FRANKLIN-SIMPSON HIGH SCHOOL

Course Name: English 12　　**Unit Name:** *Beowulf* **and Literature**

Quality Core Objectives:

Unit 3 *Beowulf* and Literature		
A.2. Reading Strategies	a.	Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging texts
	b.	Use metacognitive skills (i.e., monitor, regulate, and orchestrate one's understanding) when reading increasingly challenging texts, using the most appropriate "fix-up" strategies (e.g., rereading, reading on, changing rate of reading, subvocalizing)
	d.	Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts
A.3. Knowledge of Literary and Nonliterary Forms	b.	Read contrasting literary works (e.g., classic and contemporary) and determine how the forms influence structure and movement within the texts (e.g., comparing the poem *Beowulf* to John Gardner's contemporary novel *Grendel*)
	d.	Identify and interpret works in various poetic forms (e.g., ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e.g., rhythm, repetition, alliteration), structure (e.g., meter, rhyme scheme), graphic elements (e.g., punctuation, line length, word position), and poetic devices (e.g., metaphor, imagery, personification, tone, symbolism)
A.4. Influences on Texts	a.	Explain the relationship between the time in which a literary work is set, the time during which the author wrote, and the time in which the reader reads (e.g., Charles Dickens's novel *A Tale of Two Cities* as a comment on the French Revolution and life in Victorian England)
A.5. Author's Voice and Method	b.	Recognize an author's choice of narration and evaluate the overall impact of that choice in increasingly challenging texts
	e.	Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts
	g.	Evaluate ways authors develop style to achieve specific rhetorical and aesthetic purposes, noting the impact of diction and figurative language on tone, mood, and theme; cite specific examples from increasingly challenging texts
A.7. Literary Criticism	a.	Select and apply to increasingly challenging texts the relevant terms (e.g., *archetype*, *oedipal*, *hegemony*) from a number of critical theories

A.8. Words and Their History	c.	Use general and specialized dictionaries, thesauruses, and glossaries (print and electronic) to determine the definition, pronunciation, derivation, spelling, and usage of words
	e.	Comprehend foreign words and phrases in texts that are commonly used in English
	f.	Identify and interpret common idioms and literary, classical, and biblical allusions (e.g., the folk tale of the slave who could fly as used in Toni Morrison's novel *Song of Solomon*) in increasingly challenging texts
	g.	Describe and provide examples of the ways past and present events (e.g., cultural, political, technological, scientific) have influenced the English language
	h.	Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts
B.2. Modes of Writing for Different Purposes and Audiences	a.	Craft first and final drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect
	d.	Craft first and final drafts of responses to literature that organize an insightful interpretation around several clear ideas, premises, or images and support judgments with specific references to the original text and to other texts or authors
B.3. Organization, Unity, and Coherence	d.	Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and to achieve specific aesthetic and rhetorical purposes
	e.	Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing
B.4. Sentence-Level Constructions	a.	Recognize and correct errors that weaken writing, including nonparallel structure, shifts from active to passive voice, misused modifiers, and awkward sentence construction
	b.	Combine phrases and clauses to create sentences of varying lengths and sophistication (e.g., simple, compound-complex, balanced, periodic, cumulative) and to coordinate or subordinate meaning for effect
	c.	Use parallel structure to present items in a series and items juxtaposed for emphasis
	d.	Evaluate own sentence style by identifying common sentence patterns and constructions
	f.	Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose
	g.	Use strong action verbs, sensory details, vivid imagery, and precise words
B.5. Conventions of Usage	a.	Correctly spell commonly misspelled/confused words
	b.	Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity
	c.	Make subject and verb agree in number, even when a phrase or clause between the two suggests a different number for the verb
	d.	Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference)
	e.	Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified
	f.	Correctly use parts of speech

	B.6. Conventions of Punctuation	a.	Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways)
		b.	Use punctuation correctly within sentences and words
		c.	Demonstrate correct use of capitalization
E.	Study Skills and Test Taking	b.	Demonstrate organizational skills such as keeping a daily calendar of assignments and activities and maintaining a notebook of classwork

Purpose of the Unit: To examine the text of B

Prerequisites: English 11

Daily Lesson Guide

Day	Lesson Content and Objectives	Focus Questions	Critical Thinking (High Yield / Literacy /LTF/etc.)	Engagement	Assessment and/or Accommodations
1	A.4.a Introduction to Anglo-Saxon times and literature—interactive notes	What are the conventions of the Anglo-Saxon's literature? What events during the times	Connections with today's world	Can I incorporate any of the Antonetti engagement strategies?	Interaction/Observation

		influence or color the texts during this time?			
2	A.2.a, A.3.d, A.3.f 1. Quiz over notes and material from yesterday 2. Introduction to Grendel and the text 3. Begin answering study guide questions as we read	What is the style of this writer/teller? What are allusions?	Literacy skills—reading strategies		Quiz Answering Questions
3	A.5.e, A.4.a, A.8.g, B.2. d 1. "The Wild, Wild West"—watch video 2. Small groups to identify text of lyrics that	Does or does not the hero exemplify the qualities in which he lives? Why or Why not? Define the following: bumrushed,	"Reading (viewing) for Meaning" LTF and Thoughtful Ed		

	support the characteristics of a hero of the ole West 3. Writing assignment— Explore in a well-written essay the characteristics you believe that would epitomize our current society and heroes alike and what may they say about our society at large.		Cooperative learning	

| 4 | A.2.a,b and d
1. Read Beowulf comes for the fight—just as hero of wild west epitomizes the characteristics of that society so does Beowulf. Be looking for those characteristics—stated or implied
2. Continue to complete study guide questions | What characteristics of Beowulf as the hero can you infer from the text?

What is gielping and how do we in our current society look at braggin by our heroes?

Is there ever a good time to brag in our society? | Generating and testing hypothesis

Questions and cues | | Application of Selected Character Traits:
Courage
Integrity
Loyality to King
Protection of Fellowmen
Bragging--Gielping |
| 5 | A.2.d, A.3.d, A.5.e and g, A.6.a
1. Analyze the passage describing the "darkness" of | What are the words, images, sentence and punctuation choices made by the author that | Literacy Skills | | Annotation of Passage

Written and spoken study guide responses |

	Grendel's lair. 2. Read the passage concerning "Mama's Revenge" and the ultimate fight with her 3. Study Guide	influence the reader?			
6	A.2.d, A.4.a, A.8.h 1. Read "Final Battle" of Beowulf 2. Study Guide 3. Review for test	What differences do you see in Beowulf the King and Beowulf the hero? How do the Anglo-Saxon burial ceremonies correspond to those of today?	Comparing and Contrasting Questions and cues Making connections		Study Guide responses
7	B.2.a, B.4.f, B.4.g 1. Test 2. Small groups to write News Broadcast covering the death and funeral of	Rubric: Script Format Recap Beowulf's career Include main events of life (rise to fame to death)	Cooperative learning		Written script

	Beowulf—instructions in appendix	"Man-on-the-street interviews			
8	B.3.d,e, B.4.a,b, c,d, B.5.a,b,c,d,e,f, B.6.b and c 1. Performance of Newscasts 2. Get writing of current hero piece out and Revise and edit for final draft—due on day 9	Is your rubric followed? What changes can I make in Organization, Sentence Construction, Usage and Punctuation to make it improved and better?	Performance—Nonlinguistic representation		Performances Revisions
8	A.3.b, A.5.b, e,g Two sides to every story! 1. Look at Gardner's Grendel 2. Evaluate Gardner's style and literary and conventional choices—graphic organizer	How do the viewpoints differ? What is significant about each author's effectiveness?	Identifying similarities and differences		Graphic organizer

	3. View Grendel in the 2009 Beowulf movie			
9	B.2, B.3, B.4, B.5, B.6 1. Lab Day for finalizing drafts	How can I move my writing to the next level?	Peer Response		Improvement from rough draft to final draft
10	A.3.b, A.5.e, A.5.g, A.7.a (Standards for days 10, 11,12,13, 14) 1. Read "The Woman with the Big Thumbnail" African legend 2. Compare it to Beowulf— monsters specifically	In what ways is this piece of literary compare to Beowulf?	Literacy Skills Questions and Cues		Venn
11	1. Read "The Slaying of the Dragon" by Dino Buzzati 2. Compare the	Monster movies continue to draw large audiences. Why do so many people enjoy	Shared reading		

	dragon in the Buzzati to the dragon in Beowulf	stories about monsters?			
12	**Begin Michael Creighton's** *13th Warrior* **for comparison/contrast purposes**	**What is the appeal of movie monsters like Godzilla and King Kong?**	Identifying similarities and differences		**Formal Assessment--Summative**
13	*13th Warrior* **What are the similarities and differences?**		**Same as 12**		**Chart**
14	*13th Warrior*	**What are the similarities and the differences?**	**Same as 12 + Advance Organizers**		**Chart**
15 **16** **17**	1. **Using comparison/c ontrast instruments and knowledge of author**		**Writing Process, including peer response or Writers' Workshop**		**Film Review**

	choices, write a movie review of the Michael Creighton film for teacher use in teaching the text *Beowulf* 2. Revise and edit 3. Final Copy in Lab				