 Date of Creation: 1832
 URL of Source: [http://memory.loc.gov/cgi-bin/query/h?ammem/rbpebib:@field\(NUMBER+@band\(rbpe+11800500\)\)](http://memory.loc.gov/cgi-bin/query/h?ammem/rbpebib:@field(NUMBER+@band(rbpe+11800500)))

Procedures

Procedure Step #	Resource or Material Used
1. Divide students into groups of five or six. Hand out introduction to American Romanticism Primary Source Set (primary sources and analysis tools). Each student chooses a primary source to analyze independently with the corresponding analysis tool (if only five in a group, remove one of the three maps).	LOC Items Analysis Tools
2. After independently completing the primary source analysis, each student presents his/her primary source and analysis to the group.	LOC Items Analysis Tools
3. After each group member has presented, the group will compare/contrast the American Romanticism primary sources with the characteristics of the Colonial/Revolutionary literary time period, which they will have just finished studying.	Literary Time Period Compare/Contrast Handout
4. Each group will infer three possible characteristics of American Romanticism literature based on the conclusions from the primary source set, which will be noted on the Literary Time Period Compare/Contrast tool.	Inferred Characteristics of New Literary Time Period Handout
5. Each group will report the three possible characteristics to the class. These will be noted on chart paper or in a SmartBoard file. Students will then compare these possible characteristics with the introductory information presented in the textbook.	Book, pages 139-150 and 206-214

Evaluation

Individual students will be evaluated on the completion of the analysis tools. Each group will be evaluated on the completion of the Compare/Contrast tool.

Extension

Refer to the list of student-generated characteristics while reading each selection from the American Romanticism Literary Time Period to identify characteristics of the primary sources within the texts.
 Create a primary source set for each American literary time period to use as an introduction to each unit.

Author Credits:

K. Runyon
 Charleston High School

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Literary Time Period Compare/Contrast

1. What changes in the land of the United States do you notice between the previous literary time period and the new literary time period? These may be changes on a physical and/or political map.

2. What changes in population do you notice between the previous literary time period and the new literary time period? These may be changes in population number, location of the population, or events that impacted the population (positively or negatively).

3. What changes in politics do you notice between the previous literary time period and the new literary time period? These changes may be domestic or foreign.

4. What changes in science and/or fine arts do you notice between the previous literary time period and the new time period?

Inferred Characteristics of New Literary Time Period

Literary Time Period: _____

Based on the information presented in the primary sources and the changes that were previously noted between the old and new literary time periods, what characteristics would you expect to find in texts from this literary time period? Need to infer a minimum of 3.

Setting:

Conflict:

Characteristics of the hero:

Events specific to this time period included in the plot:

Attitude towards science/religion:

Attitude toward city-life/government/nature:

Use of realism/fantasy/supernatural:

Theme:

MAP ANALYSIS



Physical Qualities of the Map

Title of Map

Check the circle(s) besides the type of map that describes the map you have.

- | | | |
|--|--|---|
| <input type="radio"/> Raised relief map | <input type="radio"/> Political map | <input type="radio"/> Military map |
| <input type="radio"/> Topographic map | <input type="radio"/> Contour-line map | <input type="radio"/> Birds-eye view |
| <input type="radio"/> Natural resource map | <input type="radio"/> Artifact map | <input type="radio"/> Satellite photograph/mosaic |
| <input type="radio"/> Other | <input type="radio"/> Weather map | <input type="radio"/> Pictograph |

Check the circle(s) besides the map parts that are visible on the map you have.

- | | | | |
|-----------------------------------|------------------------------------|--|-----------------------------|
| <input type="radio"/> Compass | <input type="radio"/> Date | <input type="radio"/> Scale | |
| <input type="radio"/> Handwritten | <input type="radio"/> Notations | <input type="radio"/> Name of mapmaker | <input type="radio"/> Title |
| <input type="radio"/> Other | <input type="radio"/> Legend (key) | | |

Date of the Map

Creator of the Map

Where was the Map produced?

Map Information

What natural landmarks and things do you notice on this map?

What man-made landmarks and things do you notice on this map?

List three things on this map that you think are important.

- 1.
- 2.
- 3.

Why do you think this map was created?

What evidence on the map suggests this?

What new information did you learn from this Map?

Write a question to the mapmaker that is left unanswered by this map.

THE MORE YOU LOOK, THE MORE YOU SEE PHOTO ANALYSIS



What I See (observe)

Describe exactly what you see in the photo.

What people and objects are shown? How are they arranged? What is the physical setting?

What other details can you see?

What I Infer (deduction)

Summarize what you already know about the situation and time period shown and people and objects that appear. *I see ___ and I think ___*

Interpretation

Write what you conclude from what you see.

What is going on in the picture? Who are the people and what are they doing? What might be the function of the objects? What can we conclude about the time period?

Why do you believe the photo was taken?

Why do you believe this photo was saved?

What I Need to Investigate

What are three questions you have about the photo?

- 1.
- 2.
- 3.

Where can you research the answers to your questions?



First Reading

On your copy of the letter:

Circle the date the letter was written.

Underline words you don't recognize or can't read.

Look at the letter:

Who was the letter written to?

Who wrote the letter?

From the salutation, do they appear to know each other?

Read the letter.

Go back and write in words that you think make sense for those that you underlined.

Choose one sentence from the letter and rewrite it here:

What about this sentence attracted your attention?

What do you think this letter is about?

After reading a transcript or listening to a reading of the Letter

What new information do you have about the letter?

How accurate was the sentence you wrote?

Why do you think the author wrote this letter?

Why do you think someone saved this letter?

What questions do you have about this letter?

How can you learn the answers to your questions?

WRITTEN DOCUMENT ANALYSIS



First Look

Type of Document (Check):

- | | | | |
|---------------------------------|-------------------------------------|-------------------------------------|--|
| <input type="radio"/> Newspaper | <input type="radio"/> Map | <input type="radio"/> Report | <input type="radio"/> Congressional Record |
| <input type="radio"/> Letter | <input type="radio"/> Telegram | <input type="radio"/> Memorandum | <input type="radio"/> Census Report |
| <input type="radio"/> Patent | <input type="radio"/> Press Release | <input type="radio"/> Advertisement | <input type="radio"/> Other _____ |

Unique Physical Characteristics of the Document (check one or more):

- | | | | |
|--|-----------------------------|--------------------------------------|-----------------------------|
| <input type="radio"/> Interesting Letterhead | <input type="radio"/> Typed | <input type="radio"/> Notations | <input type="radio"/> Other |
| <input type="radio"/> Handwritten | <input type="radio"/> Seals | <input type="radio"/> Received stamp | _____ |

Date(s) of the Document;

Author (or Creator) of the Document:

Position (Title):

For what audience was the document written?

Document Content Information

List three phrases or statements that caught your attention or you think are important.

- 1.
- 2.
- 3.

Why do you think this document was written?

What in the document helps you know why it was written? Quote from the document.

Why do you think this document was saved?

Was the document meant to be viewed by the public or a specific person or group?

List two things the document tells you about life in the United States at the time it was written.

- 1.
- 2.

Write a question to the author that is left unanswered by the document.





1803, Jan. 183

Confidential.

Gentlemen of the Senate and of the House of Representatives.

As the continuance of the Act for establishing trading houses with the Indian tribes will be under the consideration of the Legislature at its present session, I think it my duty to communicate the views which have guided me in the execution of that act; in order that you may decide on the policy of continuing it in the present or any other form, or to discontinue it altogether if that shall, on the whole, seem most for the public good.

The Indian tribes residing within the limits of the U.S. for a considerable time have been growing more & more uneasy at the constant diminution of the territory they occupy, altho' affected by their own voluntary cessions; the policy has long been gaining strength with them of refusing absolutely all further sale on any conditions, & remark that, at this time, it honors their friendships, and excites dangerous jealousies & perturbations in their minds to make any overture for the purchase of the smallest portions of their land, a very few tribes only are not yet decidedly in these dispositions. In order peaceably to counteract this policy of theirs, and to provide an extension of territory, which the rapid increase of our numbers will call for, two measures are deemed expedient. First, to encourage them to abandon hunting, to apply to the raising stock, to agriculture and domestic manufactures, and thereby prove to themselves that life and labour will maintain them in this better than in their former mode of living. The extensive forests necessary in the hunting life, will then be a waste; they will see advantage in exchanging them for the more domestic of their farms, & of increasing their domestic comforts. Secondly, to multiply trading houses among them, & place within their reach those things which will contribute more to their domestic comfort than the profusion of extensive, but uncultivated wilds. Experience & reflection will develop to them the wisdom of exchanging what they can spare & we want, for what we can spare and they want, in leading them thus to agriculture, to

22204

Transcript-

Jan. 18th, 1803.

Gentlemen of the Senate, and of the House of Representatives:

As the continuance of the act for establishing trading houses with the Indian tribes will be under the consideration of the Legislature at its present session, I think it my duty to communicate the views which have guided me in the execution of that act, in order that you may decide on the policy of continuing it, in the present or any other form, or discontinue it altogether, if that shall, on the whole, seem most for the public good.

The Indian tribes residing within the limits of the United States, have, for a considerable time, been growing more and more uneasy at the constant diminution of the territory they occupy, although effected by their own voluntary sales: and the policy has long been gaining strength with them, of refusing absolutely all further sale, on any conditions; insomuch that, at this time, it hazards their friendship, and excites dangerous jealousies and perturbations in their minds to make any overture for the purchase of the smallest portions of their land. A very few tribes only are not yet obstinately in these dispositions. In order peaceably to counteract this policy of theirs, and to provide an extension of territory which the rapid increase of our numbers will call for, two measures are deemed expedient. First: to encourage them to abandon hunting, to apply to the raising stock, to agriculture and domestic manufacture, and thereby prove to themselves that less land and labor will maintain them in this, better than in their former mode of living. The extensive forests necessary in the hunting life, will then become useless, and they will see advantage in exchanging them for the means of improving their farms, and of increasing their domestic comforts. Secondly: to multiply trading houses among them, and place within their reach those things which will contribute more to their domestic comfort, than the possession of extensive, but uncultivated wilds. Experience and reflection will develop to them the wisdom of exchanging what they can spare and we want, for what we can spare and they want. In leading them to agriculture, to manufactures, and civilization; in bringing together their and our settlements, and in preparing them ultimately to participate in the benefits of our governments, I trust and believe we are acting for their greatest good. At these trading houses we have pursued the principles of the act of Congress, which directs that the commerce shall be carried on liberally, and requires only that the capital stock shall not be diminished. We consequently undersell private traders, foreign and domestic, drive them from the competition; and thus, with the good will of the Indians, rid ourselves of a description of men who are constantly endeavoring to excite in the Indian mind suspicions, fears, and irritations towards us. A letter now enclosed, shows the effect of our competition on the operations of the traders, while the Indians, perceiving the advantage of purchasing from us, are soliciting generally, our establishment of trading houses among them. In one quarter this is particularly interesting. The Legislature, reflecting on the late occurrences on the Mississippi, must be sensible how desirable it is to possess a respectable breadth of country on that river, from our Southern limit to the Illinois at least; so that we may present as firm a front on that as on our Eastern border. We possess what is below the Yazoo, and can probably acquire a certain breadth from the Illinois and Wabash to the Ohio; but between the Ohio and Yazoo, the country all belongs to the Chickasaws, the most friendly tribe within our limits, but the most decided against the alienation of lands. The portion of their country most important for us is exactly that which they do not inhabit. Their settlements are not on the Mississippi, but in the interior country. They have lately shown a desire to become agricultural; and this leads to the desire of buying implements and comforts. In the strengthening and gratifying of these wants, I see the only prospect of planting on the Mississippi itself, the means of its own safety. Duty has required me to submit these views to the judgment of the Legislature; but as their disclosure might embarrass and defeat their effect, they are committed to the special confidence of the two Houses.

While the extension of the public commerce among the Indian tribes, may deprive of that source of profit such of our citizens as are engaged in it, it might be worthy the attention of Congress, in their care of individual as well as of the general interest, to point, in another direction, the enterprise of these citizens, as profitably for themselves, and more usefully for the public. The river Missouri, and the Indians inhabiting it, are not as well known as is rendered desirable by their connexion with the Mississippi, and consequently with us. It is, however, understood, that the country on that river is inhabited by numerous tribes, who furnish great supplies of furs and peltry to the trade of another nation, carried on in a high latitude, through an infinite number of portages and lakes, shut up by ice through a long season. The commerce on that line could bear no competition with that of the Missouri, traversing a moderate climate, offering according to the best accounts, a continued navigation from its source, and possibly with a single portage, from the Western Ocean, and finding to the Atlantic a choice of channels through the Illinois or Wabash, the lakes and Hudson, through the Ohio and Susquehanna, or Potomac or James rivers, and through the Tennessee and Savannah, rivers. An intelligent officer, with ten or twelve chosen men, fit for the enterprise, and willing to undertake it, taken from our posts, where they may be spared without inconvenience, might explore the whole line, even to the Western Ocean, have conferences with the natives on the subject of commercial intercourse, get admission among them for our traders, as others are admitted, agree on convenient deposits for an interchange of articles, and return with the information acquired, in the course of two

summers. Their arms and accoutrements, some instruments of observation, and light and cheap presents for the Indians, would be all the apparatus they could carry, and with an expectation of a soldier's portion of land on their return, would constitute the whole expense. Their pay would be going on, whether here or there. While other civilized nations have encountered great expense to enlarge the boundaries of knowledge by undertaking voyages of discovery, and for other literary purposes, in various parts and directions, our nation seems to owe to the same object, as well as to its own interests, to explore this, the only line of easy communication across the continent, and so directly traversing our own part of it. The interests of commerce place the principal object within the constitutional powers and care of Congress, and that it should incidentally advance the geographical knowledge of our own continent, cannot be but an additional gratification. The nation claiming the territory, regarding this as a literary pursuit, which is in the habit of permitting within its dominions, would not be disposed to view it with jealousy, even if the expiring state of its interests there did not render it a matter of indifference. The appropriation of two thousand five hundred dollars, "for the purpose of extending the external commerce of the United States," while understood and considered by the Executive as giving the legislative sanction, would cover the undertaking from notice, and prevent the obstructions which interested individuals might otherwise previously prepare in its way.



Health Reporter.

Thursday, July 26 1832, 10 o'clock.

523

The Board of Health reports 141 CASES OF CHOLERA
& 55 DEATHS, since July 25. 10 A.M. viz.

303 Water	dead	401 Grand	dead
310 Water		57 Vandam,	dead
285 Water	dead	70 Market	dead
6 Spruce		162 Varick	
101 Madison	dead	78 Hamersly	
91 do.		Amity Lane corner of Greene,	
149 Duane	dead	32 Centre	
Hudson near Watt		34 do	
63 Watt		21 Elm,	
Barrow n 6th Avenue	dead	35 Mulberry	
60 Frankfort	dead	81 Cross	
207 Elm	dead	84 Pearl	
325 North	dead	112 Anthony	
13 Monroe		83 Mulberry	
8th c Lewis		128 Anthony	
251 Mulberry		58 Elm	
4th n Avenue D		Franklin corner of Elm	
—Chatham		152 Walker	
—Washington	dead	65 Mulberry	
32 Clarkson	dead	69 do	dead
161 Madison	dead	2 16 Doyer	
16 ———	dead	83 Orange	
Oak c Roosevelt	dead	10th near Bowery	dead
24 Oak		10 Caroline	dead
86 Augustus		Cherry near Pelham	dead
—Orange		635 Water	dead
2 161 Mercer		40 Watt	
167 Hamersly		76 Gold	
—7th Avenue	dead	3—Water	
129 Delancy		Sixteenth st	
10 Clinton		Vestry & Hudson	
9 Attorney		5 Bowery	
86 Willett		18 Monroe	
—Bank		Henry & Market	
19th street		111 Eldridga	
856 Grand	dead	326 Madison	
401 Monroe	dead	149 Reed	

HOSPITAL REPORT.

	Remaining at last Report.	New Cases.	Dead.	Cured.	Remaining
Park Hospital,	22	12	4	7	23
Greenwich,	8	9	5	5	7
Crosby-Street,	10	6	5	5	6
Rivington-Street,	37	12	4	5	40
Corlear's-Hook,	24	9	3	5	27
Bellevue,	85	14	7	11	81
Yorkville	9	2	3	1	8
Harlaem		2	1		
PRIVATE DWELLINGS —		75	23		
→ TOTAL,	141	141	55	37	192

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