**The Anglo-Saxon Period**

Our expectations for you as a reader:

Choose **one** of the following Focus Themes/ Focus Topics and locate text evidence in support of it every time that you read for this class in this unit. Jot down the text evidence or place a star next to it – whatever works for you. If you do this as we read, you will save yourself a lot of time.

1. The effect of archetypal patterns on remembering exciting scenes

* Archetypal patterns are characters or basic plot devices that appear repeatedly in various forms throughout different narratives represented in literature.
* Examples: hero vs. villain (good vs. evil), the journey, etc.
* Analyze how archetypes make a scene memorable.

1. The effect of setting on a conflict

* Think about how the setting is created – why does it matter? What is the effect?
* Analyze how settings influence the outcome of conflicts.

1. The effect of setting on the mood of a scene

* Mood – the feelings the work evokes in the reader
* Analyze how settings influence how readers feel.

1. The effect of diction in creating a more memorable scene

* Diction – word choice
* Analyze how word choice make scenes memorable.

1. The lack of character trait(s) in making a complete character

* What is missing? What do you think is necessary to make the character whole?
* Analyze what traits are missing from a character that would make them more whole.

1. The presence of character traits in making a complete character

* How is the character created? What traits are present?
* Analyze what traits are present that make the character whole.

1. The role of female characters and its effect on the scene

* Identify and examine the female character.
* Is she effective?
* Analyze what a female character brings to scenes.

**Daily reading**: Any time that you read *Beowulf* (a story about heroes and villains) or an elegy (a poem about the loss of someone or something), you are to read and find text evidence that supports your choice of any one of the focus themes / focus topics that are listed above. Any time you are given a reading assignment, you are to annotate that day’s or night’s reading, and within the annotations, you are to analyze any text evidence that supports your choice of the focus themes/ focus topics that you are following throughout the reading. At any time, you may change your focus for the reading and pick another topic.

**Quizzes**: Quizzes and discussions will come from these annotations. Be prepared to discuss your ideas in class and listen to other students’ discussions on similar or different focus themes or focus topics. You should be able to answer how the text evidence supports your choice of theme or topic.

**Test**: The test on Anglo-Saxons will be a multi-media culminating project that you may work on with a partner. The test could be any ONE of the following options: a Power Point, a video, a Prezi, an interview, etc.

**The focus of the test**: You and your partner will create a claim based on one of the focus themes or focus topics that you have been finding text evidence for during your reading. Within the multi-media presentation of your choice, you will state the claim (which was a focus theme or focus topic) and present the strongest text evidence from your reading that supports the claim. After presenting the text evidence, you will analyze how that text evidence supports your claim. There will be a minimum number of text evidence examples and a minimum time limit with other criteria at a later date on a rubric.

In essence, you are presenting a multi-media version of an essay.

**Partners:** If you plan to work with a partner, you need to be able to stay in contact with him or her during your reading so that you all are agreeing on which focus to take and which text evidence works best.