

THE INDEPENDENT NOTEBOOK FOR BEOWULF: A NEW TELLING by ROBERT NYE

Created By: Amber Anthony

OVERVIEW:

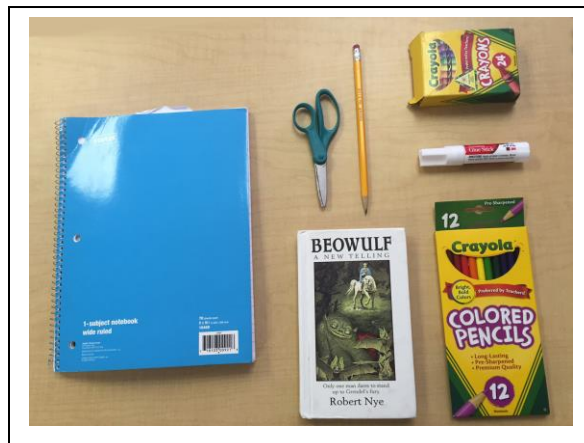
This Interactive Notebook is designed as a way to read through Robert Nye's Beowulf. The work students do is text dependent and self-reflecting. In doing this notebook, students will explore the novel's theme, character analysis, identify the figurative language, learn new vocabulary, recognize symbolism and how it is used to emphasize the overall theme of the story.

The notebook also allows the story to resonate with the students as they interact by reflections and making connections through the creative left side activities. These activities are enjoyable and often help students grasp the deeper level thinking we so want them to be able to do.

MATERIALS NEEDED

Each student will need the following items to do this notebook

1. A 70 page spiral notebook
2. Class copy of *Beowulf: A New Telling* By: Robert Nye
3. Colored Pencils or crayons
4. A pencil
5. Scissors
6. Glue

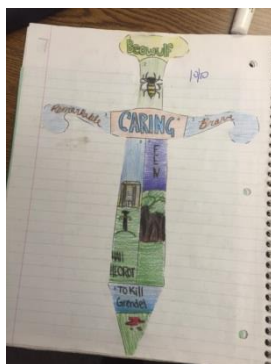


CHAPTER QUESTIONS:

Questions are provided following each of the chapters read. They are designed to help students recall important things and understand the purposeful symbolism from this text. The questions are text dependent; designed to have students use quotes directly from the text to back up their answers.

VOCABULARY:

Vocabulary is included for each chapter as students come across words they may not be familiar with. These can be reviewed before the chapter is read, or simply provided as a reference for students.



LEFT SIDE ACTIVITIES

For most of the chapters, I try to add a reflection lesson for students which I like to call the LEFT SIDE ACTIVITY. These activities are a higher level form of thinking, helping students to make deeper connections to the text and develop a better understanding of overall themes of the novel. While many of the activities require text dependent answers, there is also an element of creativity that

students must use. These lessons are great for ELD learners who may need to look at the text in a more visual way. The activities are designed to pair perfectly with the heavy descriptive figurative language found in the text. Here is an overview of these activities from this Interactive Notebook.

Left side activities will be labeled with the following in this packet

LEFT SIDE ACTIVITY

Chapter 1: *A Ship without Sails* is loaded with **Hyperboles**. Using these **hyperboles**, as clues, draw a picture of the great king, **Scyld Scefing**. It can be a picture of the king himself or a symbolic picture (the boat, his throne etc.) Use and copy at least four hyperboles (see Chapter 1 Questions) from the text and add them to your sketch or picture.

Chapter 2: *Heorot vs the Fen: Establishing the mood and settings of a story*. Using the template, fill out the hall of Heorot. Then glue it in your notebook and add a picture of the fen behind it.

Chapter 3: Have students divide their paper into two large sections with a small thin section between the two. Have them label the larger sections GOOD and EVIL. Instruct students to go back through the chapters previously read and add characters and things (symbols) that represent GOOD and EVIL. This will be an ongoing list. The middle section will be reserved for a special reason they will figure out later in the book. (There are characters things that have both good and evil in them that belong here)

Chapter 4: Beowulf's sword graphic organizer.

Chapter 5: Analyze the apple from this chapter to understand how it is a symbol for the balance between good and evil.

Chapter 6 & 7: Draw a picture of Grendel's arm and write how his death affects the following characters: Hrothgar, Wealtheow, Beowulf and Unferth

Chapter 8: Do a close read on the first paragraph in chapter 8 then have the students draw the mother and write the sensory details about her from the text.

Chapter 9: Do the Unferth: Man or Monster Worksheet to help students understand the conflict within this character and how he was a man on the outside but a monster on the inside who desperately wanted to escape his human exterior. Then have them make an inference of what happened to him from the end of Chapter 8 to Chapter 9.

Chapter 10: Imagery: Students will review Chapter 10 and search for quotes that appeal to each of the reader's senses.

Chapter 12-13: Have students complete the graphic organizer about Beowulf's family.

Chapter 14 -15: Students Illustrate the Firedrake and make claims based on the text of whether it is good, evil or both. They should have evidence from the text to support their answer.

Chapter 16: Write a eulogy for Beowulf.

ELA BENCHMARKS:

This Notebook covers the following Benchmarks for Language Arts.

Reading Literature:

- 7.1 Textual Evidence
- 7.2 Theme or Central Idea
- 7.3 Story Elements
- 7.4 meaning of words and phrases
- 7.6 Analyze POV
- 7.10 Reading Comprehension

Speaking and Listening:

- 7.1 Collaborative Discussion
- 7.2 Analyze Main Idea/ Supporting Details
- 7.3 Use Appropriate Speech

Writing:

- 7.4 Development, Organization, Style
- 7.5 Writing process
- 7.9 Draw Evidence from lit and Info Text
- 7.10 Writing Routinely- extended and short time frames

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BEOWULF: CHAPTER 1 FIGURATIVE LANGUAGE

Simile: A simile uses the words “like” or “as” to compare one object or idea with another to suggest they are alike. (Ex: busy as a bee)

TEXT EXAMPLE:

Metaphor

The metaphor states a fact or draws a verbal picture by the use of comparison. A simile would say you are like something; a metaphor is more positive - it says you are something. (Ex: you are what you eat)

TEXT EXAMPLE:

Onomatopoeia

The use of a word to describe or imitate a natural sound or the sound made by an object or an action. (Ex: snap crackle pop)

TEXT EXAMPLE(s):

Alliteration

The repetition of the same initial letter, sound, or group of sounds in a series of words. Alliteration includes tongue twisters. (Ex: She sells seashells by the seashore.)

TEXT EXAMPLE

Hyperbole

An exaggeration that is so dramatic that no one would believe the statement is true. Tall tales are hyperboles. Ex: He was so hungry, he ate that whole cornfield for lunch, stalks and all.

TEXT EXAMPLE:

Answer the following questions

After reading the text, explain how Scyld Scefing can be identified as a hero. Use examples from the text.

VOCABULARY

Scyld Scefing- (Shild Shaving)

Spindrift - spray blown from the crests of waves by the wind

Odin- (Norse mythology) ruler of the Aesir; supreme god of war and poetry and knowledge and wisdom (for which he gave an eye) and husband of Frigg; identified with the Teutonic Wotan

Sheaf-a bundle of grain stalks laid lengthwise and tied together after reaping

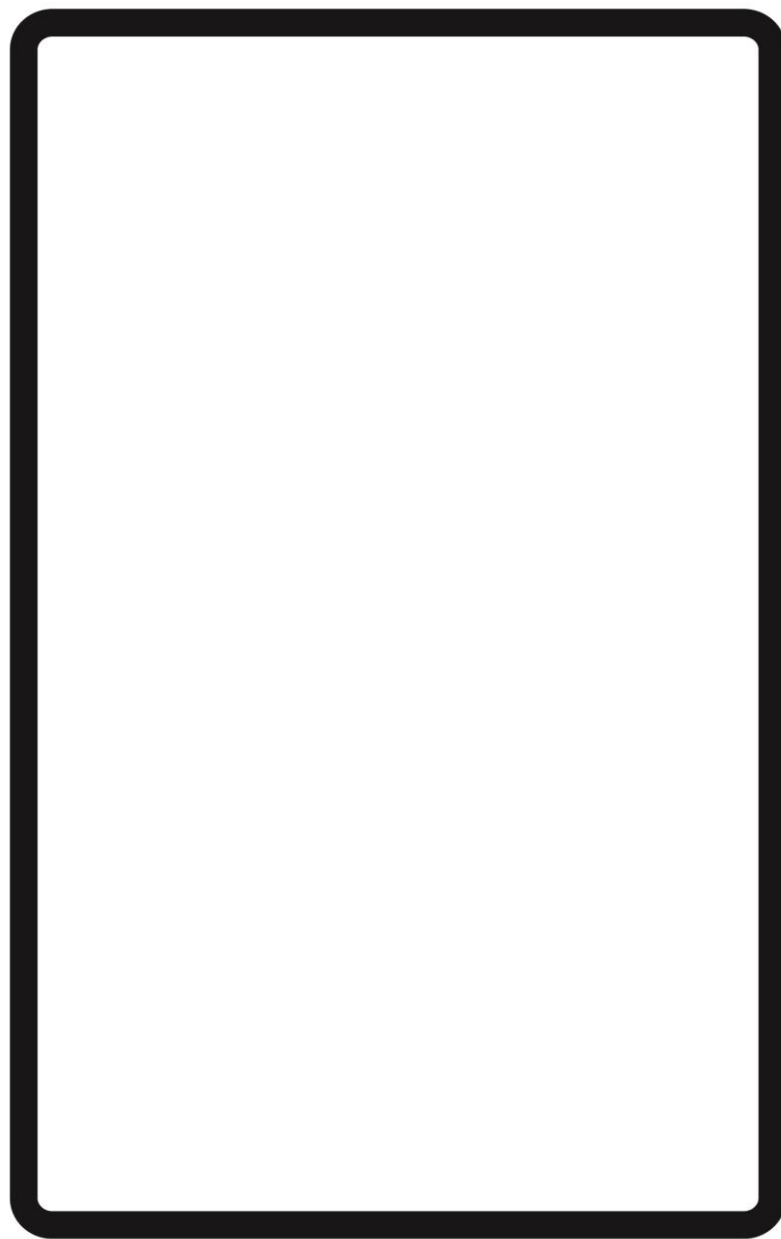
Litter - bedding

Dawn the first appearance of light in the sky before sunrise

CHAPTER 1: A SHIP WITHOUT SAILS

DIRECTIONS:

1. Draw a picture of Scyld Scefig in the large box on the left.
2. Cut on the dotted lines to create four flaps to the left of your illustration.
3. Glue on the backside of the large rectangle and glue it down to your notebook making sure the flaps are glue free making them lift easily.
4. Write a description from the text about Scyld Scefig below each flap on your notebook paper.



DESCRIPTON 1
DESCRIPTON 2
DESCRIPTON 3
DESCRIPTON 4

LEFT SIDE ACTIVITY

BEOWULF CHAPTER 2

1. What was Heorot?
2. Hrothgar's dreams are mentioned twice in this chapter. about Heorot. Compare and contrast them.

DREAM 1 –

DREAM 2--

VOCABULARY**Heorot – (Hey-o-rot)**

Danes – a native or inhabitant of Denmark, or a person of Danish descent

Ivory – a hard creamy-white substance composing the main part of the tusks of an elephant, walrus, or narwhal, often (esp. formerly) used to make ornaments and other articles

Lark- a small ground-dwelling songbird, typically with brown streaky plumage, a crest, and elongated hind claws, and with a song that is delivered in flight.

Jutting- extend out, over, or beyond the main body or line of something

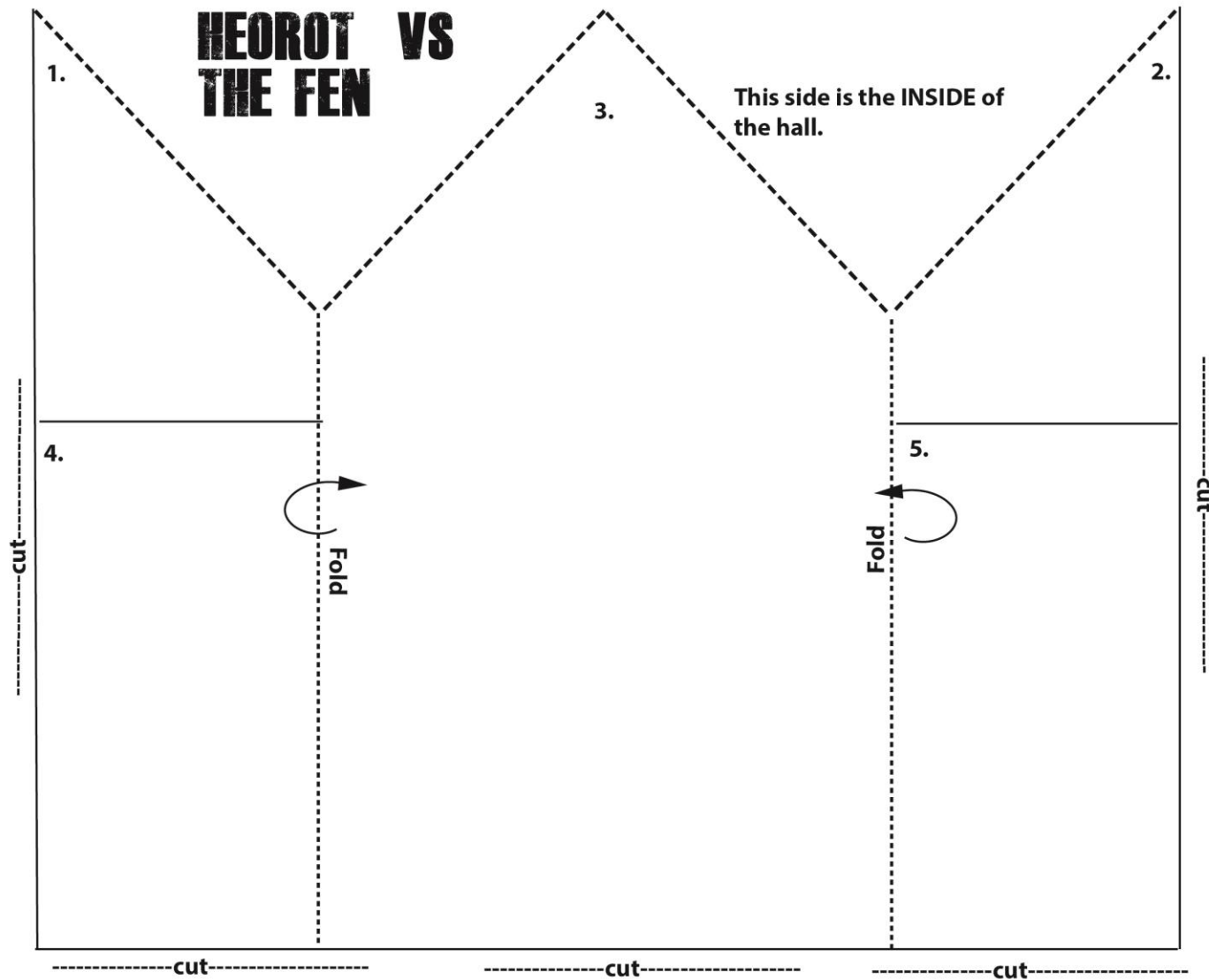
Fen – a low and marshy or frequently flooded area of land.

Grisly- causing horror or disgust

3. How does the author use setting to do this? Fill out the chart below and then explain how the author uses the setting to create and change the mood from the beginning to the end of this chapter.

<u>Setting of Chapter 2 (Beginning)</u>	<u>Mood of Chapter 2 (beginning)</u>
<u>Setting of Chapter 2 (End)</u>	<u>Mood of Chapter 2 (end)</u>

CHAPTER 2: A HALL FULL OF BLOOD



PART 1: THE FEN

Before you begin the HALL, on page ____ of your notebook, draw a picture of the Fen. Use page 7 from the book and add descriptions of what lived there.

Part 2: HALL HEOROT

DIRECTIONS : first do the inside of the hall,

INSIDE

Section 1 and 2: **Make a connection in these sections.** What in our world today can we compare to what happened at Heorot.

Section 3. Include Hrothgar's quote again "I had a dream..." then draw a picture of the hall after the attack

Section 4: Talk about who did the crime. Give me a name and description based on the text found on page 8

Section 5: Write the number of how many died from the attack

* Cut out the hall on the dotted lines

* Put glue on the backside of section 3 and glue the hall on top of your fen picture.

* Fold the sides inward and follow the directions for the front of the hall.

FRONT

1. Write HEOROT on the front of the hall

2. Give three descriptions of the hall's appearance from the text.

3. Include Hrothgar's quote "I had a dream..." somewhere on the front

LEFT SIDE ACTIVITY

Chapter 2

19/10 Amazon

someone attacking the White House

4. Grendel did the crime in pg. 8



ROTS

Parties

WILL BE
HAIL!
E A
H

Celebration

dinning

EXAMPLE OF A LEFT SIDE ACTIVITY

BEOWULF: CHAPTER 3

Who are the Ten against Grendel? What happens to them and who survives?

Hrothgar says, "It takes an evil nose to smell the devil". What does this mean?

Who is Wealtheow

Who is Unferth?

Who does Unferth say is Grendel's Father? _____

What is your theory on why Grendel let Hrothgar live?

What could you say Grendel fears?

VOCABULARY

Wealtheow – *Wealth /they / oh*

Unferth – *Ewn / ferth*

Cain – Biblical story. He killed his brother Able out of jealousy

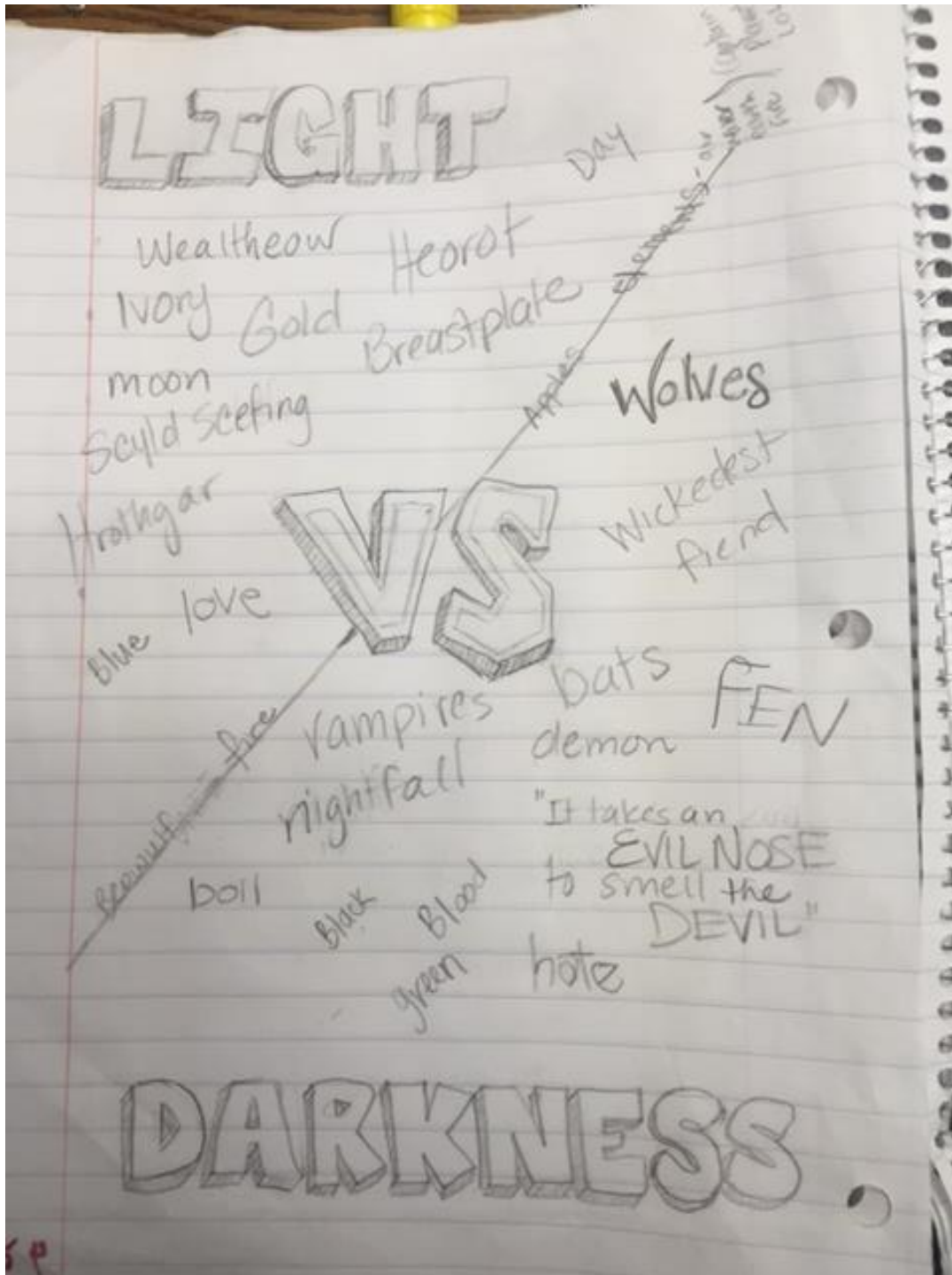
Malicious – intending to do harm

Swig – to take a large drink from a bottle

Burning brand- a burning iron used to burn marks onto things for ownership

Singe – to burn the ends

Beowulf is a novel with the common theme of good vs evil. Begin listing characters, settings and things that symbolize good and evil. As you read the novel, it will become apparent that some things will need to be placed in the middle because they symbolize the balance of good and evil including the character Beowulf himself. Here is an example of the list.



LEFT SIDE ACTIVITY EXAMPLE

BEOWULF: CHAPTER 4

What happened with Beowulf and the bees and where did he spend his time healing?

The Author writes that Beowulf was truly seeing where others were only looking. What do you think this means? What is the difference between seeing and looking. (pg 20, paragraph 2)

What made Beowulf good? Explain this. (pg 20, paragraph 2)

How does the author create a contrast of Heorot and its background; the fen?

What did Beowulf leave on the hill?

VOCABULARY

Cultivate- try to acquire or develop

Integrity-the quality of being honest and having strong moral principles; moral uprightness

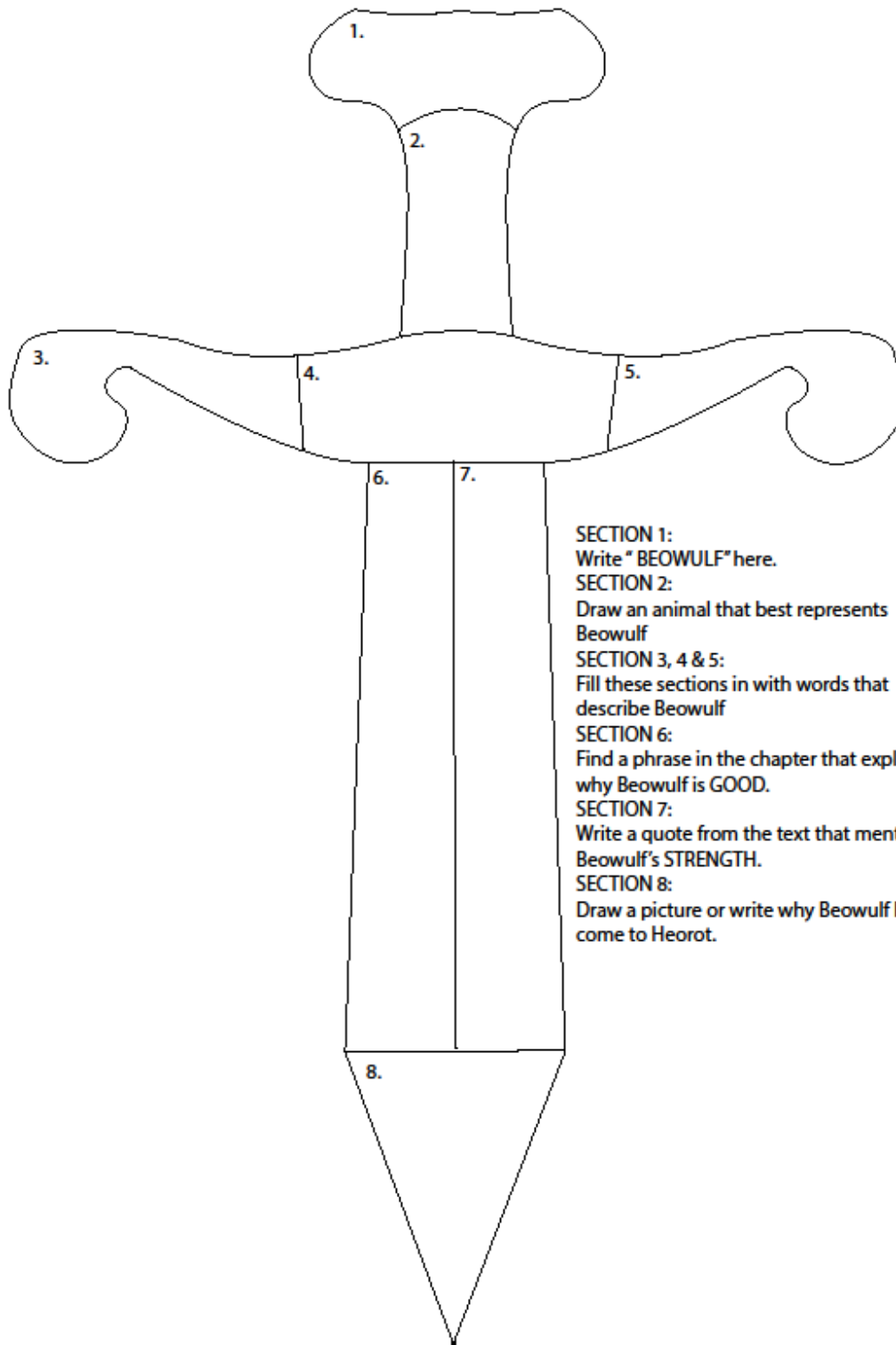
Craft - a boat or ship

Prow - is the forward-most part of a ship that cuts through the water

Indomitable - impossible to subdue or defeat

resigned-having accepted something unpleasant that one cannot do anything about

Shrouded - cover so as to conceal from view



SECTION 1:
Write "BEOWULF" here.
SECTION 2:
Draw an animal that best represents Beowulf
SECTION 3, 4 & 5:
Fill these sections in with words that describe Beowulf
SECTION 6:
Find a phrase in the chapter that explains why Beowulf is GOOD.
SECTION 7:
Write a quote from the text that mentions Beowulf's STRENGTH.
SECTION 8:
Draw a picture or write why Beowulf has come to Heorot.

CHAPTER 4: BEOWULF

LEFT SIDE ACTIVITY

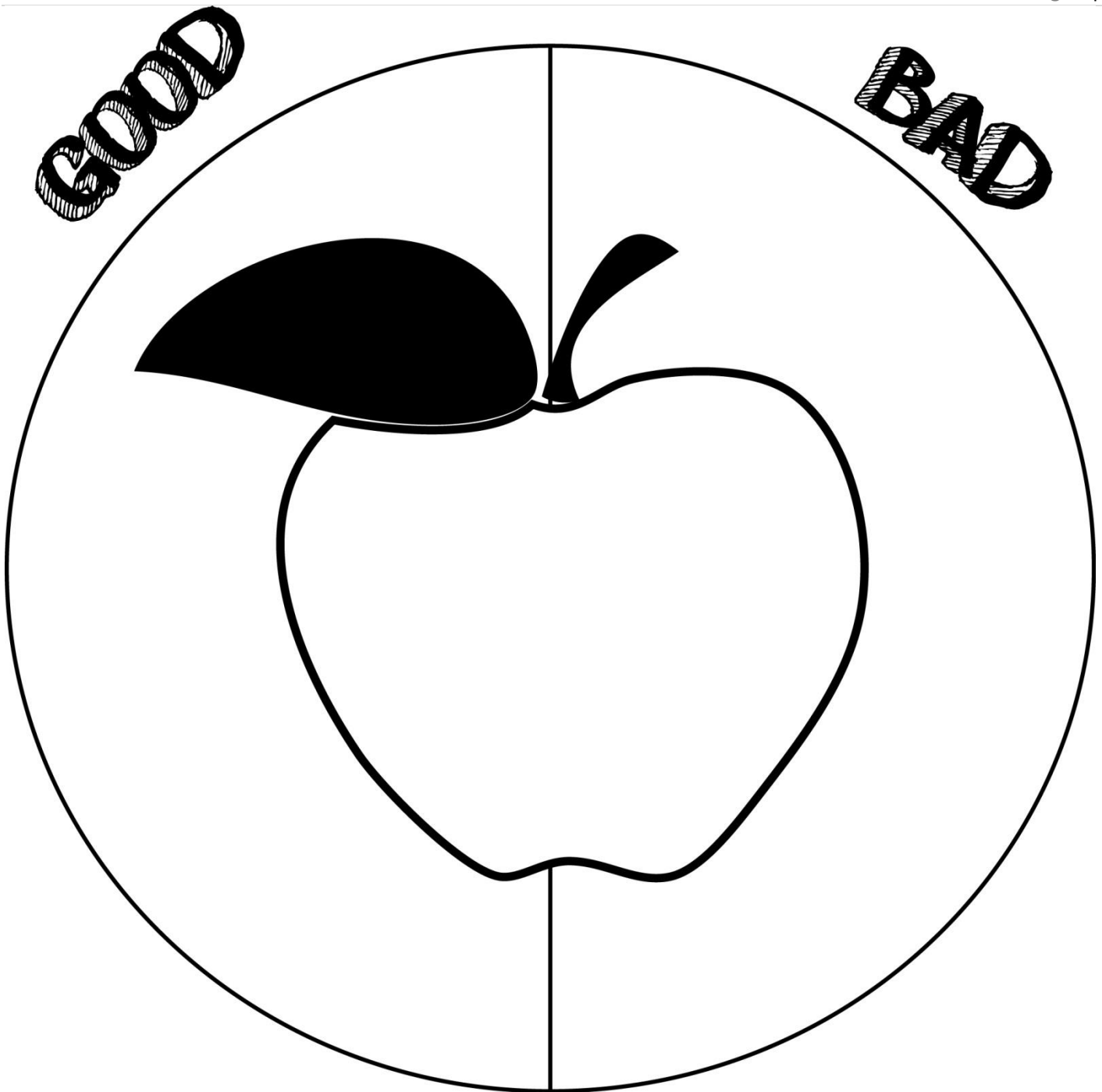
BEOWULF: CHAPTER 5

How has Hrothgar changed from Grendel's attack?

How does Unferth react to Beowulf?

Are the apples good or bad or both? Explain your answer

Is Beowulf good or bad or both? Explain



G1. On the circle outside the apple, use quotes from the text in chapter 5, find and copy down good and bad characteristics of the apple. Find at least three quotes to back up each.

2. Inside of the apple write down phrases where characters argue that good and bad exist together.

LEFT SIDE ACTIVITY

BEOWULF: CHAPTER 6 & 7

How does Beowulf defeat Grendel?

What trophy does Beowulf take from his battle with Grendel and what does he do with it?

Think about the moods of Chapter 6 and Chapter 7 explain each chapter's mood and give an example of how the author generates each chapter's mood from the text.

Chapter 6

Chapter 7

Explain why to Unferth, Grendel was beautiful.

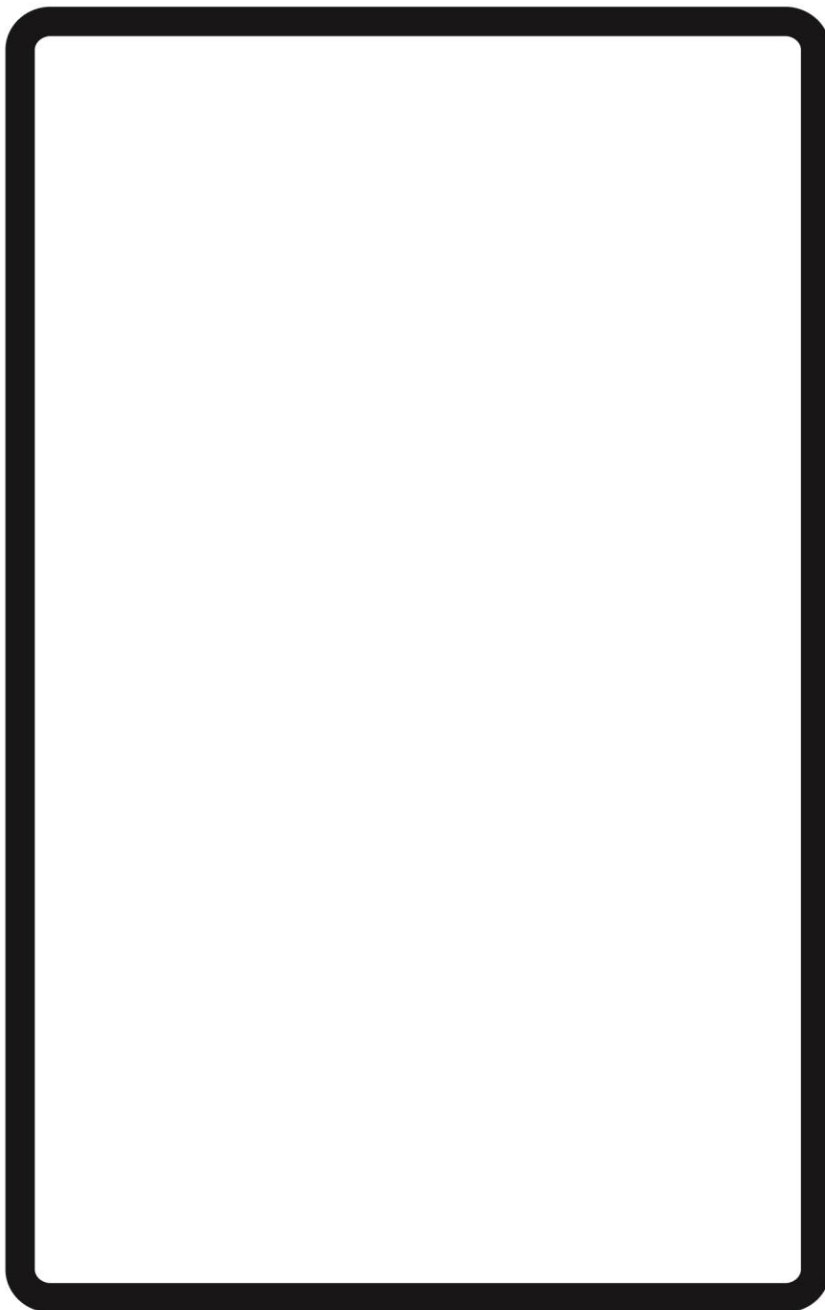
What gifts do Hrothgar and Wealtheow present to Beowulf?

Who were Sigmund and Fitela?

CHAPTER 8: REVENGE

DIRECTIONS:

1. Draw a picture of Grendel's Mother
2. Cut on the dotted lines to create four flaps to the left of your illustration.
3. Glue on the backside of the large rectangle and glue it down to your notebook making sure the flaps are glue free making them lift easily.
4. Write a description from the text about Grendel's mother below each flap on your notebook paper.



DESCRIPTON 1
DESCRIPTON 2
DESCRIPTON 3
DESCRIPTON 4

LEFT SIDE ACTIVITY

UNFERTH: MAN OR MONSTER?

CHAPTER 9

Unferth is a complex character. On the outside, he is just like any other man, but on the inside, he is evil, and takes delight in all things from the dark.

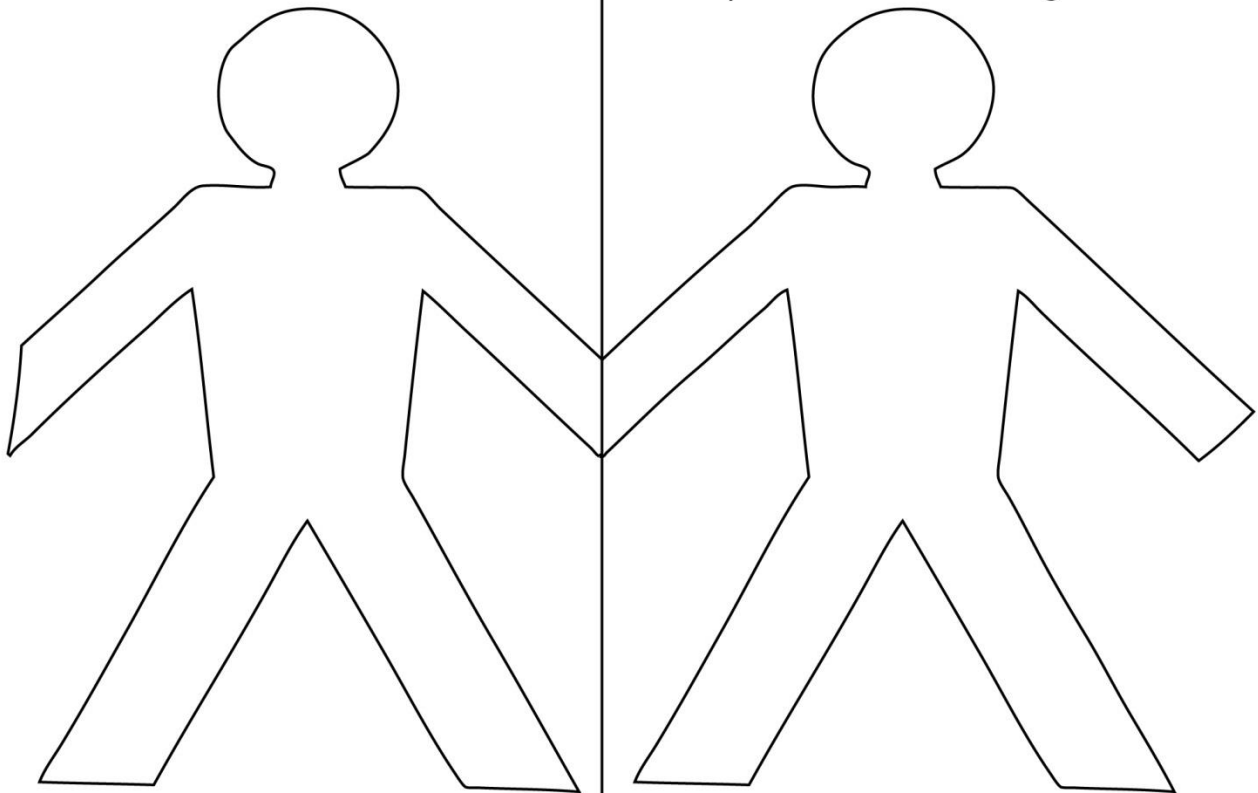
Directions:

UNFERTH'S SKIN

Draw Unferth and his outward appearance. Add a quote that supports how Unferth is very uncomfortable with his manlike state.

UNFERTH'S SOUL

Draw what you believe Unferth looks like on the inside. Add a quote about what he longs for.



QUOTE:

QUOTE:

Below: Write an inference as to what you believe happened to Unferth

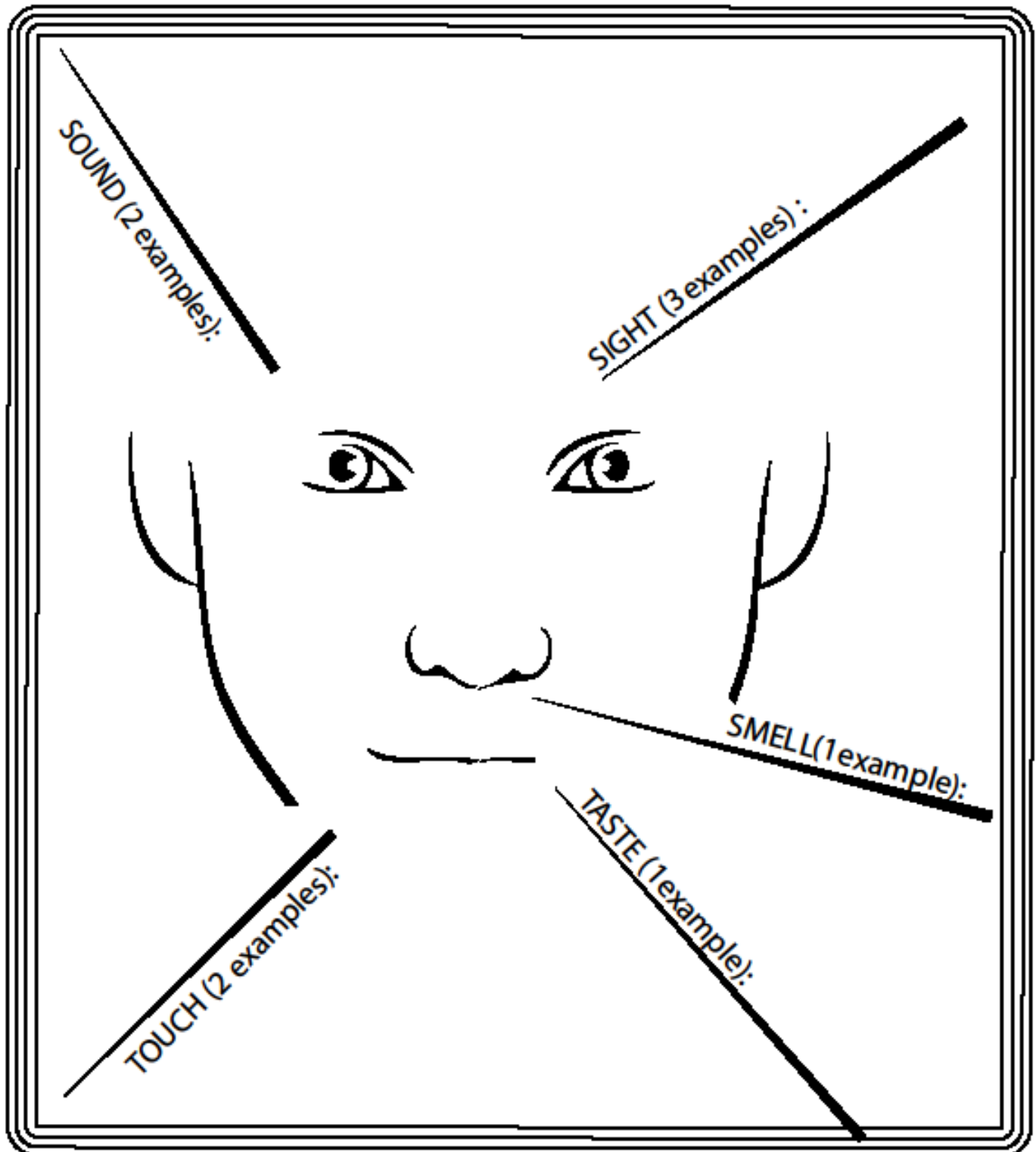
LEFT SIDE ACTIVITY

CHAPTER 10 IMAGERY

Authors utilize imagery to bring a literary work to life. By using descriptive and figurative language, an author can paint a picture in the reader's mind.

Directions:

For each section, find words and phrases from the text in Chapter 10 that appeal to the senses of: SIGHT, SOUND, SMELL and TOUCH. Write down your findings (including page number) from the text in the appropriate section



LEFT SIDE ACTIVITY

Search for text that supports the following about Grendel and his mother. Fill in text evidence for the following columns.

MONSTER	WHAT THEY DID	Physical Features	QUOTES THAT OTHERS SAID ABOUT THEM (include who says what)	WHAT DID BEOWULF USE TO DEFEAT THEM	SPECIFIC CAUSE OF DEATH
GRENDEL					
MOTHER					

BONUS COMPARE AND CONTRAST LESSON: GRENDEL VS MOTHER

BEOWULF: Chapter 11 Grendel's Head

Give a brief summary of what happened in the cave immediately following the death of Grendel's mother.

Think of an example of a sword being used to defeat darkness in another piece of literature. Explain how it is used.

BEOWULF: Chapter 12 & 13

What does the raven flying away have to do with Beowulf's toothache?

disappearing. Hint: A raven is a black bird.

What advice did the coastguard give Beowulf on defeating Grendel?

Why do you think Beowulf kept Wealhtheow's ring?

Explain how mask of bees is symbolic. (pg. 84)

How many times was Beowulf asked to be king? Explain when each time happened and his answer.

VOCABULARY –

Grim – forbidding or uninviting

Bough – a main branch of a tree

Ambush – make a surprise attack on (someone) from a concealed position

Usurper - to seize and hold (a position, office, power, etc.) by force or without legal right

Tawny – of an orange-brown or yellowish-brown color

Asylum – the protection granted by a nation to someone who has left their native country as a political refugee

Pyre - a heap of flammable material used for burning a corpse as part of a funeral ceremony

BEOWULF: Chapter 14-16

Beowulf has aged forty years. How has he changed, what has stayed the same?

VOCABULARY –

Clambered- to climb quickly but awkwardly

Fissure – a small crack in a wall

Infinitely- exceedingly great

Who is Firedrake? What did he do?

Instead of punishing the slave who was responsible for Firedrake's revenge, Beowulf says "No, let him eat honey." Wiglaf explains what Beowulf means by this. What did Wiglaf tell the court?

What character from the past chapters reminds you of Wiglaf? How so?

What's in the glove?

How does Beowulf defeat Firedrake?



CHAPTER 14- 15 ACTIVITY.

DIRECTIONS:

on page ____ in your NOTEBOOKS:

1. Draw the crack in the rock where the Firedrake lives.
2. Cut out the head of the Firedrake and glue in ontop of the crack in the rock you illustrated.

Then write

3. Write down who the dragon was
4. Write if you believe he was good or bad or both and why.



CHAPTER 14- 15 ACTIVITY.

DIRECTIONS:

on page ____ in your NOTEBOOKS:

1. Draw the crack in the rock where the Firedrake lives.
2. Cut out the head of the Firedrake and glue in ontop of the crack in the rock you illustrated.

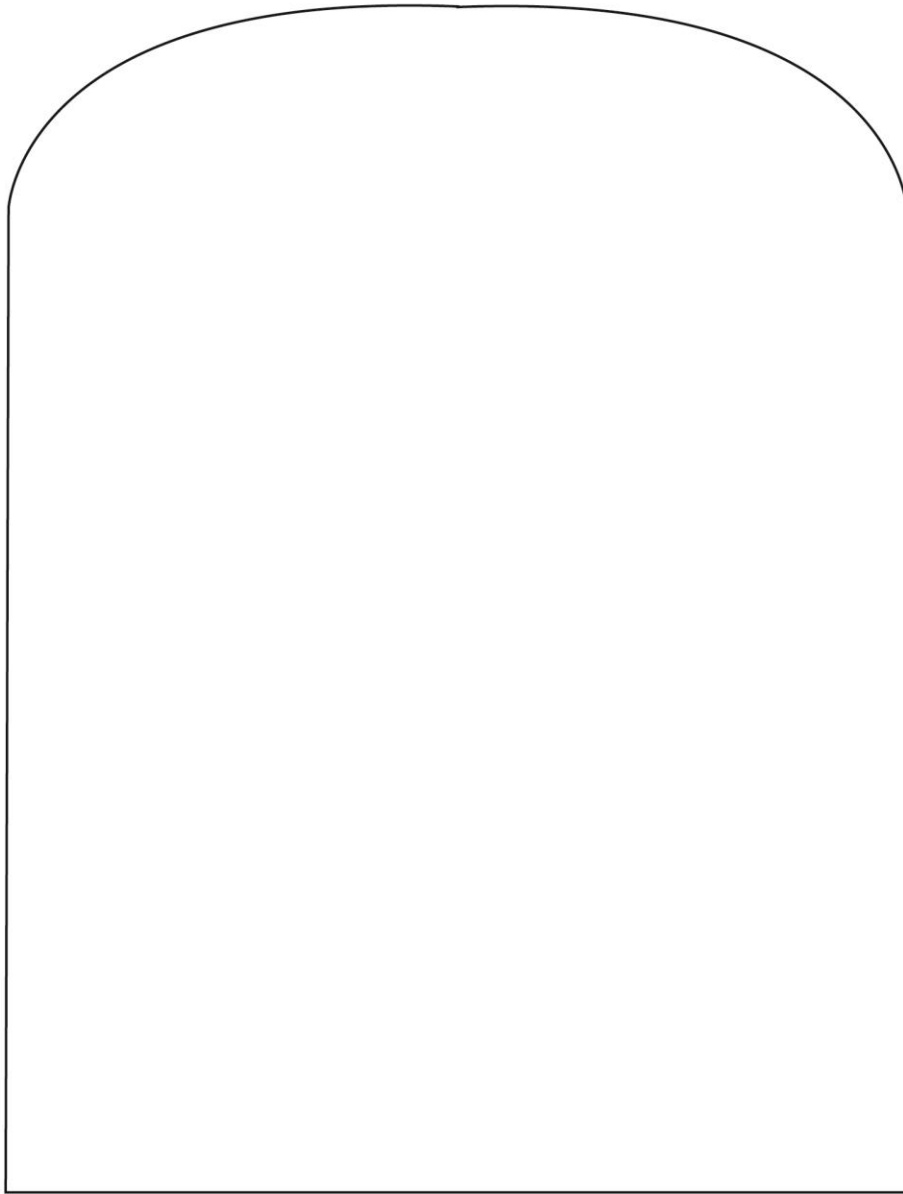
Then write

3. Write down who the dragon was
4. Write if you believe he was good or bad or both and why.

LEFT SIDE ACTIVITY

CHAPTER 16: BEES

A Eulogy for Beowulf



The above is a grave stone marker. Your job is to write Beowulf a Eulogy to honor him and all he did in his life.

YOUR EULOGY SHOULD INCLUDE THE FOLLOWING:

1. Three qualities that made him a hero
2. Share the top events he will be remembered for
3. Something you were inspired by or learned from Beowulf.

LEFT SIDE ACTIVITY

