



Unit Name: Reading Literature/Writing Literary Essays

Duration: Unit 1

Essential Questions:

What are the qualities of a true hero?

What are the elements of an epic poem?

What is an epic hero?

What are the themes associated with epic poetry?

What is the importance of oral history?

How does the battle between good and evil transpose itself into modern day life?

How are Anglo-Saxon values defined?

Enduring Understandings:

Readers will understand Anglo Saxon society and culture.

Readers will understand the structure of the Epic Poem.

Readers will understand the qualities of an Epic hero.

Readers will identify the theme of good vs. evil.

Readers will define the terms of heroic epic, compound words, and apposition and explain how the terms relate to the selection.



Readers will gain a sense of the important role of the scop, in conveying stories via the oral tradition.

Readers will retell the story of *Beowulf* and identify readers it shares with other traditional tales and epics.

Writers will write a critical essay about *Beowulf*.

Relevant Standards: RL11.12.1, RL11.12.2, RL11.12.3, RL11.12.4, RL11.12.7, W11.12.1, W11.12.2, W11.12.4, W11.12.5, W11.12.6, SL11.12.1, SL11.12.2, SL 1.12.3, SL11.12.4, SL11.12..5, SL11.12.6, L11.12.1, L11.12.2, L11.12.3, L11.12.4, L11.12.5, L11.12.6

Core Instruction: Teachers will blend reading, writing, and grammar into *Beowulf* and *Grendel*

Reading: Genre Literature/Epic

- Demonstrate oral performance of text
- Identify context clues for unfamiliar words
- Generate active reading strategies
- Evaluate on character actions/statements to assess their motives and strengths
- List the qualities of an Epic hero
- Analyze the battle between good and evil within *Beowulf*
- Explain connections between multiple texts for comparison/contrast of themes, characters, etc.
- Evaluate independent reading of text that parallels primary
- Examine a text read independently

Writing: Developing a thesis, writing an analytical literary essay

Elements of an Essay

Students write a literary essay in response to *Beowulf* and *Grendel*



- Formulate a clear thesis statement
- Brainstorm to develop ideas
- Demonstrate understanding of thesis and be able to prove the statement
- Develop clear topic sentences
- Develop strong body paragraphs
- Determine clear and strong sources
- Develop clear introductions and conclusions
- Understand the function of parallel structure
- Identify and repair fragmented and run-on sentences
- Utilize information and develop a strong essay
- Become familiar with many new words for vocabulary building

Grammar:

- Sentence Structure (simple, compound, complex, compound-complex); independent-dependent clauses; commas (these grammar skills are reinforced in their writing, and students are kept accountable by including these elements in a rubric)
- Demonstrate command of conventions of standard English capitalization
- Demonstrate command of conventions of standard English spelling
- Clarify meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content.
- Acquire and use grade-appropriate general academic and domain-specific words and phrases.

Interdisciplinary Connections

Students will work with history teachers in order to connect literature to the Anglo-Saxon period when developing essays

Tier 2 Vocabulary: according, analogy, analysis, analyze, annotate, articulate, assert, audience, authentic, background, characterize, characteristic, chronology, cite, claim, clarify, compose, composition, conclude, conclusion, consequence, consider, convey, correlate,



credible, define, depict, determine, develop, emphasize, evaluate, evidence, examine, expository, genre, narrator, notice, objective, observe, opinion, organize, outline, preview, proofread, reference, revise, review, respond, structure, succinct, support, symbolize, transition

Tier 3 Vocabulary: epic, epic hero, epic poem, epithet, theme

Core Instructional Materials/Resources/Digital Tools: (i.e., specific textbooks, classroom resources, digital tools, links to websites and videos)

Novels: *Grendel*
Textbook: *Beowulf*

21st Century Themes and Skills:

- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

Students will work in groups to use Chromebooks to research and understand the culture of the Anglo-Saxon period and the history of the English language.



8.1 Educational Technology 8.1.8A.1 - 8.1.8.A.2; 8.1.8.A.5	<div style="border: 1px solid black; padding: 5px; display: inline-block;">Understand and use technology systems.</div>
Assessments and Performance Tasks:	Students will write literary essay on <i>Beowulf</i> and <i>Grendel</i> Students will take two tests on part one and part two of <i>Beowulf</i> Students will take open ended test on <i>Grendel</i>



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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p>Explore concepts in depth/encourage independent study/Conduct research and provide presentation of topics.</p> <p>Encourage creative expression and thinking by allowing students to choose how to approach an assignment.</p> <p>Invite students to explore different points of view on a topic and compare two.</p> <p>Provide opportunities where students are in charge of their learning.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p>	<p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary and important information</p> <p>Emphasize critical/key information</p>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating</p>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating</p>



<p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Use Higher Level Questioning Techniques that require students to look into causes, experiences, and facts to draw conclusions or make connections to other areas of learning</p> <p>Provide assessments at a higher level of thinking</p>	<p>Use graphic organizers</p> <p>Refer to relevant previously taught or mastered skills</p> <p>Use multiple analogies and examples</p> <p>Provide study guide and notes</p> <p>Provide models and demonstrations</p> <p>Repeat/review</p> <p>Shortened assignments</p> <p>Consistent, immediate feedback</p> <p>Vocabulary files</p> <p>Visual aids</p> <p>show student example/model of any assignment</p> <p>Modify reading required</p> <p>Modify writing required</p>	<p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student request books on tape/CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student</p>	<p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p>
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		<p>agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Modifications for Assessments Extended time on tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p>	<p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Modifications for Assessments Extended time on tests and quizzes.</p> <p>Student may take/complete tests in an</p>
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