Lesson Plan

**Instructor:** Ms. Waddell

**Unit:** Beowulf

**Class:** British Literature (12th Grade) Honors

**Topic:** Beowulf lines 1492-1924; Comparing and Contrasting the Battle Scenes

**Purpose:** Students will gain an understanding of what happens in lines 1492-1924 of Beowulf, as well as be able to identify differences in the two battles that they have read thus far.

**Essential Question:** What happens in lines 1492-1924 of Beowulf? How does the second battle in this story compare to the first battle?

**Rationale:** The ability to compare and contrast effectively is one that students need in every walk of life. Which car should I buy? Is it better to rent or own a home? These are just a couple of real life applications of compare/contrast skill sets.

**Prior Knowledge:** Students will have been introduced to Beowulf. They will have read the prologue, as well as up to line 1491, and talked about different conventions of the epic that they will see as a part of Beowulf, along with the theme of identity. They will have also completed a character tree that shows all the main characters of the story, and their lineage, so that students can refer back to it if they get confused about names. Further, they will have completed a journal in which they contemplate how Unferth’s challenge of Beowulf impacts or reflects the concept of his identity. Students will have already begun to discuss the character of Beowulf, and will have been familiarized with the idea of wyrd, completing a journal in which they contemplate fate in their own everyday lives. They will also have discussed the ideas of revenge, fame, and glory, and how they play into identity and heroism.

**Goals and Objectives:**

Common Core Standards (Reading) 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.

Common Core Standards (Reading) 2: Determine two or more 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 provide a complex analysis; provide an objective summary of the text.

Common Core Standards (Reading) 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.

Common Core Standards (Writing) 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
a. Apply grades 11-12 Reading standards to literature (e.g., “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”).
b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S.

Common Core Standards (Oral) 1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Common Core Standards (Language) 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
   b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.

Common Core Standards (Language) 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
   a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
   b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
   c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
   d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Common Core Standards (Language) 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
   b. Analyze nuances in the meaning of words with similar denotations.

Common Core Standards (Language) 6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Common Core Standards (Oral) 1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**Materials:** Grammar activity, SAT Prep activity (from http://www.vocabulary.co.il/analogies/), copies of *Beowulf*, teacher copy of *Beowulf*, Identity and Heroism worksheet

**Procedures**

1. Students will enter class, and work on their bell-ringer as I take attendance, sign admit slips, etc. (5 minutes)
   a. Bell-ringer: Write about the following: What do you think was the most significant difference in the two battles that we have read in *Beowulf*? Draw a picture comparing and contrasting the two.

2. Grammar Activity (20 minutes)
   a. As a class, go over the Daily Grammar Practice worksheet from the last class period. Have students turn in their worksheets after we go over it.

3. SAT Prep (20 minutes)
   a. As a class, go over the correct answers for the analogies worksheet. Give reasoning to students for why certain answers are correct.

4. Hand out the quiz on lines 1492-1924, and allow students to complete it. (5 minutes)

5. Discuss what happens in lines 1492-1924. (10 minutes) Have students provide as much of the plot summary as possible.
   a. Beowulf dives down into the lake to fight Grendel’s mother. (1492-1496)
   b. She senses that he’s coming, and she grabs him and drags him down. They fight. (1497-1556)
   c. Even Hrunting (the sword) can’t pierce her skin. (1519-1528)
   d. Beowulf sees another sword hanging on the all. He grabs it and cuts her head off with it. (1557-1569)
   e. He cuts off Grendel’s head, too. (1584-1590)
   f. The people on the shore of the lake see the blood bubbling to the surface, and they are certain of Beowulf’s death. The Danes go home, but the Geat’s remain at the lakeside. (1591-1605)
   g. The sword Beowulf used to cut off their heads melts. (1605-1611)
h. Beowulf leaves the cave, and with his men, he returns to Heorot, carrying the head of Grendel. (1612-1650)

i. Beowulf addresses the Danes, telling them to fear no more. (1651-1676)

j. Beowulf gives Hrothgar what is left of the sword that he killed Grendel’s mother with. (1677-1686)

k. Hrothgar speaks, offering his praise to Beowulf. (1687-1784)
   i. Hrothgar warns Beowulf against pride (1760-1761) “…care not for pride/great champion! The glory of your might/is but a little while; soon it will be/that sickness or the sword will shatter your strength,/or the grip of fire, or the surging flood,/or the cut of a sword, or the flight of a spear,/or terrible old age—or the light of your eyes/will fail and flicker out; in one fell swoop,death, o warrior, will overwhelm you.”
   ii. What is Hrothgar saying here? (Don’t be proud. Death is coming to us all, one day. Glory on earth doesn’t last forever.

l. Beowulf takes his seat in Heorot, and they party some more, and then go to bed. (1785-1805)

m. Beowulf returns Hrunting to Unferth. (1807-1812)

n. Beowulf addresses Hrothgar, thanking him for his hospitality. (1817-1839).

o. Hrothgar praises Beowulf again, saying that he is fit to be a king, and saying that the Geats and the Danes will be allies. (1840-1865)

p. Hrothgar gives Beowulf more gifts, and sends him on his way. (1866-1887)

q. Beowulf and his men depart, and arrive in Geatland. (1888-1924)

6. Compare and contrast the two battles that we have seen thus far (Beowulf vs. Grendel, Beowulf vs. Grendel’s mother). (10 minutes)
   a. Have students come up to the board and write some of the differences/similarities that they saw in the two battles to use as a springboard for discussion.
   b. What is different about these two battles?
      i. Beowulf goes into the lake alone.
      ii. It’s more of a struggle.
      iii. We actually get to see Grendel’s mother die.
      iv. Beowulf isn’t successful the first time he tries to kill Grendel’s mother; Hrunting fails him.
      v. This battle isn’t on Danish turf, so to speak. It’s taking place in the world of Grendel and his mother.

7. Have students partner up and create a 5-song soundtrack for each battle, and then they will share their choices to the class, explaining why they picked what they did. (20 minutes)
   a. They can use plain notebook paper.
   b. They must use a different partner than the one they always work with on grammar and SAT prep.
   c. Students will be handing this in at the end of class.
   d. While they are working, write their reading assignment (Lines 1925-2210) on the board, and remind them that they will be given a reading quiz on it the following day.
**Assessment:** Students will be assessed on their understanding of the differences in the two battles by the soundtracks that they create, which they will hand in. Their comprehension and understanding of the text will be assessed as we go along, using daily reading quizzes.

**Differentiation:** Students who are visual learners will be accommodated by the writing on the board. Auditory learners will be accommodated by my verbal explanations and in-class discussion. Existentialist learners will be accommodated by class discussion, as well. Musical intelligences will be accommodated by the activity in which they get to make soundtracks for the battle scenes. Interpersonal and kinesthetic learners will benefit from being allowed to work in partners.
Daily Quiz
(Lines 1492-1924)

1. What prevents Grendel’s mother from crushing Beowulf?

2. Aside from Grendel’s mother, what other things are in the water?

3. What happens to the sword after he cuts off Grendel’s mother’s head?

4. What does Beowulf take from the cave as a ‘souvenir’?

5. At the end of this section, where does Beowulf go?
Daily Grammar Practice

Above each word, write what part of speech it belongs to. You may refer to your grammar notes.

sally wrote a poem about her grandmother and she gave it to her as a gift
(noun, action verb, article, noun, preposition, pronoun, noun, coordinating conjunction, pronoun, action verb, pronoun, preposition, pronoun, preposition, article, noun)

Above the words, write what part of the sentence each one might be.

sally wrote a poem about her grandmother and she gave it to her as a gift
(sally=subject, wrote=transitive verb, poem=direct object, about her grandmother=prepositional phrase, she=subject, gave=transitive verb, it=direct object, to her=prepositional phrase, as a gift=prepositional phrase)

On the sentence below, identify each clause and what type it is. Then, identify what type of sentence it is.

sally wrote a poem about her grandmother and she gave it to her as a gift
Simple Sentence (Independent clause) (Independent clause)

Correct the mechanical errors in the sentence below.

sally (Sally) wrote a poem about her grandmother(,) and she gave it to her as a gift(.)

In the space below, diagram the sentence.
SAT Prep Activity

1. Classroom is to school, as _______________________.
   a. Student is to teacher.
   b. Desk is to student.
   c. New York is to America.
   d. Academic year is to calendar year.

2. Snow is to blizzard, as _______________________.
   a. Freezing is to frost.
   b. Rain is to thunderstorm.
   c. Dust devil is to whirlwind.
   d. Cumulus is to cloud.

3. Flurry is to drizzle, as _______________________.
   a. Thunderstorm is to lightning.
   b. Blizzard is to rainstorm.
   c. Wind is to monsoon.
   d. Breezy is to blustery.

4. Knots is to aviation, as _______________________.
   a. Light year is to astronomy.
   b. Firewood is to cord.
   c. Degree is to angle.
   d. Light year is to a galactic year.

5. Great Wall of China is to China, as _______________________.
   a. Utah is to Rocky Mountains.
   b. Great Pyramid is to Egypt.
   c. Mongolia is to Gobi Desert.
   d. Greenland is to Arctic.

6. Brain is to nervous system, as _______________________.
   a. Marrow is to red blood cells.
   b. White blood cell is to red blood cell.
   c. Urinary system is to kidneys.
   d. Lung is to respiratory system.

7. Mt. Everest is to Himalayan Mountains, as _______________.
   a. Spain is to Madrid.
   b. Tuscany is to Italy.
   c. Arctic is to Antarctic.
   d. Dead Sea is to The Middle East.

8. Deplorable is to superior, as _______________________.

A classroom is a part of a school, and New York is a part of America.

Snow forms a blizzard, and rain forms a thunderstorm. A blizzard is a more severe form of snow, and a thunderstorm is a more severe form of rain.

Flurries and drizzle are weather of the same severity, as are a blizzard and a rainstorm.

Knots are a form of measurement used in aviation, as light years are a form of measurement used in astronomy.

The Great Wall of China is an icon in the country of China, as the Great Pyramid is in Egypt.

The brain is the key organ of the nervous system, and the lungs are the key organ of the respiratory system.

Mt. Everest is a key feature of the Himalayan Mountains, as the Dead Sea is a key feature of The Middle East.
a. Lethal is to death.
b. Equivalent is to equal.
c. Manpower is to horsepower.
d. Flexible is to iron-clad.

9. Rain is to monsoon, as ________________.
   a. Raindrop is to rain
   b. Snow is to blizzard.
   c. Rain is to drought.
   d. Magnitude is to earthquake.

10. Nile River is to Africa, as ________________.
    a. Mississippi River is to North America.
    b. Atlantic Ocean is to Pacific Ocean.
    c. Pacific Ocean is to Atlantic Ocean.
    d. South America is to Amazon River.