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Georgia Performance Standards Framework for English Language Arts

Sample Task

Course

12th Grade British Literature and Composition

Instructional Unit

Anglo-Saxon Unit

The Task

Original poem in an Anglo-Saxon poetic style. Read and analyze an example of Anglo-Saxon poetry found online at one of the following sites:

<http://www2.kenyon.edu/AngloSaxonRiddles/texts.htm> (Anglo-Saxon Riddles - Exeter Book)

<http://www.brindin.com/pohamwif.htm> (Wife's Lament)

<http://www.anglo-saxons.net/hwaet/> (The Wanderer and The Seafarer)

<http://etext.library.adelaide.edu.au/b/beowulf/b48g/> (Parts VIII and IX of Beowulf)

<http://www.alcyone.com/max/lit/beowulf/index.html> (Parts VIII and IX of Beowulf)

Each student will create a poem following the style read in class and incorporate the elements of Anglo-Saxon poetry into his/her poem. Examples: "A Student's Lament," "Modern Riddle," "Epic Boast."

Each student will write a commentary on his/her poem that reflects the student's understanding of the elements and characteristics of Anglo-Saxon poetry and includes references to specific examples from his/her poem for support.

Circumstances of the Assignment

- Students will be given a hard copy of the poetry or will read the poetry on the websites indicated in groups of 3-5 students. [Note: Teachers could give the same poem to the whole class, give the whole class all the poems, or could assign/give choice of several different poems from the websites listed]
- Students will discuss within the group the characteristics of each poem and create annotations of their discussions. [Note: Teachers could bring the groups back to a whole group situation and discuss each group's findings or teachers could circulate among all the groups for a specified amount of time in each group to insure students are on track and focused on the characteristics of Anglo-Saxon poetry.]
- Each student will use the annotations generated within his/her group to guide creation of original poem. The student's original poem will follow the style of the poem(s) read in his/her group and incorporate characteristics and elements of Anglo-Saxon poetry. The poem will be written individually. [Note: Teacher may assign specific "type" of poem to be written or give choice depending on whether students read different poems in the beginning]
- Each student will write his/her commentary individually.
- Evaluation will be based on both the incorporation of the Anglo-Saxon characteristics/elements in the original poem and the student commentary.

Focus Standard(s)

ELABLRL1 The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events, main ideas, and characteristics) in a variety of texts representative of different genres (i.e., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.

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The student identifies and analyzes elements of poetry from various periods of British literature and provides evidence from the text to support understanding; the student:

- a. Identifies, responds to, and analyzes the effects of diction, tone, mood, syntax, sound, form, figurative language, and structure of poems as these elements relate to meaning.
 - i. sound: alliteration, end rhyme, slant rhyme, internal rhyme, consonance, assonance
 - ii. form: fixed and free, heroic couplets, elegy, narrative poem, dramatic monologue
 - iii. figurative language: personification, imagery, metaphor, simile, metonymy, hyperbole, symbolism, allusion
- b. Analyzes and evaluates the effects of diction and imagery (i.e., controlling images, figurative language, extended metaphor, understatement, hyperbole, irony, paradox, and tone) as they relate to underlying meaning.

ELABLRL3 The student deepens understanding of literary works by relating them to their contemporary context or historical background, as well as to works from other time periods.

- b. Relates a literary work to the characteristics of the literary time period that it represents.
 - i. Anglo-Saxon Period

ELABLRL4 The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in selected literary works. The student composes essays, narratives, poems, or technical documents. The student

- a. Demonstrate awareness of an author's use of stylistic devices and an appreciation of the effects created.
- b. Analyze the use of imagery, language, and other particular aspects of a text that contribute to theme or underlying meaning.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and/or to other relevant works.
- f. Imitate a variety of literary forms to demonstrate understanding (i.e., sonnet, ballad, satire).