

Unit:	The Anglo-Saxons 449-1066				
Themes:	Bravery, Loyalty, Reputation (Generosity and Hospitality), Revenge (Family and Tribe), Fame, Pride and Shame				
Timeline:	Weeks 1-3				
Common Core Standards	Learning Objectives	Suggested Works	Performance Tasks	Grammar	Terminology
<p>RL. 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.</p> <p>RL 12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>RL 12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>RI 12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<ul style="list-style-type: none"> * Students will gain a greater understanding and appreciation of Anglo-Saxons Life. * Students will be able to analyze the historical text of a specific time period. * Students will be able to relay historical information to their classmates. 	<p>Introduction: The Anglo-Saxons 449-1066 (p. 1-17)</p>	<ul style="list-style-type: none"> *Students will read and analyze a specific section from the introduction of the Anglo-Saxons. *Students will create and present a power point presentation about their specific section. *Write 2-3 paragraphs summarizing the main points of Anglo-Saxon beliefs, values, and traditions, using notes from student jigsaw activity. <p><i>Suggested activities</i></p> <p>Teacher Model Jigsaw Thinking Notes Cooperative Learning Groups Read with a Pen Pair Share Objective Summaries</p>	<p>Diagnostic Review Chapters 1-4</p>	<ul style="list-style-type: none"> * British Common Law * Animism & Paganism * Anglo-Saxon England * Bards/Scops * Motifs * Archetype * Epic hero/epic * Hubris * Imagery * Syntax (inverted) * Plot * Irony (verbal, dramatic, situational) * Hypothesis * Characterization * Symbolism * Figurative language * Fate * Elegy * Tone * Theme * Hero's Journey

<p>L 12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L 12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L 12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and listening.</p>		<p>Power Point Presentation: Figurative Language Review</p>			
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<p>RL 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.</p> <p>RL 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.</p> <p>RL 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).</p> <p>RL 12.4 Determine the meaning of words and phrases as they are used in the text, including</p>	<p>*Students will gain a better appreciation and understanding of Anglo-Saxon life through the reading of Beowulf.</p> <p>*Students will be able to trace the development of the archetype of good and evil.</p> <p>*Students will be able to identify the archetype of an epic hero</p>	<p>Beowulf (p. 18-28 & 33-38)</p>	<p>Required</p> <p>*How is Beowulf an archetypal epic hero? Provide 3 concrete examples that support Beowulf's actions as those of an epic hero (2 pages).</p> <p>*Find 2 examples of each of the following literary devices throughout Beowulf: Simile, metaphor, alliteration, imagery, allusion and kennings.</p> <p>Optional</p> <p>*Students will write and record an audio play of Beowulf, the archetype of an epic hero.</p>		
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<p>figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>RI 12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>W 12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>					
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		<p>Grendel (p. 29)</p> <p>The Death of Hector (p. 56-66)</p>	<p>Optional</p> <p>*In a page, write a response to the following: From his point of view, does Grendel consider himself an epic hero? Cite specific sections of the piece that support your answer.</p> <p>Required</p> <p>*What example of hubris do Beowulf and Hector display in “Beowulf” and “The Death of Hector”.</p> <p>Optional</p> <p>Show clip from movie <i>Troy</i>- Scene 33 Achilles vs. Hector</p>		
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Common Core Standards	Learning Objectives	Suggested Works	Performance Tasks	Grammar	Terminology
<p>W 12.1 d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W. 12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W. 12.7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>SL 12.4 Present information, findings, and</p>	<p>*Students will gain a greater understanding of careers and academic institutions.</p> <p>*Students will gain an understanding of personal statements, resumes, and business letters, while writing one of each.</p>	<p>College & Career Unit (may be done over the entire semester as dates and deadlines approach)</p>	<p>*Students will research viable information of specific careers and colleges.</p> <p>*Students will present their research findings to their classmates.</p> <p>*Students will create a poster to present their information to their classmates.</p> <p>*Students will write a personal statement for the common application.</p> <p>*Students will write a personal resume.</p> <p>*Students will write a business letter for their college application.</p>		<p>* Personal Statement</p> <p>*Resume</p> <p>*Business Letter</p>

<p>supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL 12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>W 12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task,</p>			<p>Required <i>Writing Piece:</i> <i>Personal Statement from Common Application</i></p> <p>Question 1: Describe the world you come from-for example, your family, community or school-and tell how this world has shaped your dreams and aspirations.</p>		
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<p>purpose, and audience. W12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W12.6 Use technology, including the internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>			<p>Question 2: Tell about a personal quality, talent, accomplishment, contribution or experience that is important to you. What about this quality or accomplishment makes you proud and how does it reflect who you are?</p> <p>Respond to both questions, using a maximum of 1,000 words total.</p>		
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