

***Beowulf—A New Telling* by Robert Nye (Published by Bantam Doubleday)**

Approved for use in Communication Arts, Grade 8

Summary

This text is an updated version of the original story of the Scandinavian hero, Beowulf, and his adventures defeating the monster, Grendel. Beowulf is our hero who comes in to save the town folk from certain destruction. He battles Grendel and defeats the monster in a perilous fight.

Connection to the Curriculum

This book not only addresses a classic work of literature, but it is also interesting to the students. They can explore the genre and examine one of the earliest works in literature. It provides a great connection with the study of the English language, roots and stems, sentence structure, poetry, archetypes, and story elements.

Standards

Course Objectives (Benchmarks)

Reading: 1.3- The students expand vocabulary. 1.4- The students comprehend a variety of texts.

Literature: 2.1- The students use literary concepts to interpret and respond to text. 2.2- The students understand the significance of literature and its contributions to various cultures.

Possible Skills Taught (Indicators)

Reading:

1.3.5- The student determines the meaning of words or phrases using context clues from sentences or paragraphs.

1.3.7- The student determines meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies.

1.3.8- The student identifies and determines the meaning of figurative language including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, and idioms.

1.4.17- The student compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints) in one or more appropriate-level texts.

1.4.20- The student identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level text.

Literature:

2.1.1- The student describes different aspects of characters (e.g., their physical traits, personality traits, feelings, actions, motives) and analyzes how major characters are developed (through their thoughts, words, speech patterns, actions) and how they change over time.

2.1.2- The student identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (e.g., character, plot).

2.1.3- The student identifies major and minor elements of the plot (e.g., conflict, crisis/turning moment, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to another.

2.1.4- The student understands aspects of theme (e.g. moral, lesson, meaning, message, author's ideas about the subject) and supports with implicit/explicit information from the text.

2.1.5- The student identifies the use of literary devices (e.g., foreshadowing, flashback, figurative language, irony, metaphor, tone/mood, symbolism) in a text and how the author uses such device to help establish tone and mood.

2.2.7- The student identifies common structures and stylistic elements in literature, folklore, and myths from a variety of cultures by comparing and contrasting customs, ideas, and shared characteristics.

A Note on the Text

(The best way to evaluate and understand a novel is to personally read the book in its entirety.)

In this modernized version of an Old-English text, readers will encounter episodes of medieval violence.

Additional Unit Design Connections

Coming soon:

To be completed during future curriculum development activities