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| Diocese of Wheeling-Charleston | | | | |
| Unit Planner (MS & HS Word Doc) | | | | |
| Name of Teacher: Jean Shotting | | | Grade Level: 11 | |
| Subject Area: Language Arts | | | Cross Curricular Opportunities: Social Studies, Religion | |
| Unit Title: *Beowulf* | | | Estimated Duration of Unit: Four weeks | |
| Overview of Unit: Overview of Unit: The students will comprehend the novel literally, symbolically, and thematically. Student*s* will be able to explain how the Anglo-Saxon society in which the epic is set impacted the story of *Beowulf*. Students how the Old English in which the story was told evolved into Middle English and then Modern English. Students will be able to define what an epic is and list the major features associated with an epic. Students will then be able to discuss the major features of Anglo-Saxon poetry and write a literary essay on the characteristics of an archetypal epic hero such as Beowulf. | | | | |
| Forms of Text (non fiction/fiction): Historical Fiction – *Beowulf*, by an unknown author | | | Teaching Strategies: Direct Instruction, Cooperative Groups, Inferential Thinking Activities, and Vocabulary Enrichment | |
| Catholic Identity Connections: Students will have an opportunity to compare the morals, ethics, and heroic ideals embraced by the ancient Anglo-Saxons with those of the Catholic-Christian perspective. | | | | |
| Assessment (authentic/published - summative/formative): | | | | |
| **Standards Addressed** | | | | |
| Standard Number | Standards | | | |
| CCSS.ELA-LITERACY.RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | | | |
| CSS.ELA-LITERACY.RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. | | | |
| CCSS.ELA-LITERACY.RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). | | | |
| CCSS.ELA-LITERACY.W.11-12.2.B | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. | | | |
| Description of Activity | | | Resources | Date of Completion |
| Pre-Reading Activities: Read and answer comprehension questions – “Background – The Anglo Saxons”; Read and answer comprehension questions “History of England and the Development of the English Language”. | | | Study Guides, Worksheet Questions | Week One |
| Vocabulary Enrichment | | | Vocabulary Guides | Week One |
| Reading – During – Answer comprehension and inferential thinking questions. | | | Text – *Beowulf*; Comprehension and Inferential Thinking Questions | Weeks Two and Three |
| Class discussion: The Comitatus Group; The Heroic Ideal | | | Study Guides, Class Discussion Groups | Week Three |
| Pre-writing: Outline – The Heroic Ideal | | | Smartboard Review - Outlining | Week Four |
| Writing – Literary Essay – Discuss the Heroic Ideal and Explain How This Concept Is Personified in the Character of Beowulf. | | | Smartboard Review – Writing a Literary Essay | Week Four |
| Differentiated Instruction Opportunities/Overview: | | | | |
| Cross Curricular Opportunities: Read and listen to “The Lord’s Prayer” being spoken first in Old English, then in Middle English, then in Modern English. | | | | |
| Standard Number | Standard Description | | Resources | Date |
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| **Checklist** | | | | |
| Writing | | | | |
|  | Paragraph | | | |
| X | Essay (narratives, fairy tales, realistic fiction) | | | |
|  | Summary | | | |
|  | Research | | | |
| X | Detailed answers (text supported) | | | |
| X | Notes (note taking skills, outlines) | | | |
| X | Complete sentences | | | |
| Reading | | | | |
| X | Informational text | | | |
|  | Lexile | | | |
| X | Complex literature |  |  |  |
|  | Speaking | | | |
| X | Listening | | | |
| X | Varied strategies and instructional methods | | | |
| X | Critical thinking in whole class discussion | | | |
|  | Student led activities | | | |
|  | common core standards (literature circles) | | | |
| Technology | | | | |
| X | Smartboard | | | |
| X | Computers | | | |
|  | iPads | | | |
|  | Powerpoint, Elmo etc. | | | |
| Differentiated Instruction | | | | |
|  | Used multiple resources | | | |
|  | Domain Vocabulary | | | |
|  | Cross-Curricular | | | |
|  | Collaborative engagement (meaningful feedback) | | | |
|  | Higher level learning and teaching | | | |
| Assessment | | | | |
|  | Project based | | | |
| X | Writing prompt | | | |
|  | Portfolio | | | |
|  | Observation | | | |
| X | Quiz | | | |
|  | Technology based | | | |
| X | Test | | | |
|  | Student created test | | | |
|  | Presentation | | | |
|  | Journal | | | |
| X | Think, pair, share | | | |
|  | Summary | | | |
| X | Oral questioning | | | |
|  | Analogy | | | |
|  | Powerpoint, or movie maker | | | |
| Authenticity | | | | |
| X | Various activities | | | |
|  | Inquiry, research and evidence | | | |
| X | Evidence of time management and planning | | | |
|  | Problem solving strategies | | | |
| Summary of Unit: | | | | |
| *Beowulf* is one of the oldest works written in the English language. It is also the first masterpiece in English literature. It provides much insight into the Anglo-Saxon culture in which it is set, and also illustrates the poetic concepts of alliteration, metaphor, epithet, imagery, and epic poetry. In addition, Beowulf provides insight and opportunities for discussion of universal ideas such as courage, heroism, loyalty, faithfulness, and fellowship. | | | | |
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