

Beowulf

Content Area: **English Language Arts**
Course(s): **Language Arts Literacy IV**
Time Period: **4 weeks**
Length: **4 Weeks**
Status: **Published**

Unit Overview

Read and analyze *Beowulf*. Students will define and apply the conventions of epic poetry. Students will analyze and evaluate the role of heroism in an epic poem and how those traits are part of modern society.

Transfer

Students will be able to independently use their learning to...

- Understand the role of historical context (Around 700 A.D.) and its importance in a poem's meaning.
- Identify examples of internal and external conflict that exist in the life of royalty/powerful individuals in society.
- Recognize themes of establishing identity and the responsibility of power in the text and apply it to other narrative/epic poems.
- Investigate the role of the hero in modern society and how that correlates to the role of the epic hero.

Application of Knowledge and Skill

Students will know...

Students will know...

- The conventions of epic poetry and how they are applied within *Beowulf*.
- The historical importance of the Anglo-Saxon time period and its development of language (Old English).
- How *Beowulf* discusses themes of bravery, family values, political turmoil, and the nature of good and evil.
- Literary devices such as kennings, epithets, alliteration, etc. and their importance in epic poetry.
- Comprehension of an epic poetry (*Beowulf*) and its plot, characters, settings, and themes.

Students will be skilled at...

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- Reading with fluency and comprehension by reading aloud in a group setting and individually the epic poem Beowulf.
- Identifying and examining literary elements such as kennings, caesura, alliteration, epithet, and how they are incorporated into epic poetry.
- Integrating modern concepts of heroism and family lineage into a discussion of Anglo-Saxon values and traits.
- Investigating thematic components of Beowulf (bravery, loyalty, good v evil) through written exploration of the topic.

Academic Vocabulary

Key terms to know...

- Epic hero
- Epic poem
- Anglo-Saxon
- Old English
- Kenning
- Epithet
- Caesura
- alliteration

Learning Goal #1

Students will understand...

- Analyze the development of the themes heroism, bravery, and good and evil over the course of Beowulf, including how they interact and build on one another.

Objective 1-- Levels 1 and 2

SWBAT:

- Identify the components of heroism in both Anglo-Saxon and modern society.
- Recall characters from *Beowulf* and how they relate to theme.

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| LA.RL.11-12.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| LA.RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| LA.RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.) |
| LA.RL.11-12.7 | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.) |
| LA.RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| LA.W.11-12.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |

Learning Goal 2

Students will understand...

- Cite textual evidence to support analysis of what *Beowulf* says explicitly as well as to support inferences drawn from the text, including determining where the text leaves matters uncertain.

Objective 3 -- Levels 3 and 4

SWBAT:

- Identify and apply the conventions of epic poetry.
- Analyze how the conventions of epic poetry relate to an understanding of *Beowulf*.
- Investigate how the epic hero is portrayed in *Beowulf* and how that connects to the modern concept of the hero.

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| LA.RL.11-12.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
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| LA.RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| LA.RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| LA.RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.) |
| LA.RL.11-12.6 | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |
| LA.RL.11-12.7 | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.) |
| LA.RI.11-12.3 | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| LA.W.11-12.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| LA.W.11-12.1.D | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.W.11-12.2.D | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| LA.W.11-12.2.E | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |

Summative Assessment

- End of Unit Test
- Extended Written Response
- Formal Written Assignments
- Group Presentation
- Performance Assessment
- Portfolios
- Research Project

Career Ready Practice and Awareness Standards

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| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP8.1 | Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they |

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| | follow through to ensure the problem is solved, whether through their own actions or the actions of others. |
| CRP.K-12.CRP9 | Model integrity, ethical leadership and effective management. |
| CRP.K-12.CRP9.1 | Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture. |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence. |
| CRP.K-12.CRP12.1 | Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings. |
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans. |

Formative Assessment and Performance Opportunities

- Class discussion
- Exit Slips
- Learning/Response Logs
- Observations
- Peer/Self Assessments
- Practice Presentations
- Questions
- Quizzes
- Reading Check Quiz
- Reading Check Quizzes
- Think Pair Share
- Visual Presentations

Accommodations/Modifications

- Audio Story Version
- Film Version of Text
- Modify length of written work
- peer review
- Reading aids/notes summaries
- study guides
- Visual/Graphic Organizers

Interdisciplinary Connections

- Erik the Red
- Guerilla Warfare
- Paganism vs. Christianity
- The Anglo Saxon Era
- The Viking Life - Expeditions and Raids
- Viking Weapons and Armor
- Viking women

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| SOC.9-12.1.1.2 | Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape. |
| SOC.9-12.1.2.2 | Relate current events to the physical and human characteristics of places and regions. |
| SOC.9-12.1.3.3 | Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection. |
| SOC.9-12.1.4.1 | Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format. |
| SOC.9-12.1.4.2 | Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience. |

Unit Resources

- Appropriate Notes (time period specific)
- Appropriate Unit Vocabulary
- Background Information Notes
- Beowulf Movie of teacher's choice
- Textbook
- Writing Prompts