

**El Rancho Unified School District
English Language Arts**

Grade Level: 12	Text Title: Beowulf
Text-Dependent Questions: <ol style="list-style-type: none">1. How does the author present Beowulf as the archetype of an epic hero? Provide 3 examples that support that Beowulf's actions as those of an epic hero.2. How does Burton Raffel portray Grendel as an archetypal villain? Cite 3 specific examples that show that Grendel is an archetypal villain.3. Identify 3 figures of speech (simile, metaphor, personification, alliteration) that contribute to the development of the archetypes of good vs. evil.4. Give a couple of images from Beowulf and explain how they contribute to the development of the story/an epic hero.	Academic Vocabulary: Archetype Epic Epic Hero Imagery Figurative Language (simile, metaphor, alliteration) Hubris Allusion Kennings
Performance Tasks:	Essential Skills:

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Required

- **How is Beowulf an archetypal epic hero? Provide 3 concrete examples that support Beowulf’s actions as those of an epic hero. (2 pages)**
- **Find 2 examples of each of the following literary devices throughout Beowulf: Simile, metaphor, alliteration, imagery, allusion and kennings.**
- **What example of hubris do Beowulf and Hector display in “Beowulf” and “The Death of Hector”.**

Optional

- **Students will write and record an audio play of Beowulf, the archetype of an epic hero.**
- **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 supports your answer (from “Grendel” by John Gardner).**

- **Students will be able to trace the development of the archetypes of good and evil.**
- **Students will be able to identify the archetype of an epic hero.**
- **Students will be able to identify figurative language and the effect it creates on the story or development of an epic hero.**

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Common Core State Standards:

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.

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.

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).

RL 12.4 Determine the meaning of words and phrases as they are used in the text, including 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.

RL 12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.