**Day 1: Introduction to Beowulf**

**Subject:**

English IV – British Literature

**Time:**

90 minutes

**NCSCOS:**

4.02 Develop critiques that give an audience an appreciation of how themes relate among texts

5.02 Extend engagement with selected works of British literature by relating style, meaning, and genre (including fiction, non-fiction, drama, and poetry); applying literary, grammatical, and rhetorical terms of literature; demonstrating in various print and non-print media the significance of works.

5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literacy texts appropriate to grade level and course literary focus

**Materials:**

Daybook

Pen/Pencil

Double-entry journal handouts

Character Lists

Themes handout

*Beowulf*

**Lesson:**

5 minutes – Writing into the day

Topic: How would you define *epic*? List some examples from television, movies, books, etc. and from past English classes.

10-15 minutes – Questions about syllabus. Collect signed permission forms. Daybook

discussion.

10 minutes - Anglo-Saxon Period notes continued

30 minutes –

1. Discussion of *epic*. Ask students to respond orally to the journal topic. Begin

listing characteristics of epics, epic poetry, and epic heroes for students to write in their daybook. Discuss background information on *Beowulf* (oral traditions and history of manuscript/character list). Listen to a reading of Beowulf by Benjamin Bagby, a musician and medieval scholar (61). <http://www.bagbybeowulf.com/video/index.html>.

1. Key ideas for focus: epic, epic poetry, epic hero, caesura, alliteration, kenning, epithet, and In Medias Res. Students will begin double entry journal for *Beowulf* and record examples of the key ideas from the text.
2. Give students handout of key themes. We will discuss the themes as we read the text.

30 minutes – Begin reading *Beowulf* in class, “Grendel” lines 1-103. Students will move desks

into a circle for group reading. Remind students to use the double-entry journal to record passages that relate to the key ideas mentioned previously and we will discuss specific passages as we read. Volunteers will read first and then I will call on specific students to read.

**Themes in *Beowulf***

Good versus Evil

Courage

Revenge

Loyalty

Christianity

Paganism

**Day 2**

**Subject:**

English IV – British Literature

**Time:**

90 minutes

**NCSCOS:**

1.02 Respond to texts so that the audience will make connections between the learner's life and the text reflect on how cultural or historical perspectives may have influenced these responses.

4.02 Develop critiques that give an audience an appreciation of how themes relate among texts and an understanding of how authors' assumptions, cultural backgrounds, and social values affect texts.

5.01 Explore British literature by recognizing common themes that run through works, using evidence from the texts to substantiate ideas and making associations between historical and current viewpoints.

5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literacy texts appropriate to grade level and course literary focus

**Materials:**

Daybook

Pen/Pencil

Journal Topic

*Beowulf*

**Lesson:**

5 minutes – Writing into the day

Topic: Look back at your notes from the previous day and review the characteristics of an epic hero. Discuss your views on what it means to be a “hero” in society today.

5 minutes – Collect permission forms and address any questions from students. Remind students

about the Personal Narrative Writing Assignment!

5-10 minutes – Review key ideas: epic, epic poetry, epic hero, caesura, alliteration, kenning,

epithet, and In Medias Res.

60 minutes – Continue reading *Beowulf*. Ask students to form a circle for the reading and

discussion of the text. Students will add to their double-entry journal notes as we read during class, and we will discuss specific passages that emphasize the key ideas and themes

Finish “Grendel” lines 1-103

“Beowulf” lines 104-232

Begin “The Battle with Grendel” lines 233-296 if we have time.

5-10 minutes – Summarize the reading and address any questions students may have about the

sections we have read during class.

**Day 3**

**Subject:**

English IV – British Literature

**Time:**

90 minutes

**NCSCOS:**

1.02 Respond to texts so that the audience will make connections between the learner's life and the text reflect on how cultural or historical perspectives may have influenced these responses.

2.03 Compose texts (in print and non-print media) that help the audience understand a principle or theory by researching experience for relevant principles that relate to themes in literature and life.

4.02 Develop critiques that give an audience an appreciation of how themes relate among texts

5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literacy texts appropriate to grade level and course literary focus

**Materials:**

Daybook

Pen/Pencil

Journal Topics Handout

*Beowulf*

**Lesson:**

15 minutes – Discussion of “Journal Topics” assignment. Give students Journal Topics handout

and explain the requirements, due dates, and assessment of the writing. Also, remind students about the due date for the Personal Narrative Writing Assignment.

10 minutes – Writing into the day: “Getting Even”

One of the themes found in *Beowulf* is revenge. Write about a time when you sought revenge or talk about an example from a TV show, movie, book, magazine article, etc. As you finish writing, place a check on your handout beside Journal Topic #58 and label this WID entry #58.

55 minutes - Continue reading *Beowulf.* Students will form a circle for the reading and

discussion of the text. Remind students about keeping up with their double-entry journal notes and the themes handout as we read.

“The Battle with Grendel” lines 233-296

“Grendel’s Mother” lines 397-449

10 minutes –

1. Reflect on the idea of revenge in *Beowulf* compared to the ideas you have of revenge.
2. Assignment: Choose another topic from the “Journal Topics” handout and write 2 pages in your daybook for tomorrow.

**Day 4**

**Subject:**

English IV – British Literature

**Time:**

90 minutes

**NCSCOS:**

2.01 Locate, process, and comprehend texts that explain principles, issues, and concepts at work in the world in order to relate complex issues from a variety of critical stances and discern significant differences and similarities among texts that propose different ideas related to similar concepts.

5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literacy texts appropriate to grade level and course literary focus

6.01 Apply knowledge of literary terms, grammar, and rhetoric in order to write clearly, succinctly, and accurately

**Materials:**

Daybook

Pen/Pencil

*Beowulf*

**Lesson:**

5 minutes – Writing into the day

Topic: Think about the differences between oral and written stories. What happens when you retell an event orally versus retelling the story in writing.

40 minutes – Continue *Beowulf*. Depending upon the pace of the reading of Beowulf,

“Grendel’s Mother” lines 397-449 should be completed today. I will be prepared for the following sections in case we are ahead in the reading.

“The Battle with Grendel’s Mother” lines 450-605

“Beowulf’s Last Battle” lines 606-735

45 minutes – Personal Narratives. Students share one of their narratives with the class.

Assignment is due today at the end of class! If we do not get to every student, we will finish on Monday but they must turn in their writing.