

the

ANGLO- SAXONS



Objective: Students will analyze and connect historical happenings to the literature of the Anglo-Saxon time period by engaging with an historical overview of language and events by completing a PERSIAN chart.

Unit Essential Question:
How has Anglo-Saxon literature influenced literature today?



Warm-Up: What do you know about the Vikings?

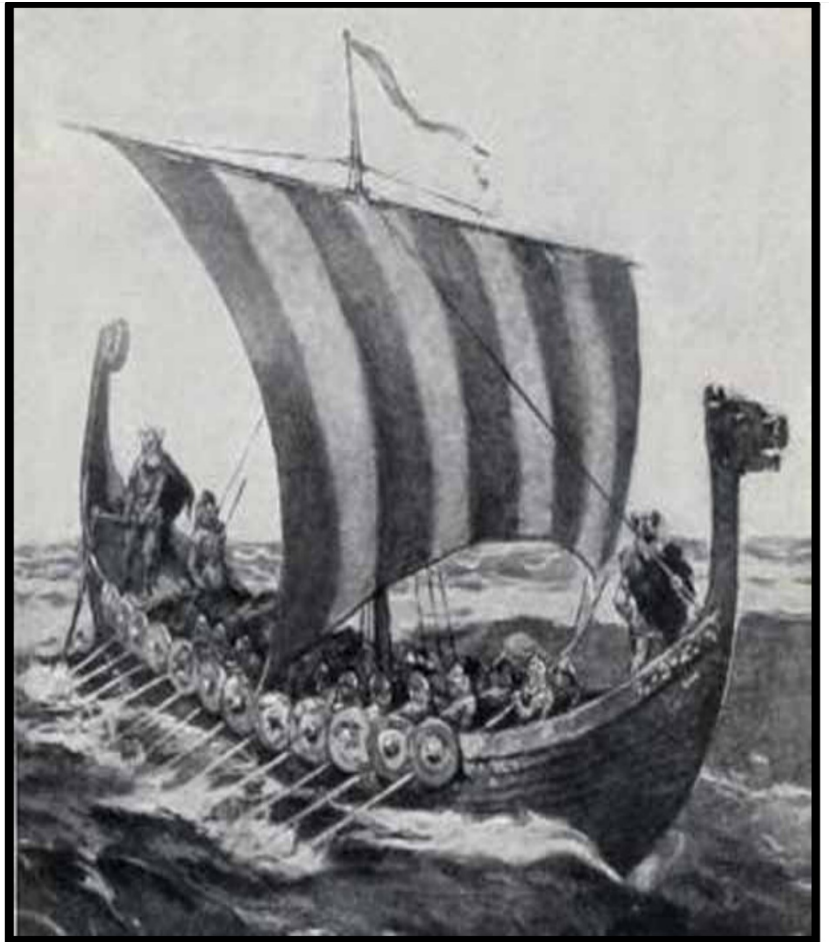
Go back to the Weebly and watch the videos!

- The Anglo Saxon period began in 449
- The first people to inhabit what we now know as Britain were the Britons.
- The Jutes came from Juteland in Denmark were the first people to cross the North Sea.
- They settled in what is now known as the county of Kent.

- Another group of invaders were the Angles and the Saxons
- The Britons were no match for these invaders, but they did not give up without a fight.
- It is said that King Arthur may have been the leader of the Celtic people who were driven into Wales.

These Germanic tribes brought with them a common language.

Old English or Anglo-Saxon. Anglo-Saxon England (Angleland) was said to last until 1066.



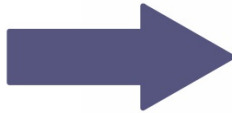


Anglo-Saxon England was divided.
The most important areas were:

-Kent -Northumbria

-Mercia -Wessex

Great Britain today



During the last century of this period the Anglo-Saxons were compelled to organize themselves to resist further invasion from the Vikings or Norsemen whom they called the Danes.

King Alfred of Wessex (871-899) was able to unite his people and to force the Danes to the northeaster half of England.

Alfred the Great



Although the Anglo-Saxons fought among themselves, they had a great deal in common:

They used a common language

They shared a heroic ideal

They had a set of traditional heroes.

They were loyal to their leaders and tribe.

They held a belief of fierce personal valor.

They admired men of outstanding courage.

Persons of rank were received with grave courtesy.

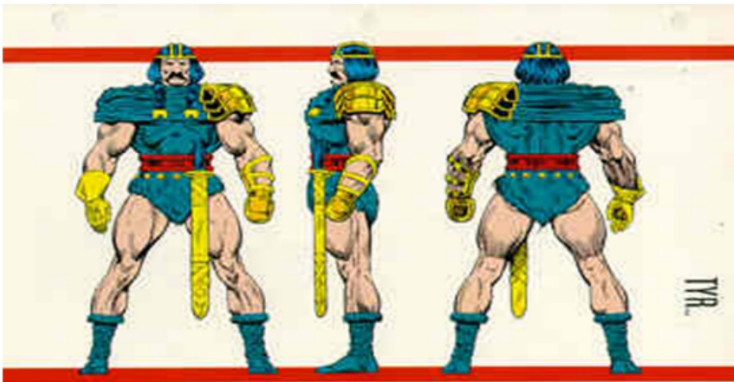
Rulers were generous to those who were loyal

They had a democratic habit of mind.

They were hardy and brave

They had a passion for fine ornaments.

Many basic American traditions in law, conduct, outlook, language and literature are from the Anglo-Saxons. One aspect of Anglo-Saxon civilization that survives today is the names of our weekdays.



Tuesday comes from Tiu, the god of war.



Wednesday comes from Woden, the chief Teutonic god.



Friday comes from Frigga,
the goddess of the home.

Thursday comes from Thor,
the god of thunder.



- Christianity came early to Britain.
- Saint Augustine, a famous missionary, came in 597 and established a monastery at Canterbury.
- He then became the first Archbishop of Canterbury.
- The Archbishops of Canterbury came to be regarded as the “Primates” of England.
- Literature and the Arts began to evolve during this period.
- Anglo-Saxon poetry was an oral tradition.
- Caedmon was considered the first English religious poet.
- An Anglo-Saxon poet was called a scop.
- He was the memory and historian of the tribe.

- The two most important traditions of Anglo-Saxon poetry were the heroic and the elegiac tradition.
- “The Seafarer” is a good example of an elegiac poem.
- The most important single poem from the Anglo-Saxon period is the epic Beowulf.
- The churchmen who wrote verse generally wrote in Latin.
- The earliest prose writers and chroniclers among the Anglo-Saxon churchmen also wrote in Latin.
- The greatest of these was Bede (673-735) who was the author of A History of the English Church and People (731).

- Anglo-Saxon history and prose owe most to the influences of Alfred the Great.
- Alfred promoted the use of written English and was responsible for the initiation of the Anglo-Saxon Chronicles, the first historic record to be kept in English.
- He also formulated a code of law and created the first English “public schools”
- Although the Anglo-Saxon period was sometimes considered a violent period, they made many outstanding contributions to civilization.

Can you figure me out?

Fæder ure þu þe eart on heofonum,
si þin nama gehalgod.
to becume þin rice,
gewurpe ðin willa,
on eorðan swa swa on heofonum.
urne gedæghwamlican hlaf syle us todæg,
and forgyf us ure gyltas,
swa swa we forgyfað urum gyltendum.
and ne gelæd þu us on costnunge,
ac alys us of yfele. soþlice.

Translation of Old English Text

**Father our thou that art in heavens
be thy name hallowed
come thy kingdom
be-done thy will
on earth as in heavens
our daily bread give us today
and forgive us our sins
as we forgive those-who-have-sinned-against-us
and not lead thou us into temptation
but deliver us from evil. truly**

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The Lord's Prayer Words (traditional)

Our Father, which art in heaven,
Hallowed be thy Name.
Thy Kingdom come.
Thy will be done in earth,
As it is in heaven.
Give us this day our daily bread.
And forgive us our trespasses,
As we forgive them that trespass against us.
And lead us not into temptation,
But deliver us from evil.
For thine is the kingdom,
The power, and the glory,
For ever and ever.

Amen.

Questions: What do you notice about these two versions? How do you think we got from there to here? What are the implications of these differences?

Open Anglo-Saxon Intro.

Grab a partner.

You will need to read through these notes and begin to fill in your PERSIAN chart.

Each set of partners will be given a letter. You will be responsible for creating a presentation for your classmates. **Be thorough!**

Once presentations are complete, get the information from the other groups' presentations.

Objective: Students will understand Anglo-Saxon literature through analyzing "The Wife's Lament" and completing critical reading questions and a rhetorical map.

Warm-up:

Talk with your tablemates about your answers to "The Wife's Lament".

Archetype -

a pattern that is repeated across cultures and is repeated through the ages.

can be characters, plot, images, setting, themes

kennings -

In Anglo-Saxon poetry, a metaphorical phrase or compound word used to name a person, place, thing, or event indirectly

Ex: dime piece=

couch potato=

Pause: Complete the Kenning activity and submit it on the weebly.

Alliteration -

repetition of a consonant sound

Ex: He held the high seat.

Caesura -

a pause or break within a line of poetry

Ex: aged from earth; he is honored still

Epic Poem-

a long narrative poem on a serious subject that traces the adventures of a hero

Ex: Illiad, Odyssey, and Beowulf!

Terminology worth knowing... very well

wyrd- represents one's fate

wiergeld- man price

lof- idea that fame survives death

bards/scops- people that recite stories orally

Brainstorm: What do you think these words mean?

Lament:

Elegy:

Lament:

- 1. mourn aloud**
- 2. to express sorrow or regret**

Elegy:

a sad poem dedicated to someone that died or has gone away

Next Steps [**All Handouts are on the Weebly**]:

1. Grab a partner, read and annotate "The Wife's Lament"
2. Open and answer the "Wife's Lament" critical reading questions
3. Once finished, click on the WL? button.
 - Transfer your answer into the form.
4. While Mrs. Huntley is reviewing your answers, begin on your rhetorical map.
5. Once your rhetorical map is finished, submit it at the Turn It In site.
6. Log into Edmodo and take your quiz.

MIDPOINT CHECK

Objective: Students will analyze "The Seafarer" focusing on authenticity, audience and tone by completing critical reading questions and a rhetorical map.

Warm-up: How do you think the male's responded to society through literature?

Steps [Text/Handouts on the Weebly]:

1. Grab a partner, read and annotate "The Seafarer"
2. Open and answer "The Seafarer" critical reading questions.
3. Once finished, click on The Seafarer?s button
-Transfer your answer into the form.
4. While Mrs. Huntley is reviewing your answers, begin working on your rhetorical map.
5. Once your rhetorical map is finished, submit it at the Turn It In site.
6. After completing all sections, take your quiz through Edmodo.

Objective:

Students will evaluate the effectiveness and authenticity of the speakers by writing a comparative essay on "The Wife's Lament" and "The Seafarer."

Grab a different partner:

Essay Topic:

Using "The Wife's Lament" and "The Seafarer," evaluate the effectiveness of the speaker and your expectations of them within their society. How do they effectively navigate the expected traditions and cultures while balancing their genders and personal lives? Using the rhetorical maps and evidence from the text, defend the speaker's credibility and how it has been affected or has affected society.

Your rubric is on the weebly. Please check its requirements against your paper. Please turn it in at the Turn It In site.

Final Exam time...