Julianne Jones

I’ve mentioned in my reflections the problems I had with pacing in the first week of lessons and after my first week of teaching 4th period, I see how my timing was off in those lessons. Although I have had to move the reading of the text to the next week of lessons, the activities have changed. Also, the SAT Definitions and Circles are part of Mrs. Robbins’s requirements for the class. Definitions are due every Tuesday and the circles are due every Friday. There is a test on the SAT terms every Friday as well. I will attempt to upload a picture of the circles and explain the assignment.

January 31, 2010 – February 4, 2010

**Day 1**

**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; an understanding of how authors' assumptions, cultural backgrounds, and social values affect texts; an understanding of how more than one critical approach affects interpretation.

5.02 Extend engagement with selected works of British literature by applying literary, grammatical, and rhetorical terms of literature.

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

*Beowulf*

Alliteration, Kennings, and Epithets handout

**Lesson:**

5 minutes – Writing into the day

Topic: Choose your own topic OR reflect on the lessons last week.

What terms do you have questions about and what can I (Ms. Jones) do to help you understand the terms discussed?

5 minutes – Daily Grammar Practice (DGP)

5-10 minutes – Respond to any questions students have at this point in the Anglo-Saxon unit.

20 minutes – As a class, we will work on creating examples of alliteration, kennings, and

epithets. See next page.

50 minutes – Begin reading *Beowulf* and discuss instances of traditional epic devices found in

the text. The following is a list of devices we will discuss during this lesson: narrative, invocation, in medias res, flashback, repetition, epithets, kennings, boasting, alliteration, Christian and pagan references, and the epic hero. We will continue to discuss the previous devices as we read the text this week.

From: British Literature Volume 1…p 24

Alliteration, Kennings, and Epithets

1. Compose some headlines or slogans for school events, using alliteration as a key device
2. Add new kennings to you word hoard.

Example: hero = glory grabber

1. Teenager =
2. Space ship =
3. Small car =
4. Politician =
5. Photographer =
6. Famous athlete =
7. Cartoon character =
8. Your hometown =
9. Your favorite sports team =
10. Entertainment celebrity =
11. Create epithets for fictional characters.

**Day 2**

**Subject:**

English IV – British Literature

**Time:**

90 minutes

**NCSCOS:**

5.02 Extend engagement with selected works of British literature by applying literary, grammatical, and rhetorical terms of literature.

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

*Beowulf*

**Lesson:**

SAT Group #1: Definitions **DUE TODAY!**  Place definitions in class bin at the beginning of class!

5 minutes – Writing into the day

Topic: Freewrite about any topic.

5 minutes – Daily Grammar Practice (DGP)

20 minutes – Read “Beowulf” section in groups of two and continue discussing the traditional

epic devices: narrative, invocation, in medias res, flashback, repetition, epithets, kennings, boasting, alliteration, Christian and pagan references, and the epic hero.

10 minutes – Class discussion of “Beowulf” section

50 minutes – Read and discuss the following sections as a class:

 “The Battle with Grendel”

 “Grendel’s Mother”

 “The Battle with Grendel’s Mother”

**Day 3**

**Take-over 2nd period**

**Subject:**

English IV – British Literature

**Time:**

90 minutes

**NCSCOS:**

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.

5.02 Extend engagement with selected works of British literature by applying literary, grammatical, and rhetorical terms of literature.

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

*Beowulf*

**Lesson:**

5 minutes – Writing into the day

Topic: Take a few minutes to *boast* about your accomplishments. What would you want other people to remember when they think about you?

5 minutes – Daily Grammar Practice (DGP)

55 minutes – Finish the following sections in *Beowulf*:

 “The Battle with Grendel’s Mother”

 “Beowulf’s Last Battle”

25 minutes – Boast Assignment. See next page. The guidelines may change before I discuss

the assignment with the students. Students will brainstorm ideas in their daybooks during class and I will conduct conferences with students who need help. A ROUGH draft of 3-4 lines will be due in class on Friday, February 4th for writing workshops. Students will receive a minor assignment grade for this rough draft.

**The following assignment was created by Mrs. Vanessa Robbins, Crest High School.**

One characteristic of epic poetry is the boasting of epic heroes. You have read one boast by Beowulf, and in your reading, you will find several others. As you read, look for these boasts. Anglo-Saxon poetry makes us realize that heroes want to make sure others know just how good they are, and they want to leave behind a good name after their exit from this world.

**Your assignment:**

Write your own boast. Think about your “gifts” as a person and what makes you “heroic.”

**Guidelines:**

1. Fifteen line MINIMUM.
2. Include three kennings.
3. Include two epithets.
4. Use alliteration in at least five lines.
5. Make the values of our society obvious in your boast.

**Extras:**

Epic poems were recited or sung by the Anglo-Saxons. You may recite or sing your boast. You may set the boast to music, use visual aids in your presentation, or act out the boast. Other members of the class may assist you in your presentation if needed.

**Have fun with this assignment!!!**

**Day 4**

**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.

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

*Beowulf*

**Lesson:**

5 minutes – Writing into the day

Topic: 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.

5 minutes – Daily Grammar Practice (DGP)

20 minutes – Students will work individually on Boast Assignment. Remind students that a

rough draft of 3-4 lines is due tomorrow for writing workshops. Students will receive a minor assignment grade for this rough draft.

60 minutes - Finish *Beowulf* today! Review *Beowulf*: plot summary, key literary terms, themes.

We will finish review tomorrow.

**Day 5**

**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.

5.01 Explore British literature by: recognizing common themes that run through works, using evidence from the texts to substantiate ideas; relating the cultural and historical contexts to the literature and identifying perceived ambiguities, prejudices, and complexities; making associations between historical and current viewpoints.

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

**Materials:**

Daybook

Pen/Pencil

*Beowulf*

**Lesson:**

20 minutes - SAT Group #1 Circles and Test **TODAY!**

5 minutes – Writing into the day

Topic: What do you think about Beowulf? Do you like or hate the text? Why? Who wants to read the other parts of this epic poem?

5 minutes – Daily Grammar Practice (DGP)

25 minutes – Review *Beowulf*. Questions for focus:

1. Do you view Beowulf as a Christian or Pagan text?
2. How is Beowulf an epic hero?
3. What is valued in Anglo-Saxon society? What is valued in American society in the 21st century?
4. What role do women play in Anglo-Saxon society?
5. Who are the “monsters” in the 21st century?
6. Discuss the idea of a universal theme. What are a few universal themes in *Beowulf*?
7. …Other questions?

30 minutes – Writing Workshop – Boast Assignment. Students should have a rough draft of 3-4

lines to share with their writing group.

5 minutes – Weekly reflection. Pass out a note card to each student and ask them to respond to

the following topics:

1. What confused you in class this week?
2. What surprised you in class this week?
3. What can I do to help you this semester in this class?
4. Other comments?