

# Keats



Creative SAC

## Background - assignment

Keat's biographical information – including focus on his influential relationships and encounters with illness and death

- Friends radicals, poets
- Family plagued by death
- Doomed love 'story'
- Own illness tuberculosis
- Influence of English landscape particularly the Lakes district

## **What Is Romanticism?**

Teacher's Brunch "English Romantics" PowerPoint DVD

- **Use creative imagination**
- **Focus on nature**
- **Importance of myth and symbolism**
- **Focus on feelings and intuition**
- **Freedom and spontaneity**
- **Simple language**
- **Personal experience, democracy and liberty**
- **Fascination with past**

## **Revolt Against Neoclassicism**

Teacher's Brunch "English Romantics" PowerPoint DVD

### **Neoclassic Trends**

- **Stressed reason and judgment**
- **Valued society**
- **Followed authority**
- **Maintained the aristocracy**
- **Interested in science and technology**

### **Romantic Trends**

- **Stressed imagination and emotion**
- **Valued individuals**
- **Strove for freedom**
- **Represented common people**
- **Interested in supernatural**

## Romanticism

- Romanticism: attitude or intellectual orientation that characterized many works of literature, painting, music, architecture, criticism, and historiography in Western civilization over a period from the late 18th to the mid-19th century.
- The Romantic Movement can be seen as a rejection of the precepts of order, calm, harmony, balance, idealization, and rationality that typified Classicism in general and late 18th-century Neoclassicism in particular.
- It was also to some extent a reaction against the Enlightenment and against 18th-century rationalism and physical materialism in general.
- The Romantic Movement emphasized the individual, the subjective, the irrational, the imaginative, the personal, the spontaneous, the emotional, the visionary, and the transcendental.

## Romanticism

Among the characteristic attitudes of the Romantic Movement were the following:

- a deepened appreciation of the beauties of nature;
- a general exaltation of emotion over reason and of the senses over intellect;
- a turning in upon the self and a heightened examination of human personality and its moods and mental potentialities;
- a preoccupation with the genius, the hero, and the exceptional figure in general, and a focus on his passions and inner struggles;
- a new view of the artist as a supremely individual creator, whose creative spirit is more important than strict adherence to formal rules and traditional procedures;
- an emphasis upon imagination as a gateway to transcendent experience and spiritual truth;
- an obsessive interest in folk culture, national and ethnic cultural origins, and the medieval era; and a predilection for the exotic, the remote, the mysterious, the weird, the occult, the monstrous, the diseased, and even the satanic.

## Student handouts

- Romanticism overview [www.teachit.co.uk](http://www.teachit.co.uk)  
Covers: romanticism, historical context, poetic form
- *Literature in Context: Romanticism*, David Stevens, Cambridge Press
- Literature, Criticism and Style: Special Feature Romantic Poetry
- Assignment: 'Keats the man who was he?'

## Set Poems

- To my Brother George
- On First Looking into Chapman's Homer (sonnet)
- On the Sea (sonnet)
- "When I have fears that I may cease to be" (sonnet)
- If by dull rhymes our English must be chain'd (sonnet)
- **Bright Star (sonnet)**
- Ode to Psyche
- Ode on Indolence
- Ode to Nightingale
- **Ode on a Grecian Urn**
- Ode on Melancholy
- **To Autumn**
- The Eve of St. Agnes (narrative)
- **La Belle dame sans merci (ballad)**

## La Belle Dame Sans Merci

- Pictures: show images of poem and have class brainstorm what the poem is about.
- Identify all the symbols in the painting and the colours.

John Waterhouse



Hughes



Sir Frank Dicksee



Cowper





# Walter Crane



# Punch cartoon



LA BELLE DAME SANS MERCI.

Early  
undated  
sketch



## Further Activities

- Comparison of two poems. Handout of two poems side by side. Identify differences. Imagine you are Keats - justify the change.
- Which do they prefer? Which was the published version? Ideal introduction to creative writing process.
- Any similarities to Keats life?
- Workbook on final version of poem. (PDF)

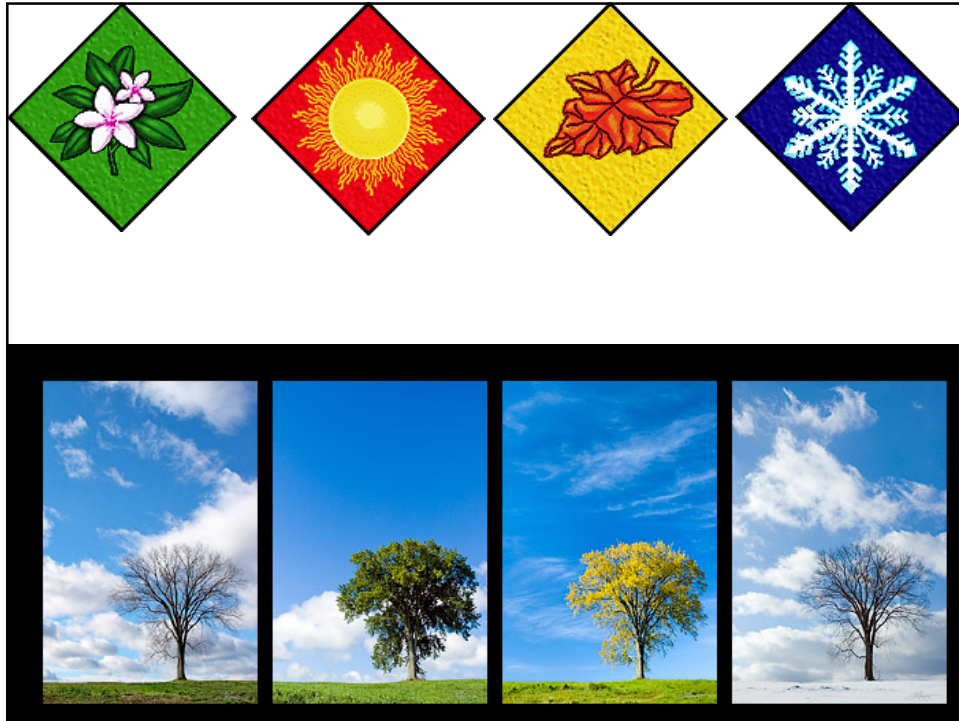


## Bright Star

- Sonnet refer to Romanticism handout
- Cut poem into 14 lines and have pairs 'reassemble' the text.
- Explain what they looked for to make their choices. Focus on rhyming scheme and then connections and ideas.
- Do not give the title. Have students name poem.
- Handout focusing on key words in each line. Student must identify relevance. (teacher answer sheet)

## To Autumn

- Show images of four seasons.
- Students identify associations, connotation with each season.
- Choose and justify which season they would anticipate Keats writing on.
- Expectations of poem titled "To Autumn".
- Use highlighter to find elements that refer to the different senses (touch, sight, sound, taste, smell)
- Definition of personification. Where is this used in 'To Autumn'.



## Ode on a Grecian Urn

Provide an overview of literary techniques and devices.

Have students in pairs search for these devices in poem.

- Visual imagery
- References to senses
- Connotations and denotations
- Allusions
- Irony
- Understatement
- Hyperbole
- Paradox
- Simile
- Metaphor
- Personification
- Apostrophe
- Symbols
- Tone



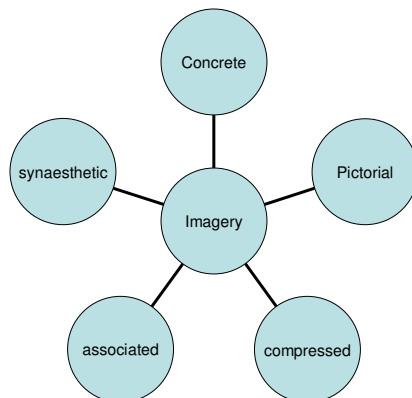
## Ode on a Grecian Urn

- Who is the urn personified as? Bride; child and historian. What are the associations and connections between the three?
- Create a list of all the scenes on the urn.
- Focus on last line

*“Beauty is truth, truth is beauty, that is all  
Ye know on earth and all ye need to know”*

“What the imagination seizes as Beauty must be truth – whether it existed before or not” Letter 1 p.184 Keats. How does this help explain the final lines?

## Imagery in Keats



- Synaesthetic: fusion of visual and tactile senses
- Concrete: tangible material forms
- Pictorial: visual often personified
- Compressed: condensed images to heighten intensity
- Associated: senses evoked – literal is metaphoric

## Imagery in 'Ode to Nightingale'

"O, for a draught of vintage! That hath been  
Cool'd a long age in the deep-delved earth,  
Tasting Flora and the country green  
(association)

Dance, and Provencal song (aural association),  
and *sunburnt mirth!* (compression)

O for a beaker full of the warm South (tactile),  
Full of the truth, the blushful Hippocrene (Greek  
myth - muse on Mount Helicon)

With purple bubbles winking at the mouth.  
(synaesthetic)

## Creative SAC

- *Part 1:*
- A creative piece that represents a credible, imaginative interpretation of Keats poems.
- The text length should reflect the text type.
- A narrative: approx 800
- A poem: approx 400
- A letter: approx 600
- *Part 2:*
- Write a critical reflection on the task you have chosen. This reflection should clearly articulate the connection between your creative piece and Keats poems. You should demonstrate your familiarity with the literary techniques used by Keats and the views and values conveyed by both texts.
- Criteria (total marks: 35)
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- **Appropriate use of setting, character, views and values, and tone:**
  - An imaginative approach similar to the original writer's
  - Appropriate choices of literary devices and stylistic features connecting student's work to original
- **Development of ideas in response and commentary:**
  - Recognition of the central ideas and concerns in the original text
  - Student's exploration and use of these ideas in an imaginative interpretation
- **Written expression:**
  - Appropriate and fluent language
  - A planned structure showing logical development

## Creative SAC

- Focus on ideas, image, technique, structure, views and values, context or irony.
- Student explanation of piece is essential. Analysis in reverse.
- Students in general wrote poems. Narratives not as successful.

## Resources

- <http://www.webenglishteacher.com/keats.html>
- comprehensive site that has links to majority of poems
- Includes analysis, biographical information and student activities
- Ideal for students to work on individual poem and 'teach' class.
- <http://courses.wcupa.edu/fletcher/britlitweb/> critical articles for 'review of a review'
- <http://www.online-literature.com/keats/>



[www.iteach.com.au](http://www.iteach.com.au)

- PowerPoint
- Discussion board:  
register then log on