



LANGUAGE ARTS

STUDENT BOOK

▶ **12th Grade** | Unit 9

LANGUAGE ARTS 1209

ROMANTIC AND VICTORIAN POETRY

INTRODUCTION | 3

1. **ROMANTIC REVOLUTION AND VICTORIAN VARIETY** 5

POLITICAL REVOLUTION | 6
INDUSTRIAL REVOLUTION | 7
PHILOSOPHICAL REVOLUTION | 9
POETIC REVOLUTION | 12
VICTORIAN ENGLAND | 16
VICTORIAN LITERATURE | 21
SELF TEST 1 | 23

2. **ROMANTIC POETS** 26

WILLIAM WORDSWORTH (1770–1850) | 27
SAMUEL TAYLOR COLERIDGE (1772–1834) | 40
GEORGE GORDON, LORD BYRON (1788–1824) | 47
PERCY BYSSHE SHELLEY (1792–1822) | 60
JOHN KEATS (1795–1821) | 71
SELF TEST 2 | 81

3. **VICTORIAN POETS** 85

ALFRED, LORD TENNYSON (1809–1892) | 85
ROBERT BROWNING (1812–1889) | 95
ELIZABETH BARRETT BROWNING (1806–1861) | 103
GERARD MANLEY HOPKINS (1844–1889) | 104
SELF TEST 3 | 109

GLOSSARY 113



LIFEPAC Test is located in the center of the booklet. Please remove before starting the unit.

Author:

Noreen J. Reed, M.A.
Bridget Humphrey, M.Ed.

Editor:

Alan Christopherson, M.S.

Media Credits:

Page 5, 27, 60: © GeorgiosArt, iStock, Thinkstock; **5, 12, 21, 47:** © Photos.com, Thinkstock; **7:** © Heiko119, iStock, Thinkstock; **15:** © byjohn, iStock, Thinkstock; **16, 41, 71:** © wynnter, iStock, Thinkstock; **18:** © Renfields Garden, iStock, Thinkstock; **29:** © Mike Boyland, iStock, Thinkstock; **31:** © davidmartyn, iStock, Thinkstock; **53:** © wathanyu, iStock, Thinkstock; **70:** © kertu_ee, iStock, Thinkstock; **92:** © Jupiterimages, liquidlibrary, Thinkstock; **93:** © David De Lossy, DigitalVision, Thinkstock; **98:** © retrofutur, iStock, Thinkstock; **100:** © ValeryBoyarsky, iStock, Thinkstock.



**804 N. 2nd Ave. E.
Rock Rapids, IA 51246-1759**

© MM by Alpha Omega Publications, Inc. All rights reserved.
LIFEPAC is a registered trademark of Alpha Omega Publications, Inc.

All trademarks and/or service marks referenced in this material are the property of their respective owners. Alpha Omega Publications, Inc. makes no claim of ownership to any trademarks and/or service marks other than their own and their affiliates, and makes no claim of affiliation to any companies whose trademarks may be listed in this material, other than their own.

Romantic and Victorian Poetry

Introduction

This LIFE PAC® continues the chronological study of English literature begun and developed in Language Arts LIFE PACs 1205 through 1207. You will first examine the historical background of the Romantic Age and the Victorian Age. The Romantic Age will be discussed in terms of the “romantic revolution,” a title that could appear ambiguous. The word *romantic* is used to describe a specific attitude or philosophy; *revolution* is used primarily to indicate the drastic changes related to that attitude. The Victorian Age will be discussed in terms of the variety and conflicts that characterize it.

The selected poems you will read are representative examples but by no means cover the broad spectrum of the poetry of both periods. You are encouraged to become familiar with both romantic and Victorian poets and poetry not discussed in this LIFE PAC.

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFE PAC®. When you have finished this LIFE PAC, you will be able to:

1. Explain the influence of the French Revolution, the American Revolution, and the Industrial Revolution on the development of English romanticism.
2. Identify dates of the events that played a significant role in causing or determining the characteristics of the romantic revolution in England.
3. Identify and explain the seven major areas of emphasis characteristic of romantic philosophy.
4. Define romanticism in relationship to neoclassicism.
5. Identify and explain the four major characteristics of the romantic theory of poetry.
6. Explain the significance of *Lyrical Ballads* and its Preface.
7. Identify the kinds of prosperity and poverty characteristic of Victorian England and explain their causes and effects.
8. List traits characteristic of Victorian ideals and behavior.
9. Identify the dates and major characteristics of Queen Victoria’s life and reign and identify the dates of significant reforms that occurred during her reign.
10. List the characteristics and themes of Victorian literature in general and poetry in particular.
11. Name specific prose writers of the Victorian period.
12. Identify the major events and characteristics of the lives of each selected romantic and Victorian poet.
13. Discuss the characteristics of the style and attitude of each selected romantic and Victorian poet.
14. Explain the subject(s) and theme(s) of each selected romantic and Victorian poem.
15. Explain the development, form, and technique of each selected romantic and Victorian poem.
16. Name the titles of selected poems written by each selected romantic and Victorian poet.
17. Identify, by poem title and poet, representative quotations from the major works of each selected romantic and Victorian poet.

Survey the LIFE PAC. Ask yourself some questions about this study and write your questions here.

1. ROMANTIC REVOLUTION AND VICTORIAN VARIETY

Historically, the romantic revolution in England occurred between 1798 and 1837. The term *romanticism*, however, refers to a comprehensive movement, or trend, in European thought and arts that began at the end of the eighteenth century. In essence, romanticism was a reaction—a revolution—against the eighteenth century’s neoclassical emphasis (see Section 1 of Language Arts LIFEPAAC 1207) on reason, rules, and restraint. Like the philosophical movements of other historical periods, Romanticism is difficult, if not impossible, to define exactly. Specific characteristics, however, can be identified; among these characteristics are an emphasis on individualism, emotion, imagination, nature, simplicity, mystery, and melancholy.

The major causes of the romantic revolution are best realized by examining the political, social, and

economical revolutions that either preceded or coincided with it. You will study these causes and their effects in this section.

The Victorian Age of England—named after the queen who ruled from 1837 to 1901—was a period of continuing change. Although generalizations about the variety of events and ideas that span two-thirds of a century are difficult to make precisely, one can note these specific characteristics: material progress; commercial prosperity; political, religious, and social reforms; scientific and mechanical developments; and conflicting views concerning scientific progress.

In this section you will examine these Victorian characteristics and their influence on the era’s literature in general and poetry in particular.



| William Wordsworth



| Queen Victoria



| Alfred, Lord Tennyson

Section Objectives

Review these objectives. When you have completed this section, you should be able to:

1. Explain the influence of the French Revolution, the American Revolution, and the Industrial Revolution on the development of English romanticism.
2. Identify dates of the events that played a significant role in causing or determining the characteristics of the romantic revolution in England.

3. Identify and explain the seven major areas of emphasis characteristic of romantic philosophy.
4. Define romanticism in relationship to neoclassicism.
5. Identify and explain the four major characteristics of the romantic theory of poetry.
6. Explain the significance of *Lyrical Ballads* and its Preface.
7. Identify the kinds of prosperity and poverty of Victorian England and explain their causes and effects.
8. List traits characteristic of Victorian ideals and behavior.
9. Identify the dates and major characteristics of Queen Victoria's life and reign and identify the dates of significant reforms that occurred during her reign.
10. List the characteristics and themes of Victorian literature in general and poetry in particular.
11. Name specific prose writers of the Victorian period.

Vocabulary

Study these words to enhance your learning success in this section.

aridity	luxuriate	populace
deprivation	meager	preface
didactic	mesmerism	propriety
essence	myriad	radical
franchise	naiveté	symmetrical
imbue	noble savage	synthetic
impetus	perceptive	untainted
industrious	persona	urbane
inherent	phenomenon	wane
intuition	philosophy	

Note: All vocabulary words in this LIFEPAAC appear in **boldface** print the first time they are used. If you are not sure of the meaning when you are reading, study the definitions given.

POLITICAL REVOLUTION

One of the greatest political **impetuses** for the romantic revolution was the French Revolution that began in 1789 with the storming of the Bastille prison by mobs of French people—common people and peasants—who would no longer endure the economic and social hardships imposed on them by an aristocratic society.

By this time in history, England had already lost control of her American colonies. The results of the American Revolution had seemingly justified the colonies' rebellion for the cause of democracy: the independent nation formulated its new government

on the principle that each individual has a right to participate in establishing the laws that govern him. Thus, in 1789 a significant number of **perceptive** Englishmen, including many of the romantic poets, enthusiastically supported the oppressed French who rebelled for the purposes of "Liberty, Equality, Fraternity." The English initially viewed the French Revolution as a cause for a new and better life for the common man. English enthusiasm **waned**, however, when the revolution became violent and chaotic. Disgusted by the revolution's immense bloodshed, England and other European countries declared war on France. This European

alliance against France continued until Napoleon Bonaparte, who at the end of the revolution started his intended conquest of Europe, was defeated at Waterloo in 1815. Although disillusioned by the

French Revolution, the English romantic poets still cherished its spirit—the desire for equality and a new beginning.

Answer true or false.

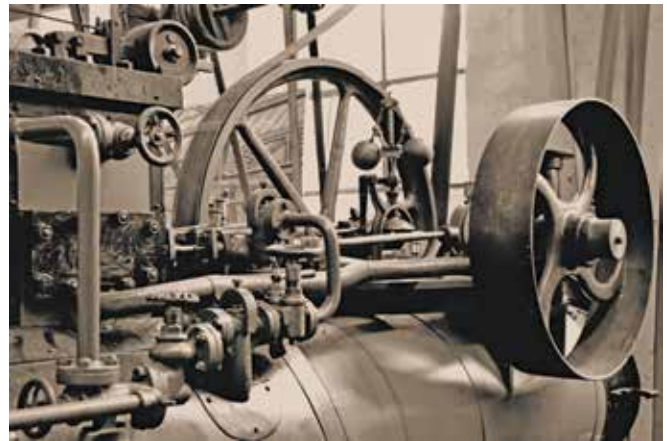
- 1.1 _____ The French Revolution occurred before the American Revolution.
- 1.2 _____ The French Revolution was basically a revolt of the oppressed common people and peasants against the ruling class of aristocrats.
- 1.3 _____ England continued its support of the French Revolution until its conclusion.
- 1.4 _____ Obviously all Englishmen regarded the American Revolution as a large mistake made by the American colonies.
- 1.5 _____ The idea and goal of equality for all was a contribution of the French Revolution to English thought.

INDUSTRIAL REVOLUTION

England itself at this time was undergoing **radical** changes, changes that could have led to as bloody a revolution as that of France. The Industrial Revolution, begun around 1750, was a major cause of the **myriad** changes.

Advantages. The most obvious change was England's transition from a rural, agricultural society to an urban, industrial society. Indeed, the Industrial Revolution changed the working habits and lifestyles of many people and offered them new opportunities. Because manpower was replaced by machine power, some people had more leisure time to pursue various activities. Consequently, the new middle class took advantage of the opportunity for education. The displaced rural poor found jobs in the cities' factories. Because material goods were machine-produced, they became more readily available to the **populace**. Common people now shared many of the opportunities previously enjoyed only by the aristocrats: leisure time, education, cultural pursuits, and material possessions.

Disadvantages. The results of the Industrial Revolution, however, were not all positive; in fact, it created new social and economic ills. The displaced rural poor who found jobs in the factories or the mines soon realized the desperateness of their situation. They—men, women, and children—worked long,



| Steam engine

difficult hours in unsanitary and unhealthy environments for **meager** wages. Their living conditions were not better than their working conditions; they lived in filthy, rat-infested slums because they could afford nothing else.

Also, the new middle class soon realized that their position was not as humanly significant as they knew it should be. The right to vote was reserved only for landowners; the working class, merchants, and tradesmen were not allowed to elect members of Parliament and thus had no representation in government.

Results. The pressing issues of the time resulted in a genuine concern for the rights of the individual, the right to work and live in human decency and equality. Fortunately, England chose a course of effective reform rather than bloody revolt to ensure these rights. Under the pressure of reform groups and movements, England gradually recognized and responded to its obligation to help and protect all its citizens, the poor as well as the rich. Slowly prison conditions were improved, labor laws were passed (protecting especially the rights and lives of

children), and hospitals were built. Under pressure, the English Parliament itself finally passed the first Reform Bill in 1832; this bill extended the **franchise** to all the middle class. Although the working class was not granted the right to vote until the end of the nineteenth century, this first Reform Bill did provide, to some degree, representation for many of the English people. English reform, though slow in actualization, was more realistically effective than violent revolution.

Complete these statements.

- 1.6 A major change resulting from the Industrial Revolution was England's transition from a(n) a. _____ society to a(n) b. _____ society.
- 1.7 The rural displaced poor found jobs in the cities' _____.
- 1.8 The living conditions of the poor were no better than their inhumane _____ conditions.
- 1.9 The new middle class experienced inequality because they were not allowed _____ in their government.
- 1.10 In dealing with the inequalities that denied human rights, England fortunately chose a course of effective a. _____ rather than one of bloody b. _____.

Complete these activities.

- 1.11 Name three opportunities that became more available to common people because of the Industrial Revolution.
 - a. _____
 - b. _____
 - c. _____
- 1.12 Explain the significance of the 1832 Reform Bill.

- 1.13** Read Matthew 25:34–45 in the Bible and list the numbers of the *two* specific verses that summarize the message of the passage and that might very well have motivated a Christian to be concerned about the masses of poor and neglected people.

PHILOSOPHICAL REVOLUTION

Romanticism—simply defined as a reaction against neoclassical emphasis on reason, rules, and restraint—was more a state of mind than a literary movement. The themes and ideas of the times caused poetry to take certain forms, but the ideas themselves are what determined romanticism. The romantic poets, in fact, did not seek to create a new kind of poetry; they simply sought a way to express new ideas, feelings, and beliefs characteristic of the nineteenth-century **philosophy**.

Individualism. The effect of the American, French, and Industrial revolutions generated a genuine concern for the rights and dignity of the individual that became characteristic of the romantic movement in England. The eighteenth century, with its neoclassical emphasis on rules and restraints, had generally regarded the individual as a limited being who existed within certain boundaries beyond which he could not go. The romantics, on the other hand, saw the individual as capable of seemingly limitless achievements. In a break with the eighteenth-century belief that a person's value was determined by his social status and financial wealth, the romantics insisted that each individual is important in and of himself.

Emotion. In the aftermath of political revolution and in the process of social reform, the sensitivities of perceptive people were sharply awakened. The neoclassical emphasis on reason had left little room for feeling or fanciful flights of the imagination. In the last half of the eighteenth century, responsible thinkers began to realize the **aridity** of life lived without much regard for feeling (you may wish to review Section 4 of Language Arts LIFEPAAC 1207). Definitely the romanticism of the early nineteenth

century encouraged necessary and meaningful expressions of emotion.

Imagination. Likewise, romanticism exalted the imagination of the individual. The romantic concept of imagination is somewhat complex, yet an understanding of it is important for the study of certain poets. As it is generally used by the romantics, the term *imagination* refers to the total working of the mind, to the mind's **synthetic** action. It allows one to perceive the similarity of things, to perceive that everything that exists is part of an entire whole. Imagination is a process of insight and understanding that eventually brings a person to an ultimate truth. Imagination is the opposite of reason, which analyzes objects and ideas and breaks them down into parts so that they can be studied. Imagination, in contrast, is the sudden **intuition**, or awareness, of all that one can know about something. To perceive through the imagination is to know at one time an entire body of knowledge on some subject, a knowledge that brings one to a new truth. Imagination is comprehension gained not by study but by meditation; by opening one's entire mind to existing realities. The romantics believed that imagination allowed an individual to intuit certain knowledge and thus to gain insights otherwise not easily obtained.

Nature. The technological progress of the time contributed to the gradual destruction of the natural beauty of the English countryside. Romanticism, with its appreciation of beauty wherever it may be found, reacted with an undaunted expression of sincere love for nature. Though the views toward nature varied among the romantics, most saw in it some significance beyond its physical existence—although



804 N. 2nd Ave. E.
Rock Rapids, IA 51246-1759

800-622-3070
www.aop.com

LAN1209 – Sept '17 Printing

ISBN 978-1-58095-359-7



9 781580 953597