

## UNIT OF STUDY – weeks 2-3 – unit plan #1

<b>Title:</b> Songs of Ancient Heroes	<b>Subject/Course:</b> English	<b>Length:</b> 2 weeks
<b>Topic:</b> The Anglo-Saxon Period, epics	<b>Grade:</b> 12	<b>Designer:</b> J. Powers
UNIT GOALS AND EXPECTATIONS		
<p><b>IMPORTANT CONCEPTS/UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>-The Anglo-Saxon period was formative in the history of England. To understand British literature, one must understand this tumultuous period.</li> <li>-Epics in the Anglo-Saxon period, ancient Greece, and ancient Mesopotamia play a major role in our understanding of Western literature and culture.</li> <li>-Our modern, American culture still uses the archetypes created in ancient epics.</li> <li>-Humans need heroes.</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>-How does the history of the Anglo-Saxons influence our understanding of Western literature and culture today?</li> <li>-Why should we study Anglo-Saxon literature?</li> <li>-What specifically did America inherit from Britain in terms of our political system, law, and language?</li> <li>-What was the influence of Christianity on Britain?</li> <li>-What was the heroic ideal of Anglo-Saxon Britain?</li> <li>-What is an epic? What are its conventions and structures?</li> <li>-Why are heroes so important to our culture?</li> <li>-How are the epics of different cultures different? Are those differences important? What do those differences say about the cultures? (movies vs. poetry)</li> <li>-Why are heroes important to humans in the ancient world and now?</li> </ul>	
<p><b>STUDENT LEARNING EXPECTATIONS:</b></p> <p>On-going SLE's</p> <p>R.9.12.4 - Analyze and evaluate how works of a given period reflect author's background, historical events, and cultural influences</p> <p>R.9.12.9 - Evaluate the effect of point of view on elements of text (e.g., tone, theme, and purpose, etc.) (Grendel)</p> <p>R.10.12.3 - Read a variety of poetry, including free and formal verse and narrative and lyric poetry</p> <p>R.10.12.4 - Evaluate the effectiveness of an author's use of poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and sound devices</p> <p>R.10.12.6 - Evaluate traditional and contemporary works of poets from many cultures</p> <p>R.10.12.17 - Read a variety of literary and content prose including selections from American, British, and/or world literature.</p> <p>R.10.12.18 - Evaluate the influence of historical context on the form, style, and point of view of written works from history or literature</p> <p>R.10.12.19 - Compare and contrast the literary contributions of various cultures</p>	<p>R.11.12.2 - Analyze Greek, Latin, Anglo-Saxon and meaning and draw inferences</p> <p>W.5.12.3 - *Write using rhetorical strategies with special emphasis on comparison/contrast, , cause/effect, classification, and argumentation/persuasion that demonstrate logic</p> <p>W.5.12.7 - Write responses to literature that:</p> <ul style="list-style-type: none"> <li>• articulate the significant ideas of literary works</li> <li>• support important ideas and viewpoints</li> <li>• analyze and evaluate the author's use of stylistic and literary devices</li> <li>• evaluate the impact of ambiguities, nuances, and complexities using evidence from the text</li> </ul> <p>evaluate conflicts (character dilemmas) as revealed by characters' motivations and behavior</p>	
<p><b>SPECIFIC DECLARATIVE KNOWLEDGE – What I know</b></p> <ul style="list-style-type: none"> <li>-Evaluate the philosophical, political, religious, ethical, and social influences of a historical period</li> <li>-Analyze the archetype of the epic hero</li> <li>-Analyze the universal themes of epic poetry</li> <li>-Understand and analyze the epic and the archetype of the epic hero in ancient and modern literature</li> </ul>	<p><b>SPECIFIC PROCEDURAL KNOWLEDGE – What I will do</b></p> <ul style="list-style-type: none"> <li>-Analyze epic poetry for epic conventions and structures.</li> <li>-Write, comparing and contrasting epics from different cultures and periods</li> <li>-Compose kennings with alliteration.</li> </ul>	

<ul style="list-style-type: none"> <li>- Analyze the epic simile</li> <li>-Understand the conventions of epic poetry</li> <li>-Understand and analyze alliteration and kennings</li> <li>-Compare literary forms of major literary periods</li> <li>-Analyze the use of a foil</li> <li>-Demonstrate word knowledge</li> <li>-Understand and identify Anglo-Saxon words and affixes</li> </ul>	<ul style="list-style-type: none"> <li>-Write, evaluating, comparing, and contrasting two versions of <i>Beowulf</i>.</li> <li>-Compare and contrast epics from different literary periods</li> <li>-Create semantic maps</li> <li>-Determine the meaning of words using context clues.</li> </ul>
<b>UNIT ASSESSMENTS</b> <b>(Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)</b>	
<ul style="list-style-type: none"> <li>-Compose a hero's journey on the Read, Write, Think website</li> <li>-compose a version of Beowulf from another character's point of view</li> </ul>	
<b>Traditional Assessments:</b> <ul style="list-style-type: none"> <li>-Quiz over Anglo-Saxon period</li> <li>-Test over <i>Beowulf</i>, <i>Gilgamesh</i>, and the <i>Iliad</i> and reading skills for epic poetry</li> </ul>	<b>Other Evidence of Learning:</b> <ul style="list-style-type: none"> <li>-Semantic map</li> <li>-Venn diagram; write about comparison and contrast and evaluation of poems</li> </ul>

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p>(Bellringers daily to access prior knowledge. We will discuss their responses briefly)</p> <ul style="list-style-type: none"> <li>-Bellringer – What do you think these lines from <i>Beowulf</i> (p.1) reveal about the role of storytelling in Anglo-Saxon society? What heroes and heroines do we celebrate in poems, songs, and folk tales today? Are they usually warriors?</li> <li>- Use Jigsaw strategy for introductory section to the Anglo-Saxon period (p. 4-17)</li> <li>-Look at art from the Anglo-Saxon period from personal pictures and online.</li> <li>-Perform interactive cloze on Power Point for the Anglo-Saxon period and take notes on Power Point</li> <li>-Vocabulary lesson – “England: Welcome to the Empire.” Choose 5 words to “wordbust.”</li> <li>-Complete context clues matching on words from vocab. lesson</li> <li>-Construct a list of words that includes Anglo-Saxon affixes</li> <li>-complete Microtheme to review for quiz over Anglo-Saxon period</li> <li>-take quiz over Anglo-Saxon period</li> <li>-Take notes of Power Point for alliteration and kennings.</li> <li>-Listen to <i>Beowulf: The Battle with Grendel</i> on CD (8:30), identifying examples of alliteration and kennings.</li> <li>-Write their own kennings.</li> <li>-Read aloud the rest of <i>Beowulf</i></li> <li>-Read excerpt from <i>Grendel</i>; examine how changing the point of view changes meaning</li> </ul>	<ul style="list-style-type: none"> <li>Holt <i>Elements of Literature</i> Audio CD Library Power Notes website</li> <li>Read, Write, Think website</li> <li><i>Beowulf</i> movie excerpt</li> <li>British Museum website</li> <li>Personal photos (Stonehenge, Sutton Hoo)</li> <li>Smartboard</li> </ul>

-Watch an excerpt of the movie *Beowulf*; write, evaluating the movie; compare and contrast it to the original poem.

-Write, comparing and contrasting elements of *Beowulf* to the hero of a modern action movie (go.hrw).

-Bellringer – Can you think of a pair of “friends to the end” in a contemporary book or movie who share important adventures together? How does the bond of their friendship help or hinder them? Describe what happens to each character and to their friendship as a result of the challenges they face together.

-Discuss background of *Gilgamesh* and similarities to Hebrew Bible

-Listen to *Gilgamesh* on CD (3:36).

-Begin a three-circle Venn diagram, comparing, and contrasting *Gil.* to *Beowulf*. Write, evaluating, comparing, and contrasting the two stories.

-Read aloud an excerpt of the *Iliad* (invocation and Book 22).

-Continue using Venn. Write, evaluating, comparing, and contrasting it to *Beowulf* and *Gilgamesh*.

- review for test

-take test

**Career Connections**

Professor  
Museum curator