**Beowulf Unit Plan**

English IV Honors

**Essential Question:** How does literature reflect our life experiences and/or shape our life philosophies, who we become as people, and how we view/interact with our world?

**Unit Standards:**

[CCSS.ELA-LITERACY.W.11-12.1](http://www.corestandards.org/ELA-Literacy/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.

[CCSS.ELA-LITERACY.RL.11-12.1](http://www.corestandards.org/ELA-Literacy/RL/11-12/1/)  
Cite strong and thorough textual evidence 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.

CCSS.ELA-LITERACY.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)

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Day 1- Understanding *Beowulf* and Literary Analysis  Students will be able to…  -Understand how the culture and time period of a text influences the work itself by looking at Anglo-Saxon culture in relation to *Beowulf*  -Analyze how epic poem conventions present in texts from around the world affect our reading of *Beowulf*  -Review critical annotation and apply it to a higher-level text, *Beowulf*, in order to better understand the text.  Why?- Literature is a rejection/reflection of the culture it comes from. Annotation helps us break down lit. to understand where it comes from  Pre-assessment  Introduction into Anglo-Saxon Lit: Characteristics/Elements  Time Period Information  Kennings, Epic Poems  Lecture  Critical Reading/Annotation Lesson: Review of Annotation with a section of Beowulf  \*Introduce overall vocabulary/annotation note book  Intro to final paper-things to think about (Have them look at their rhetorical devices list) | Day 2- Understanding Ideologies and Themes in *Grendel* and *Beowulf*  Students will be able to…  -Analyze how different ideologies and belief systems affect the overall message of a text by understanding ideologies present within *Beowulf* and *Grendel*  Why?- Ideologies affect the way view and present our worlds (and definitely affect the lit. we write & read)  Journal- What are some of your core idea systems or beliefs? Why do you believe them? How do they affect the way you behave and communicate?  Lessons:  Ideologies at play in BOTH texts  Christianity (Beowulf)  Paganism (Beowulf AND Grendel)  **Existentialism** (Grendel)  Anarchism (Grendel)  Modifiers: Mix and match ideology definitions.  Exit Ticket: Mix and match ideology definitions | Day 3- Characterization in *Beowulf*  Students will be able to…  -Reflect on their reactions and understandings of different belief systems in *Beowulf* and *Grendel*  -Compile textual evidence using annotation to in order to characterize individuals in the *Beowulf* text  Why-This is one perspective of characterization from Anglo-Saxon POV  Journal-React to one of the core belief systems presented yesterday. Why did you like/dislike it?  Reading: Up to the final battle of with Grendel (pg 57 in Heaney’s version)  Introduce Characters Using Heaney/Giant Character Sheets  Think about: What do these characters believe in? Why would they believe that? How do those ideas affect their goals? (Connect to ideologies)  Grendel: 9-13  Beowulf: 13-17; 27; 37-41  Both: 29-31  Unferth 35; 39-41  15 min- Who is evil from this perspective? What do you think about this character? Who is good? What do you think about that character? Why do you feel this way?  Exit ticket: Create a plot diagram of the first section of *Beowulf* | Day 4- Isolation, Language, and Characterization in *Grendel*  Students will be able to…  -Analyze how language affects influence over the world  -Examine the varying experiences of those in power and the outcasted.within *Grendel* and *Beowulf*  Why- Characters are greatly affected by their access to community. We can emphasize with that.  Journal- Have you ever felt isolated or outcaste before? If yes, how did that make you feel? What did you do? If no, have you known someone who has felt outcast? How did they react?  Reading Due: Ch. 1-4 pg. 5-56 (and guiding questions in Reading Notebook)  Groups and Character sheets  Grendel  -How does Grendel describe himself?  -How do humans react to him when he tries to communicate with them? Why?  -How does the human’s reaction to Grendel affect his worldview? (connect to ideologies)  -How does his worldview affect his reaction to the shaper?  The Shaper  -Characterize the Shaper. What is he like?  -Analyze the Shaper’s conversations and music. How does he communicate?  -Explain the Shaper’s status in his community. How do his methods of communication affect his relationships with others?  -How does his relationships with others effect the Shaper’s sway over his community? Over Grendel? Over Grendel’s mother? Over other characters not listed here?  His mother  -Describe the relationship between Grendel and his mother. Describe his mother’s actions and analyze her characteristics. Is she more monster or human? How do you know?  -Provide an example of Grendel’s mother trying to communicate. What does it sound like? What other things about Grendel’s mother does the verbalization communicate other than word/sound itself?  -Analyze how Grendel’s mother attempts to communicate effects Grendel, her relationship with Grendel, her relationship with humans, and her relationship with the outside world.  Exit Ticket: Who is evil from this perspective? What do you think about this character? Who is good? What do you think about that character? Why do you feel this way (provide evidence from the text)? | Day 5- Independent reading and textual analysis  Students will be able to…  - Use textual evidence to support analysis  Why- Final paper is a persuasive essay. Evidence es mucho importante. (I have been showing you how to pick evidence all week. You’ll be fine)  Mini Lesson:  -Summarize, paraphrase, direct quote  Personal Reading  Checked: Vocab/Reading Notebook  2 para lit analysis on personal book w/1 para on ONE character’s life philosophy and reasons they might feel that way. MUST include 1 piece of textual evidence per paragraph.  Exit Ticket: Sticky note questions about this week. |
| Day 6-Structure and Characterization in *Grendel*  Students will be able to…  -Continue to analyze character development and portrayal by adding onto character sheets  -Work collaboratively with others to find textual evidence to support their analysis.  Why- Continuing to understand characters from different perspectives  Reading Due: Ch. 5-8  pg. 57-124 (check for vocabulary/reading notebooks)  Journal- The overall structure of this section changes sometimes, from a normal novel-like structure to a play-like structure. Did you like it? What could this switch in structure signify?  Brief discussion of plot/action in this section.  Groups and Character sheets  Dragon- Who is the dragon? What does he believe in (what is his main ideology)? Why does he think this way? How does that effect his interactions with Grendel?  Grendel- How does the interaction with the dragon shape Grendel’s view of the world? What is his ideology now? How does Grendel feel about the dragon? How is this new view of the world different or similar to Grendel’s past views of the world?  Grendel’s Mother- Why do you think Grendel’s mother rarely appears in the section? What does that tell you about how Grendel has changed?  Unferth- What is important to Unferth? How do you know? What could have happened in his life to make that important to him? | Day 7- 4-Corners exercise  Students will be able to…  -Further their understanding of character development  -Develop interpretations and understandings of the text.  -Begin collecting textual evidence for another classroom activity  Exit Ticket: Questions about upcoming paper. | Day 8- Discussion of *Grendel*  Students will be able to…  -Communicate analysis on *Grendel* using textual evidence  -Further their current character analysis using collaborative discussion  Reading Due: Ch 9-12  pg. 125-174  Paideia Discussion: Do individuals start out as evil? Are individuals purely evil?  With Backchannel Chat  Talk with a peer and write exit ticket: What might your argument for the final paper be? Why? Do you have evidence to support that? | Day 9- Argument Day  Students will be able to…  -Construct a probable thesis for their final paper  -Compile evidence in support of their final paper  -Utilize prewriting strategies in order to brainstorm for their final paper.  Why-Writing is a form of communication and analysis is important for critical thinking.  30 min lesson- brief look on what good organization/argument for a persuasive essay looks like.  Prewriting and outline checked BEFORE writing starts-  Will include: Thesis statement  -4 pieces of TEXTUAL evidence for the argument with identification of literary element used.  -One possible outside source  -2 possible organizations | Day 10- Independent Reading and Diction/Tone  Students will be able to…  -Choose specific words to further their persuasive writing  -Transfer their analysis skills from the poem to their personal work  Mini-Lesson: Tone/Diction  Reading  2 paragraphs due at the end of class on personal book on how personal authors uses language to communicate an idea/feeling/effect.  1 short paragraph on how you could use language in final paper. |
| Day 11- Passive voice and writing time  Students will be able to…  -Work individually on final paper  -Understand how overall organization affects a piece.  -Understand Passive v. Active voice  In-class writing/editing time  Brief grammar lesson:  Passive voice | Day 12- Complex revision and MLA formatting  Students will be able to…  -Collaborate on writing with other students.  -Understand MLA formatting  MLA formatting lesson.  DRAFT 1 DUE  Writing Workshop:  How do I provide/receive feedback on writing? How do I ask questions about writing? How do I revise for ideas?  1-Student highlights/underlines at least 2 parts of the paper that need revising  2-The peer offers suggestions for  Due at the end of class: Collaboration checksheet: Written or Google Docs | Day 13- Varying Sentence structure and writing time  Students will be able to…  -Work individually on final paper.  -Understand different types of sentence structure to add variety to writing  Brief grammar lesson;  Varying sentence structure. (Simple, complex, compound, complex-compound sentences.)  In-class writing/editing time | Day 14- Peer editing and final drafting  Students will be able to…  -Collaborate on writing with other students  DRAFT 2 DUE  Writing Workshop: How do I edit for clarity, grammar, and word choice?  2 peer edits then student revises. (I check for revisions. Must see 3 different colors on paper)-I WILL MAKE GROUPS | Day 15- Final make-up day. Independent Reading time WIGGLE ROOM  Students will be able to…  - reflect on their own learning  Final Paper DUE  Final Vocab Notebook DUE  Mini-Lesson:  Reading  In-class reflection paper on unit learning in reading notebook |