

Unit 01: Anglo Saxon Period

Content Area: **English**
Course(s): **English 4**
Time Period: **Semester 1**
Length: **4 weeks**
Status: **Published**

Unit Introduction

Our study of the Anglo-Saxon Period will be enhanced when students consider that literature reflects the beliefs, thinking and philosophies of the author's societal influences. Students will consider how the characteristics and typical journey of the epic hero reflect society's expectations.

Progress Indicators For Reading Literature

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.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
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.)

Progress Indicators For Reading Informational Text

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.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).

Progress Indicators For Writing

LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.11-12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
LA.W.11-12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Progress Indicators For Speaking and Listening

LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Progress Indicators For Language

LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.

Essential Questions

- How do characteristics of the epic hero reflect the author's societal influences?
- How do the characteristics of an epic and elegiac verse form a narrative?
- How does the archetypal journey of a hero reinforce the character's heroic qualities?
- What can one deduce about Anglo Saxon culture from its literature?

Content / Skills

Informational Text: Text Pages 1 - 9 Introduction to the Anglo-Saxon Period

Allegory: Text Page 13: from "The Conversion of King Edwin"

Heroic Epic: Text Pages 56-58 from *Gilgamesh* "The Head of Humbaba"

Novel John Gardner's *Grendel*

Novel Excerpt: Text Pages 51-53 from *Grendel*

Anglo Saxon Riddles

Elegiac Poetry: Text Pages 61-65 "The Seafarer"

Elegiac Poetry: Text Pages 66-68 "The Wife's Lament"

Heroic Epic: Text Pages 23-54 from *Beowulf*

Graphic Novel: Text Pages 49-50 from *Beowulf*

Historical Accounts Written For A Broad Audience: Text Pages 10-17 "The Story of Caedmon"

Supplementary Materials

The complete audio of the *Beowulf* selections in our *Mirrors and Windows* book (including the interspersed Canto summaries) can also be found at the EMC *Mirrors and Windows* website:

<http://www.mirrorsandwindows.com>

Next--Click on the picture of the cover of our book, *The British Tradition*, and the internet resources page will come up.

Click on the Audio Program and there you will find a wealth of audio files (directly correlated to our textbook) to download including *Beowulf*. There are audio versions of many of the selections we teach during the year on this internet resources page.

Audio Reading of Anglo Saxon

Language: <http://faculty.virginia.edu/OldEnglish/Beowulf.Readings/mp3/beo20p.mp3>

DVD: *Beowulf* - 2007 Director Robert Zemeckis (SELECTED SCENES)

DVD: *The Thirteenth Warrior* - 1999 Director John McTiernan and Michale Crichton

You Tube Video - "Storm on North Sea"

YouTube Videos - "Life In An Anglo-Saxon Village"

DVD: *Beowulf* 2000 Director: Schlessinger Media

DVD Audio CD: *Beowulf*: 2000 Read by Seamus Heaney

DVD: *Beowulf and the Roots of Anglo-Saxon Poetry* 2004 (2 copies)