

# World History and Literature

High School  
Bible, History, and English

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## My Father's World

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Published by  
**My Father's World®**  
PO Box 2140, Rolla, MO 65402  
(573) 426-4600 info@mfwbooks.com  
www.mfwbooks.com  
February 2011

# *World History and Literature*

## Lesson Overview

	<u>History</u>	<u>Bible</u>	<u>English</u>
<i>Week 1</i>	Ancient Rome	Mark	<i>Julius Caesar</i>
<i>Week 2</i>		Prophecies of Jesus	<i>Julius Caesar</i> Playwriting
<i>Week 3</i>		Names of the New Testament Books	Research Paper
<i>Week 4</i>		Luke	Research Paper
<i>Week 5</i>		Luke, Acts	Research Paper
<i>Week 6</i>		Acts, Philippians	Research Paper
<i>Week 7</i>		<i>More Than a Carpenter</i>	Research Paper
<i>Week 8</i>		Romans	Research Paper
<i>Week 9</i>	The Middle Ages	Romans, 1 Corinthians	Research Paper
<i>Week 10</i>		1 Corinthians	Research Paper
<i>Week 11</i>		1 and 2 Corinthians	<i>Beowulf</i> Essay of Argumentation
<i>Week 12</i>	The Crusades	2 Corinthians, Colossians	<i>Everyman</i> <i>The Canterbury Tales</i> (excerpt) Editorial
<i>Week 13</i>	The Renaissance	1 and 2 Thessalonians, Titus	Medieval/Renaissance Authors
<i>Week 14</i>		Titus, Philemon, Hebrews	Renaissance Authors Poems
<i>Week 15</i>	The Reformation	Hebrews, James	<i>Practicing His Presence</i> Letter to the Editor
<i>Week 16</i>	The Age of Exploration	James, 1 and 2 Peter	<i>Pilgrim's Progress</i>

<b>Week 17</b>		Matthew	<i>Pilgrim's Progress</i> Letter to the Author
<b>Week 18</b>	The Enlightenment – The Age of Reason	Matthew	Enlightenment Authors Personal Essay
<b>Week 19</b>		Matthew	<i>A Tale of Two Cities</i>
<b>Week 20</b>		Matthew	<i>A Tale of Two Cities</i> Speech
<b>Week 21</b>		Galatians, Ephesians	<i>Pride and Prejudice</i> Characters
<b>Week 22</b>		<i>Experiencing God</i>	<i>Pride and Prejudice</i> Characters
<b>Week 23</b>		<i>Experiencing God</i>	<i>Pride and Prejudice</i> Characters
<b>Week 24</b>		<i>Experiencing God</i>	<i>Silas Marner</i> Essay
<b>Week 25</b>		<i>Experiencing God</i>	<i>Silas Marner</i> Writing Questions
<b>Week 26</b>	Africa	<i>Experiencing God</i>	<i>Cry, the Beloved Country</i> Plot Summary
<b>Week 27</b>	Asia	<i>Experiencing God</i>	<i>Cry, the Beloved Country</i> Plot Summary
<b>Week 28</b>	Latin America	<i>Experiencing God</i>	<i>Hudson Taylor's Spiritual Secret</i> Various Topics
<b>Week 29</b>		<i>Experiencing God</i>	<i>Hudson Taylor's Spiritual Secret</i>
<b>Week 30</b>	World Wars I and II	<i>Experiencing God</i>	<i>The Hiding Place</i>
<b>Week 31</b>		John	<i>The Hiding Place</i> Interview
<b>Week 32</b>	The Cold War	John	<i>Animal Farm</i> Literary Terms
<b>Week 33</b>		1 and 2 Timothy	<i>Animal Farm</i> Literary Analysis

<b><i>Week 34</i></b>	1, 2, 3 John, Jude, Revelation	<i>In His Steps</i> Essay on Current Issues
<b><i>Week 35</i></b>	Revelation	<i>In His Steps</i> Cause-Effect Essay
<b><i>Week 36</i></b>	Revelation	<i>In His Steps</i> Business Letter and Résumé

## ***World History and Literature***

*Daily Lesson Plans* (purchase one per student or photocopy for siblings)

### **Bible**

*The Holy Bible* (not included)  
*Heroes of the Faith*  
*Church History in Plain Language*  
*More Than a Carpenter*  
*Christianity, Cults & Religions*  
*Four Views of the End Times*  
*Experiencing God: Youth Edition* (purchase one per student; one for each parent also recommended)

### **English**

*Julius Caesar* (Shakespeare Made Easy: Modern English Version Side-by-Side with Full Original Text)  
*Writers INC* (© 2006)  
*Beowulf* (translated by Seamus Heaney)  
*British Literature*  
*Teacher Guide for British Literature*  
*Practicing His Presence* (Brother Lawrence and Frank Laubach)  
*The Pilgrim's Progress in Modern English*  
*A Tale of Two Cities* (abridged edition)  
*Silas Marner*  
*Pride and Prejudice*  
*Cry, the Beloved Country*  
*Hudson Taylor's Spiritual Secret*  
*The Hiding Place*  
*Animal Farm*  
*In His Steps*

### **History**

*Timeline Figures*—Resurrection to Revolution; Napoleon to Now (photocopy for siblings)  
*World History Timeline Book* (purchase one per student)  
*History of the World* (My Father's World Edition)

Books from *Ancient History and Literature* (required but not included):

*Exploring World History* (Notgrass)  
*Exploring World History Quiz and Exam Book*  
*World History Map Activities*  
*Rand McNally Historical Atlas of the World*

Books from *Ancient History and Literature* (recommended but not required):

*Encyclopedia of the Ancient World*

Welcome to an exciting year! We hope and pray that you will understand history and the Bible in a new way, and that God's kingdom will be affected by what you learn this year.

*World History and Literature* is a one-year curriculum for high school that integrates history, English, and Bible. You will need to add science, math, and electives such as foreign language.

Lesson plans are written to the student for parent-guided independent work. On Fridays, the student and the parent/teacher have a conference to discuss the week's topics and review completed work.

**Evaluation of student work:** Parents assign grades for coursework based on informal discussions, essays for English and history, and daily written questions and quizzes for history. *World History and Literature* does not have formal tests for Bible or literature.

**If you have more than one student in high school:** Students may share most of the books in this program—this will involve establishing a workable time schedule for when each student may use each book, since the books are used for individual (not group) work. For specific details, refer to the book list on the preceding page. Lesson plans are designed to be written in by the student as a record of the school year; you may photocopy the plans for additional students in your family.



## **World History and Literature:**

### **Bible and History**

- Read the entire New Testament as well as challenging books such as *More Than a Carpenter* and *Experiencing God: Youth Edition*. Compare the basic beliefs of Christianity to other religions.
- Study world history from Rome to modern times. Church history is integrated with the history studies. Includes reading with comprehension questions, unit quizzes, and map work. Students also create a detailed timeline.
- Participate in service projects chosen and/or developed by the student and the parent/teacher.

### **English**

- Learn how to write a research paper with detailed, step-by-step instructions.
- Enjoy and analyze (from a Christian perspective) literature written during or about historical periods being studied. This includes *The Holy Bible*, *Julius Caesar*, *Beowulf*, *Pilgrim's Progress*, *A Tale of Two Cities*, *Pride and Prejudice*, *Silas Marner*, *The Hiding Place*, excerpts from British literature, and other books.
- Develop composition skills by writing essays on history-related topics.

### **Other subjects to add:**

(For more information, see the high school section at [www.mfwbooks.com](http://www.mfwbooks.com).)

### **Math and Science**

- Saxon math with DIVE CDs, Jacobs Geometry, and Apologia science are recommended.

### **Foreign Language and Other Electives**

- Rosetta Stone is recommended for foreign language.
- Driver's Education
- Introduction to Logic (see appendix)
- Fine Arts (see appendix)

We also encourage you to read *College Without Compromise*, available from My Father's World. Subtitled *An Encouraging Guide to Starting Early, Finishing Economically, and Protecting Your Homeschool Vision*, this book provides both vision and practical plans. Includes financial issues, credit by examination, dual enrollment, distance learning, and independent study colleges. Highly recommended for families with junior high or senior high students.

## Assigning Credits

We recommend giving three full-year credits for completing all assigned work in *World History and Literature*:

1 credit – Bible (“New Testament/Church History”)

1 credit – History (“World History”)

1 credit – English (“World Literature and Composition” or “\_\_\_th Grade English”—insert correct grade)

You may also give  $\frac{1}{4}$  credit Geography for completion of all maps assigned this year.

You will need to be aware of your state laws as well as expectations of colleges or universities you plan to attend, and adjust our recommendations as needed.

## State Requirements

You will need to research the requirements in your state for high school graduation. Be sure that you plan ahead so that you will meet all requirements by your projected graduation date.

## College Requirements

As you plan your four years of high school, it is important to be aware of college admissions requirements. Even if you are unsure of your future plans, we recommend following a college-prep program so that you have more options at the end of high school.

Colleges and universities vary in what they require for admission. We have listed some examples below. Also look at the admissions requirements for schools you might possibly attend. To be a strong applicant, aim beyond a school’s minimum requirements (i.e., if you are interested in pre-med and a school requires 3-4 years of science, you will be a stronger candidate if you complete 4 or more years). The information below may have been updated since this manual was printed; more complete information is available on each school’s Web site.

### Wheaton College

4 units – English

3-4 units – Mathematics

3-4 units – Science

3-4 units – Social Studies

2-3 units – One Foreign Language

*Add electives to total a minimum of 18 units. Health, P.E., choir, driver’s education, etc. do not count toward these 18 units.*

### Harvard

4 units – English

4 units – Mathematics

4 units – Science

3 units – History

4 units – One Foreign Language

*“There is no single academic path we expect all students to follow, but the strongest applicants take the most rigorous secondary school curricula available to them.”*

### University of Minnesota

4 units – English

4 units – Mathematics (3 units for some majors)

3 units – Science

3 units – History

2 units – One Foreign Language

1 unit – Fine Arts (highly recommended)

# High School Coursework – Tentative Plan

(revise and update yearly)

9 <sup>th</sup> Grade	Credits
Bible:	
English:	
History:	
Math:	
Science:	
Foreign Language:	
Electives:	

10 <sup>th</sup> Grade	Credits
Bible:	
English:	
History:	
Math:	
Science:	
Foreign Language:	
Electives:	

11 <sup>th</sup> Grade	Credits
Bible:	
English:	
History:	
Math:	
Science:	
Foreign Language:	
Electives:	

12 <sup>th</sup> Grade	Credits
Bible:	
English:	
History:	
Math:	
Science:	
Foreign Language:	
Electives:	

## Grade Sheets

The following are suggestions of possible ways to calculate course grades. Modify as needed.

### Bible Grade

\_\_\_\_\_ Week 2      Prophecy Charts (10%)

\_\_\_\_\_ Week 3      Memorize Names of New Testament Books (10%)

\_\_\_\_\_ Effort, completion of work, demonstration of higher level thinking in discussions with the parent/teacher, etc. The service project is included in this grade. (80%)

### History Grade

\_\_\_\_\_ Timeline Book—accuracy, overall presentation, and effort (30%)

\_\_\_\_\_ Review Questions from *Exploring World History*—effort and/or percent correct (10%)

\_\_\_\_\_ Quizzes from *Exploring World History*—(60%)

\_\_\_\_\_ Week 4      Unit 10

\_\_\_\_\_ Week 5      Unit 11

\_\_\_\_\_ Week 6      Unit 12

\_\_\_\_\_ Week 9      Unit 13

\_\_\_\_\_ Week 11     Unit 14

\_\_\_\_\_ Week 12     Unit 15

\_\_\_\_\_ Week 14     Unit 16

\_\_\_\_\_ Week 16     Unit 17

\_\_\_\_\_ Week 17     Unit 18

\_\_\_\_\_ Week 19     Unit 19

\_\_\_\_\_ Week 21     Unit 20

\_\_\_\_\_ Week 22     Unit 21

\_\_\_\_\_ Week 24     Unit 22

\_\_\_\_\_ Week 25     Unit 23

\_\_\_\_\_ Week 27     Unit 24

_____	Week 28	Unit 25
_____	Week 29	Unit 26
_____	Week 32	Unit 27
_____	Week 33	Unit 28
_____	Week 35	Unit 29
_____	Week 36	Unit 30

### **Geography Grade**

You may earn  $\frac{1}{4}$  credit if you complete all of the maps this year.

\_\_\_\_\_ Maps—accuracy, overall presentation, and effort

_____	Week 4	Ancient Rome
_____	Week 8	Barbarian Invasions of Rome
_____	Week 9	Europe in Charlemagne's Time
_____	Week 10	The Rise of Islam
_____	Week 12	The Crusades
_____	Week 16	Latin America: The Indian Cultures
_____	Week 16	Latin America: The Colonies
_____	Week 21	Napoleonic Europe, 1812
_____	Week 21	Europe, 1815
_____	Week 22	Reunification of Italy
_____	Week 22	Unification of Germany
_____	Week 26	Africa's Cultures Before European Contact
_____	Week 26	African Colonies, 1914
_____	Week 26	Africa: The Independent States (Modern Africa)
_____	Week 27	Modern Asia
_____	Week 28	Latin America: The Independent Nations (Modern Latin and South America)
_____	Week 30	Europe, 1914: The First World War
_____	Week 31	The Second World War: Europe and North Africa

_____	Week 31	The Second World War: Asian and Pacific Theater
_____	Week 32	The Korean War
_____	Week 32	The Vietnam War
_____	Week 33	Europe (Modern)
_____	Week 34	The Modern Middle East
_____	Week 35	North America (Modern)

## **English Grade**

\_\_\_\_\_ Research Paper (30%)

\_\_\_\_\_ Writing Assignments (60%)

_____	Week 2	Play ( <i>Julius Caesar</i> )
_____	Week 11	Essay of Argumentation ( <i>Beowulf</i> )
_____	Week 12	Editorial (The Crusades)
_____	Week 14	Poems
_____	Week 15	Letter to the Editor (Martin Luther)
_____	Week 17	Letter to the Author ( <i>Pilgrim's Progress</i> )
_____	Week 18	Personal Essay (Matthew)
_____	Week 20	Speech (The French Revolution)
_____	Week 23	Characters ( <i>Pride and Prejudice</i> )
_____	Week 24	Essay on Marriage
_____	Week 25	Quiz Questions ( <i>Silas Marner</i> )
_____	Week 27	Plot Summary ( <i>Cry, the Beloved Country</i> )
_____	Week 28	Choice of Topics
_____	Week 31	Interview
_____	Week 33	Literary Analysis ( <i>Animal Farm</i> )
_____	Week 34	Essay on Current Issues
_____	Week 35	Cause-Effect Essay

\_\_\_\_\_ Week 36 Business Letter and Résumé

\_\_\_\_\_ Daily Work—effort, completion of daily work, participation in discussions with parent/teacher, etc. (10%)

## Week 10

<input type="checkbox"/> M	<input type="checkbox"/> T	<input type="checkbox"/> W	<input type="checkbox"/> TH	<input type="checkbox"/> F
<i>Church History in Plain Language #14</i> <input type="checkbox"/> p132 Peter as “Pontifex Maximus”		<i>Church History in Plain Language #15</i> <input type="checkbox"/> p141 Somewhere Between Heaven and Earth		
<i>Christianity, Cults &amp; Religions</i> <input type="checkbox"/> p1-2 Christianity, Cults & Religions and Biblical Christianity	<i>Christianity, Cults &amp; Religions</i> <input type="checkbox"/> Islam (see notes)	<i>Christianity, Cults &amp; Religions</i> <input type="checkbox"/> Judaism (read, think, pray)	<i>Christianity, Cults &amp; Religions</i> <input type="checkbox"/> Hinduism, Hare Krishna, Transcendental Meditation (read, think, pray)	<i>Christianity, Cults &amp; Religions</i> <input type="checkbox"/> Buddhism, Baha’i (read, think, pray)
<b>Bible</b> <input type="checkbox"/> 1 Corinthians 5-6	<b>Bible</b> <input type="checkbox"/> 1 Corinthians 7-8	<b>Bible</b> <input type="checkbox"/> 1 Corinthians 9-10	<b>Bible</b> <input type="checkbox"/> 1 Corinthians 11-12	<b>Bible</b> <input type="checkbox"/> 1 Corinthians 13-14
		<i>Heroes of the Faith</i> <input type="checkbox"/> p65 King Alfred; p69 King Wenceslaus	<i>Heroes of the Faith</i> <input type="checkbox"/> p63 Cyril and Methodius; p71 Olga and Vladimir	
<i>Exploring World History #67</i> <input type="checkbox"/> p383 Rise of Islam <input type="checkbox"/> Bible Study Question and Grammar Point <input type="checkbox"/> Review Questions <i>In Their Words</i> <input type="checkbox"/> p35 Christian, Dost Thou See Them?	<b>History</b> (due today) <input type="checkbox"/> Write a letter to an imaginary friend who attended a Christian church for several years but is now considering becoming a Muslim. How will you share God’s truth with him?	<i>Exploring World History #68</i> <input type="checkbox"/> p389 Alfred the Great <input type="checkbox"/> Bible Study Question and Grammar Point <input type="checkbox"/> Review Questions <i>In Their Words</i> <input type="checkbox"/> p41 O God, Our Maker, Throned on High	<i>Exploring World History #69</i> <input type="checkbox"/> p392 Everyday Life Among the Vikings <input type="checkbox"/> Bible Study Question and Grammar Point <input type="checkbox"/> Review Questions	<b>Service Project</b> <input type="checkbox"/>
<i>World History Map Activities</i> <input type="checkbox"/> p29-32 The Rise of Islam (see notes)	<b>Timeline</b> <input type="checkbox"/> pages 9-10R (see notes)			
<i>History of the World—400-800</i> <input type="checkbox"/> p81-85 Asia	<i>History of the World—800-1000</i> <input type="checkbox"/> p96-97 The World; p103 Europe	<i>History of the World—800-1000</i> <input type="checkbox"/> p104-106 Europe	<i>History of the World—800-1000</i> <input type="checkbox"/> p107-108 Americas; p100-102 Africa, Asia	
<b>Literature</b>	<b>Literature</b>	<b>Literature</b>	<b>Literature</b>	
<b>Research Paper</b> <input type="checkbox"/> with parent/teacher: <i>Writers INC</i> p272 #1 Checking for Accuracy <input type="checkbox"/> edit your paper for accuracy	<b>Research Paper</b> <input type="checkbox"/> with parent/teacher: <i>Writers INC</i> p272 #2-4 MLA Documentation Style		<b>Research Paper</b> <input type="checkbox"/> final paper is due (see notes)	
<b>Math</b> <input type="checkbox"/>	<b>Math</b> <input type="checkbox"/>	<b>Math</b> <input type="checkbox"/>	<b>Math</b> <input type="checkbox"/>	<b>Math</b> <input type="checkbox"/>
<b>Science</b> <input type="checkbox"/>	<b>Science</b> <input type="checkbox"/>	<b>Science</b> <input type="checkbox"/>	<b>Science</b> <input type="checkbox"/>	
<b>Foreign Language</b> <input type="checkbox"/>	<b>Foreign Language</b> <input type="checkbox"/>	<b>Foreign Language</b> <input type="checkbox"/>	<b>Foreign Language</b> <input type="checkbox"/>	<b>Foreign Language</b> <input type="checkbox"/>
				<b>Parent/Teacher Conference</b> <input type="checkbox"/>

## Week 10 Notes

### Monday

#### **World History Map Activities**

Read the information on pages 29-30 before beginning the map.

To complete the map, use the large map on pages 26-27 in *Historical Atlas of the World*. You will also use *History of the World* for some answers.

Special instructions:

Question 1: Refer to pages 108-109 which have latitude and longitude lines drawn at 15° intervals.

Question 3: Hint: Tours is in France.

Question 4: Refer to the map on page 82 in *History of the World*. You will need to draw the boundaries.

Question 5: Refer to the map on page 82 in *History of the World*.

Question 6: Don't shade the area; instead write "Byzantine Empire" in the general area.

Question 7: Omit.

Question 8: The Danube River is the river on your map that empties into the Black Sea.

Questions 9-10: Omit.

Question 11: Label Persia just above the Persian Gulf. Label Spain in the approximate area of present day Spain. (See page 109, *Historical Atlas of the World*, if needed.)

### Tuesday

#### **Christianity, Cults & Religions**

Read the section "Islam." As you read, think of how Islam compares to Christianity. Pray for people who believe in Islam. Follow these steps (read, think, pray) all week for each section that you read. You will use this pamphlet again later this year.

#### **Timeline**

Page 9, omit Pope Nicholas I, Empress Irene, William the Pious, and Henry the Fowler.

Page 10, omit Canute, Rollo Dunstan, and Hugh Capet.

### Thursday

#### **Research Paper**

Use the assessment rubric in *Writers INC*, page 308. Also consider the following:

- length (5-10 pages, not including the title page, outline, or works-cited page)
- whether the paper was submitted by the due date
- note cards (required)
- sources (of those cited, at least two must be non-Internet)

## Week 11

<input type="checkbox"/> M	<input type="checkbox"/> T	<input type="checkbox"/> W	<input type="checkbox"/> TH	<input type="checkbox"/> F
<i>Church History in Plain Language #16</i> <input type="checkbox"/> p152 Bending the Necks of Victors	<i>Church History in Plain Language #17</i> <input type="checkbox"/> p163 God's Consul	<i>Church History in Plain Language #18</i> <input type="checkbox"/> p173 The Search for Unity		
<b>Bible</b> <input type="checkbox"/> 1 Corinthians 15-16	<b>Bible</b> <input type="checkbox"/> 2 Corinthians 1-2	<b>Bible</b> <input type="checkbox"/> 2 Corinthians 3-4	<b>Bible</b> <input type="checkbox"/> 2 Corinthians 5-6	<b>Bible</b> <input type="checkbox"/> 2 Corinthians 7-8
<i>Heroes of the Faith</i> <input type="checkbox"/> p45 Patrick of Ireland; p51 Columba; p53 (optional) Isidore of Seville	<i>Heroes of the Faith</i> <input type="checkbox"/> p73 Anselm of Aosta	<i>Heroes of the Faith</i> <input type="checkbox"/> p77 Bernard of Clairvaux	<i>Heroes of the Faith</i> <input type="checkbox"/> p81 Peter Waldo	<i>Heroes of the Faith</i> <input type="checkbox"/> p85 Clare of Assisi
<i>Exploring World History #70</i> <input type="checkbox"/> p395 Bible Study: Methods and Motives in Evangelism <input type="checkbox"/> Review Questions <i>In Their Words</i> <input type="checkbox"/> p40 "A Hymn of Glory Let Us Sing" by Bede  <input type="checkbox"/> Unit 14 Quiz	<i>Exploring World History #71</i> <input type="checkbox"/> p399; p401 A Changing World <input type="checkbox"/> Bible Study Question and Grammar Point <input type="checkbox"/> Review Questions <i>In Their Words</i> <input type="checkbox"/> p44-49 Magna Carta	<i>Exploring World History #72</i> <input type="checkbox"/> p409 Everyday Life in the Middle Ages <input type="checkbox"/> Bible Study Question and Grammar Point <input type="checkbox"/> Review Questions <i>In Their Words</i> <input type="checkbox"/> p42-43 O Sacred Head, Now Wounded		<b>Service Project</b> <input type="checkbox"/>
			<b>Timeline</b> <input type="checkbox"/> pages 11-12R (see notes)	
	<i>History of the World—1000-1200</i> <input type="checkbox"/> p110-111 The World; p118-121 Europe	<i>History of the World—1000-1200</i> <input type="checkbox"/> p115-117 Asia	<i>History of the World—1000-1200</i> <input type="checkbox"/> p114 Africa; p122-124 Americas	
<b>Literature</b> <input type="checkbox"/> <i>Beowulf</i> p3-57 (lines 1-851) (see notes)	<b>Literature</b> <input type="checkbox"/> <i>Beowulf</i> p57-113 (lines 852-1631)	<b>Literature</b> <input type="checkbox"/> <i>Beowulf</i> p113-149 (lines 1632-2199)	<b>Literature</b> <input type="checkbox"/> <i>Beowulf</i> p149-213 (lines 2200-end)	
<b>Writing Assignment</b> <input type="checkbox"/> <b>with parent/teacher:</b> <i>Writers INC</i> p217-220 Essay of Argumentation – <i>Beowulf</i>			<b>Writing Assignment Due</b> <input type="checkbox"/> <i>Beowulf</i>	
<b>Math</b> <input type="checkbox"/>	<b>Math</b> <input type="checkbox"/>	<b>Math</b> <input type="checkbox"/>	<b>Math</b> <input type="checkbox"/>	<b>Math</b> <input type="checkbox"/>
<b>Science</b> <input type="checkbox"/>	<b>Science</b> <input type="checkbox"/>	<b>Science</b> <input type="checkbox"/>	<b>Science</b> <input type="checkbox"/>	
<b>Foreign Language</b> <input type="checkbox"/>	<b>Foreign Language</b> <input type="checkbox"/>	<b>Foreign Language</b> <input type="checkbox"/>	<b>Foreign Language</b> <input type="checkbox"/>	<b>Foreign Language</b> <input type="checkbox"/>
				<b>Parent/Teacher Conference</b> <input type="checkbox"/> (see notes)

## Week 11 Notes

### Monday

#### ***Beowulf***

*Beowulf*, an ancient epic poem written in the 8<sup>th</sup> century, is significant because it is the first known great work of English literature. In this poem Beowulf, the hero, must fight three evil beings, making this a work dealing with the battle between good and evil.

The poem is an example of Old English poetry, which uses alliteration (words beginning with the same sound) rather than rhyme. It was written in Old English (or Anglo-Saxon), which was spoken by the Anglo-Saxons, a Germanic tribe, from A.D. 500 to 1100. The story is set in Scandinavia—Beowulf is from Geatland (present-day Sweden) and fights Grendel in Denmark.

As you read *Beowulf*, mark with a highlighter sections that show a knowledge of God (the true God of the Bible). This will be helpful in completing the Writing Assignment (see below).

As with other epic poems, you really should read at least parts of *Beowulf* aloud.

For background information, read the following pages from *British Literature*:

The Anglo-Saxons, pages 8-9

Beowulf's poet, page 11

Introduction to Beowulf, pages 13-15

Also glance at the questions on page 192. You will discuss these at your parent/teacher conference on Friday. (You may write the answers ahead of time or just answer them orally.)

Note: Some of you may wonder why we are reading *Beowulf* (the entire book) rather than just the excerpt in *British Literature*. We prefer the entire book because it is the complete text (not just an excerpt), the translation is quite understandable, its writing style is much more beautiful and poetic, and it has retained numerous references to God.

#### **Writing Assignment**

Write a 1½- to 2-page paper with specific examples from *Beowulf* to prove that it was written by people with a knowledge of God. (For the sake of learning to write a persuasive essay, we will assume that this is a debatable topic.) You may select an alternate topic related to *Beowulf* with the approval of your parent/teacher.

Follow Steps 1-8 from *Writers INC* as you write and revise your paper this week. Use a 5-paragraph essay format.

- The first paragraph should begin with an attention grabber and end with your thesis statement.
- The next three supporting paragraphs should each begin with a topic sentence, which is supported by quotes from *Beowulf* as well as your discussion of the quotes.
- The final paragraph should have a strong conclusion.

### Thursday

#### **Timeline**

Page 11, omit Godfrey of Bouillon, Harold I, and Sweyn Forkbeard.

Page 12, omit Peter Abelard and Moses Maimonides.

<b>Friday</b>
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**Parent/Teacher Conference**

Beowulf. Discuss the questions in *British Literature*, page 192. Answers can be found in the *Teacher's Guide for British Literature*.

Also discuss the content of the student's *Beowulf* paper. See Monday's notes for Writing Assignment and the assessment rubric in *Writers INC*, page 206, for help in assigning a grade.