

**LESSON PACKET FOR BEOWULF,
ENGLISH III, BRITISH LITERATURE
MR. CHAFFIN/A-315
JUNE 2016**

(THE WANDERER)

THE OBJECTIVES FOR THIS LESSON ARE:

- Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all genders from a variety of perspectives.
- Students will identify and analyze main idea, theme, claims, point of view, and literary elements, within informational and literary texts.
- Students will cite specific textual evidence when writing or speaking to support inferences or conclusions drawn from the text.
- Students will read and comprehend a broad range of complex literary and informational texts independently and proficiently.
- Students will demonstrate understanding of sounds in oral language.
- Students will recognize sight words and decode and read words by applying phonics and word analysis skills.
- Students will demonstrate understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.
- Students will orally read appropriately leveled texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- Students will apply knowledge of print concepts, phonological awareness, and phonics in written form.
- Students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Students will build and apply vocabulary using various strategies to make meaning and communicate ideas.
- Students will demonstrate command of Standard English grammar, mechanics, and usage when communicating.
- Students will demonstrate the ability to understand and use information technology tools to carry out research, including the use of discipline-related software and on-line resources.

MATERIALS PROVIDED IN THIS PACKET:

- * vocabulary puzzle
- * study/answer questions
- * review grammar/usage/mechanics exercises
- * review literary objectives exercises

OBJECTIVES TO BE TESTED:

- * vocabulary
- * story content
- * grammar/usage/mechanics to date
- * literary elements to date

Directions: Match the definitions to the words by writing the letter of the definition in front of the word:

- | | |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| 01. aimlessly | humanity |
| 02. besmeared | d. A refraining from punishing offenders, enemies, etc. |
| 03. billows | e. Randomly; without clear goal or purpose |
| 04. callow | f. Banishment; forced eviction from one's country |
| 05. coffin | g. Harbor; place of refuge for a sailor |
| 06. comfort | h. Those related by birth, marriage, etc. |
| 07. complacent | I. Restore to health or sound condition |
| 08. covetous | j. Kill by covering and cutting off air |
| 09. craven | k. Audible expulsion of air due to sorrow, regret, etc. |
| 10. cure | l. Immortal or spiritual part of a person |
| 11. dejected | m. Roamed about from place to place; roved; peregrinated |
| 12. dreams | n. Solace; soothing in time of grief or distress |
| 13. embrace | o. Dining sumptuously |
| 14. enthroned | p. Pining; aching; having a strong desire for |
| 15. exile | q. Fond hopes or aspirations |
| 16. feasting | r. Clasp in the arms as a show of affection or desire; hug |
| 17. fickle | s. Going down onto one or both knees as a sign of humility or subordination |
| 18. gloat | t. In early England, a man who held land from the king for military service |
| 19. grace | u. Seated upon a throne |
| 20. hasty | v. Large swellings, masses, or surges as of water, smoke, etc. |
| 21. heave | w. A swelling or bulging out; a rising of swelling |
| 22. heeding | x. Sadness; depression; gloom |
| 23. kinsmen | y. Stole; pillaged; plundered |
| 24. kneeling | z. Forbearing; not quick to be angry; enduring pain, stress, etc. |
| 25. lonely | aa. Quick; rash; without careful thought or planning |
| 26. longs | bb. Cowardly; lacking courage |
| 27. looted | cc. Satisfied with the status quo; smug; self-satisfied |
| 28. melancholy | dd. Greedy; envious; jealous |
| 29. mercy | ee. Gaze or think with exultation, avarice, or malicious pleasure |
| 30. mirth | ff. Malice; spite; bad temper |
| 31. monarchs | gg. Paying attention to; hearing; observing; taking warning from |
| 32. patient | hh. Debris; detritus; remains of something destroyed |
| 33. port | ii. Daubed; soiled; dirtied |
| 34. proclaim | jj. Kings, queens, or other such rulers of a hereditary nature |
| 35. sage | kk. In low spirits; depressed |
| 36. sagely | ll. A box in which the body of a deceased person |
| 37. serpentine | |
| 38. sigh | |
| 39. smother | |
| 40. souls | |
| 41. spleen | |
| 42. thanes | |
| 43. wandered | |
| 44. withered | |
| 45. wreckage | |
| 46. yearning | |
| a. Alone; solitary; apart from others; longing for friends, companions, etc. | |
| b. Feels a strong aching desire for | |
| c. The unmerited love and mercy of God towards | |

is put for burial

mm. Young and inexperienced; immature

nn. Joy; merriment

oo. Shrunk; shriveled

pp. Wisely

qq. State publicly; make known

rr. Snake-like; twisting and turning

ss. Changeable; capricious; unstable, as in loyalty, love, etc.

tt. Wise man

STUDY QUESTIONS FOR THE WANDERER

01. Where is the narrator of the The Wanderer when the poem opens?
02. Why is he sad? That is, for what does he long?
03. What is personified in line 5?
04. What is the "single port"?
05. What does he remember?
06. What do you surmise has happened to the narrator?
07. What do those who long for glory stifle within themselves?
08. Cite the alliteration in line 23.
09. What does the narrator seek?
10. What does this tell you about the life of a warrior and his needs and values?
11. What does the narrator imagine in lines 40-44?
12. What reality replaces this imagining?
13. What does he imagine in lines 50-54?
14. What general advice does he give in speaking of wisdom in lines 63-67?
15. What does he say the "knowing man" realizes about worldly wealth?
16. Cite the examples given of the fate of worldly wealth in lines 73-85.
17. For what does the wise man lament in lines 90-94?
18. Cite the alliteration in line 96.
19. How does the narrator feel about winter? Why would this be?
20. Finally, what does the narrator say is our only hope? What does this say about the narrator?

EXERCISE ON NOUNS AND USAGE

Directions: Circle the nouns in the following sentences. Then tell how the bold-faced noun is used (subject, direct object, etc.)

01. The king then chose men and swift **horses** and sent them out to confront the enemy.(4) _____
02. A great wall protected the castle; it rose above a steep **cliff** and covered the top of the hill.(5) _____
03. The teacher sent his **students** a letter of congratulations for their good grades.(5) _____
04. The first obstacle to our journey is a great **wall** of thick grey stone. 4) _____
05. Out of the deep vale a vast spire of smoke and vapor rose and hid the **moon**.(5) _____
06. The moon had passed into the West, and its **light** was hidden by the hills.(4) _____
07. His car sat in the driveway; **rain** fell heavily; a light breeze ruffled the shrubs.(5) _____
08. The rain brought **relief** to the parched community on the edge of the desert.(5) _____
09. Swimming was his favorite **sport**, but he also liked basketball and tennis.(4) _____
10. Send the **parents** a message about the performance of their students.(4) _____

EXERCISE ON NOUN PLURALS

Directions: Write the correct plural form:

- | | |
|------------------|----------------------------|
| 01. Child _____ | 04. Scissors _____ |
| 02. Goose _____ | 05. Pliers _____ |
| 03. Crisis _____ | 06. Attorney-general _____ |

- | | |
|-------------------|-------------------------|
| 07. Alumnus _____ | 12. Mother-in-law _____ |
| 08. Key _____ | 13. Tooth _____ |
| 09. Ross _____ | 14. Mouse _____ |
| 10. Gully _____ | 15. Memory _____ |
| 11. Donkey _____ | 16. Fairy _____ |
| 17. Wolf _____ | 19. Box _____ |
| 18. Calf _____ | 20. Dress _____ |

EXERCISE ON POSSESSIVES OF NOUNS

Directions: Write the correct possessive form:

- | | |
|---------------------------|-------------------|
| 01. Baby _____ | 11. Tomato _____ |
| 02. Women _____ | 12. Wolves _____ |
| 03. Horses _____ | 13. Geese _____ |
| 04. Cats _____ | 14. Ross _____ |
| 05. Son-in-law _____ | 15. Dress _____ |
| 06. Mary _____ | 16. Fairies _____ |
| 07. John Williams _____ | 17. Pliers _____ |
| 08. Teacher _____ | 18. Alumni _____ |
| 09. Attorney-at-law _____ | 19. Oases _____ |
| 10. Teeth _____ | 20. Calves _____ |

EXERCISE ON FIGURATIVE LANGUAGE

Directions: Classify as simile, metaphor, metonymy, personification, or hyperbole:

- | | |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 01. Countless boats filled the river. | 07. fields. |
| 02. His breath would knock a vulture off last week's road kill and gag the maggots. | 07. Sam would have jumped down a dragon's throat to save him. |
| 03. A young stream leaped joyously down the rocky hillside. | 08. His beard bristled like silver nails. |
| 04. Danger lurked around every bend. | 09. Her singing was as the howling of a wolf. |
| 05. Night was a thick black cloak over the sleeping campers. | 10. A friendly light streamed from the inviting window. |
| 06. A cold white carpet lay thickly over the winter | |

EXERCISE ON CAPITALIZATION

Directions: Circle the errors in capitalization, either missing or unnecessary:

01. The oklahoma city public schools foundation presented the Teacher with an Award.(7)
02. the class on european History after 1400 a.d. began on Tuesday, may 4.(7)
03. The Business Letter began with "dear mr. smith:" and ended with "yours Truly,".(7)
04. He lived on tiffany drive, in oklahoma city, in oklahoma county.(6)
05. His special areas of Expertise included persian literature, spanish, Clocks, and Redneck jokes.(5)
06. The widget corporation filed a lawsuit against the internal revenue service. (5)
07. Various books of Religious Scripture include the bible, the torah, the koran, and the zend-avesta.(7)
08. "how many times," He said, "Must I tell you to not interrupt?"(3)

09. “Did Mrs. Oliver say, ‘you must have your work done?’” asked Martha. (4)
 10. We drove East on Interstate 40, passing through Arkansas on our way to the Gulf Coast. (5)

EXERCISE ON PREPOSITIONAL PHRASES

Directions: Circle the prepositional phrases. Then tell whether they are adjective or adverb phrases:

01. I was alone, upon the hard horn of the world.

02. To my ears came faintly the gathered rumor of all lands.

03. At the desk sat a man with graying hair; he was typing exercises for his classes.

04. Over the sundering leagues of the land, they gazed to the edge of sight.

05. Men bore raiments of war from the king’s hoard, and they arrayed the king in shining armor.

06. He chose a cap of iron that fitted well on his round head, and a shield with the emblem of a sword.

07. The riders passed over the river, and many eyes watched them from the shadows of the riverbanks.

08. He swatted the flies on the window screen, worked at the computer, and drank a cup of coffee.

09. The ground beside the road was covered for many miles with short springy turf.

10. In the middle of the room sat a tall urn of etched brass.

EXERCISE ON FIGURATIVE LANGUAGE

Directions: Classify the following as simile, metaphor, metonymy, personification, or hyperbole:

01. The mist seemed to open reluctantly before them and close forbiddingly behind them.
 02. The trees were whispering to each other, passing news and plots along in an unintelligible tongue.
 03. The hill-top rose like a bald head out of the encircling woods.
 04. The wood stood all around the hill like thick hair on a shaven crown.
 05. Above the fog, the hill-top was a green island in a grey sea.
 06. Deep folds in the ground, like giant wagon wheels, lay across their path.
 07. Sleep was creeping out of the ground and making its way up their legs.
 08. The wind was a roaring tide overwhelming them.
 09. The trees were a dark and confining tunnel through which they fearfully passed.
 10. His face was as a red ripe apple.
 11. The wind hissed in anger and pain over their heads.
 12. His voice was like the song of water falling silver to meet them.
 13. Sleep laid her soothing hand upon their brows.
 14. His words joyfully left the woods and leaped youthfully up streams and across rocks.
 15. Stone rings rose out of the ground like broken teeth beneath the moonlight.
 16. Twinkling eyes shone down at them out of the deep black of the night sky.
 17. Her song was like a pale light behind a gray rain-curtain.
 18. Countless trees stood atop the hill.
 19. On some hills were stone rings, pointing upward like broken teeth out of green gums.
 20. The two standing stones were like the frames of an open door.

EXERCISE ON POETIC ELEMENTS

The leaves were long, the grass was green,
The hemlock-umbrels tall and fair,
And in the glade a light was seen
Of stars in shadow shimmering.
Tinúviel was dancing there
To music of a pipe unseen,
And light of stars was in her hair,
And in her raiment glimmering.
Her mantle glinted in the moon,
As on a hill-top high and far.

Directions: Referring to the poem in the text box, choose the correct answer:

01. Which best describes the first line?
a. personification
b. alliteration
c. simile
02. Which best describes the fifth line?
a. allusion
b. consonance
c. metaphor
03. Which best describes the rhyme scheme?
a. aabbccdde
b. abaababacb
c. ababdcdee
04. Which is the predominate *foot*?
a. anapestic
b. trochaic
c. iambic
05. Which is the predominate *meter*?
a. octameter
b. tetrameter
c. trimeter
06. Which best describes the last two lines?
a. personification
b. allusion
c. simile

The wind came down from mountain cold,
and like a tide it roared and rolled;
the branches groaned and forest moaned,
and leaves were laid upon the mould.

It left the world and took its flight
over the wide seas of the night.
The moon set sail upon the gale,
and stars were fanned to leaping light.

Directions: Referring to the text box, answer the following questions:

07. Which best describes the second line?
a. metaphor
b. metonymy
c. simile
08. Which best describes the third line?
a. personification
b. alliteration
c. simile
09. Which best describes the rhyme scheme?
a. Aabbccdd
b. Ababdcdd
c. Aabaccdc
10. Which best describes the words *cold, rolled, groaned, and moaned*?
A. alliteration
b. assonance

- c. allusion

EXERCISE ON ADJECTIVES

Directions: Circle the adjectives, including articles, possessive adjectives, possessive nouns, and predicate adjectives:

01. The long green lawn lay between two huge homes. (5)
02. Some very tall old men gathered around the large table in the cozy restaurant. (7)
03. He listened to loud music on the computer speakers that pointed at his face. (4)
04. Many clocks crowded the small office, and antique cabinets and a cedar chest took more space. (7)
05. Mahogany tables and comfortable oak chairs filled a luxurious sitting room. (6)
06. Three old computers, an old chrome stapler, an inlaid box, and several piles of papers covered the desk. (9)
07. The girl was tall, slender, and pretty, and she had a large wart on her nose. (7)
08. A cold wind swept across the barren prairie, and the freezing cattle huddled together. (6)
09. Bill's huge black dog crossed the busy street and dodged the speeding cars. (7)
10. Was the new filing cabinet intended for Alice's office? (4)

EXERCISE ON ADVERBS

Directions: Circle the adverbs, including conjunctive adverbs:

01. Very slowly he typed the whole exercise, and then he finally turned off the computer. (5)
02. How did you ever manage to finish the whole exercise; furthermore, why did you do it? (4)
03. They walked quickly across the extremely busy street; afterwards, they dined in a cafe. (3)
04. He worked carefully to finish the very fine details of the contract and later went to bed. (3)
05. The girls almost never spent too much money, but occasionally they did. (4)
06. When will the packages arrive? (1)
07. Hardly any of the products that he had finally ordered arrived in very good shape. (3)
08. Why did you choose this apartment? (1)
09. How would they ever know what they were secretly doing? (3)
10. She coldly eyed the disgusting salad, and then she called loudly for the waiter. (3)

EXERCISE ON RUN-ONS, FRAGMENTS, AND COMPLETE SENTENCES

Directions: Classify the following as run-on, fragment, or complete:

01. Just because he hadn't been to the gym that day.
02. When you complete the assignment and turn it in.
03. Birds sang in the trees a cat watched hungrily from beneath a shrub.
04. Pay attention!
05. We left early in the morning we drove all day long.
06. We left early in the morning, we drove all day long.
07. We left early in the morning and we drove all day long.
08. We left early in the morning, and we drove all day long.
09. We left early in the morning; we drove all day long.
10. We left early in the morning; moreover, we drove all day long.

EXERCISE ON VERBS

Directions: Circle the verbs:

01. Birds sang in the trees while a cat watched hungrily from beneath a shrub. (2)
03. Has she ever completed the essay assignment I gave? (3)
04. Do they know whether it will rain or snow? (5)
05. Hardly any of the products that he had finally ordered arrived in very good shape. (3)
06. Was the new filing cabinet intended for Alice's office? (2)
07. Why do the dwarves not just tell the elven-king the truth about their journey? (2)
08. By that time I shall have been teaching for thirty-three years. (4)
09. What do the newly-arrived elves notice about the barrels they are putting into the water? (4)
10. Is this your umbrella, or was it left by someone else? (3)

EXERCISE ON NOUNS

Directions: Circle the nouns:

01. What do the newly-arrived elves notice about the barrels they are putting into the water? (3)
02. Birds sang in the trees while a cat watched hungrily from beneath a shrub. (4)
03. A cold wind swept across the barren prairie, and the freezing cattle huddled together. (3)
04. Truth, justice, and mercy are elements of any good system of government. (6)
05. Three old computers, an old chrome stapler, an inlaid box, and several piles of papers covered the desk. (6)
06. How are relations between the men of Laketown and the elves of the forest? (5)
07. What do the butler and the chief of the guard do that allows Bilbo to get the dwarves out of jail? (6)
08. Did the faculty go to a meeting, or did they leave the building? (3)
09. What do you learn about the prevalence of literacy as Barliman reads the letter? (4)
10. The long green lawn lay between two huge homes. (2)

EXERCISE ON PREPOSITIONAL PHRASES

Directions: Circle the prepositional phrases:

01. The long green lawn lay between two mobile homes. (1)
02. What do you learn about the prevalence of literacy as Barliman reads the letter? (2)
03. How are relations between the men of Laketown and the elves of the forest? (3)
04. Some very tall old men gathered around the large table in the cozy restaurant. (2)
05. What do the king's butler and the chief of the guard do that allows Bilbo to get the dwarves out of jail? (2)
06. Which people believe in the existence of the dragon and which of them doubt it? (3)
07. In spite of the bad weather, they drove to the store and bought six sacks of groceries. (3)
08. Birds sang in the trees while a cat watched hungrily from beneath a shrub. (2)
09. Truth, justice, and mercy are elements of any good system of government. (2)
10. What worries Strider about the absence of Gandalf? (2)

EXERCISE ON SIMPLE, COMPOUND, COMPLEX, AND COMPOUND/COMPLEX SENTENCES

Directions: Classify the following as simple, compound, complex, or compound/complex:

01. Birds sang in the trees while a cat watched hungrily from beneath a shrub.

03. Has she ever completed the essay assignment I gave, or is she still procrastinating?
04. Do they know whether it will rain or snow?
05. Hardly any of the products that he had finally ordered arrived in very good shape.
06. Was the new filing cabinet intended for Alice's office?
07. The dwarves are cautious, and they do not tell the elven-king the truth about what they are doing.
08. By that time I shall have been teaching for thirty-six years.
09. The newly-arrived elves notice something about the barrels that they are putting into the water.
10. Is this your umbrella, or was it left by someone else?

The Anglo-Saxon Society

by Neill J. Chaffin

Anglo-Saxon society, at least insofar as it is depicted in the sparse body of extant literature, was hierarchical and based on personal relationships. It valued courage, fighting skill, loyalty, and respect for authority. It was a male warrior society in which women were relegated to subservient roles. This is not to say that there was no sense of love, compassion, and caring within a family; it just wasn't part of the public scene.

As evidenced in lines from *Beowulf* and *The Wanderer*, a man's worth was judged by his accomplishments and wealth. Wealth was acquired as gifts from a lord. The gifts were the reward for military service. Men were expected to show complete loyalty to their lord, and a lord was expected to be generous in rewarding that loyalty. A lord became powerful by commanding the loyalty of many fighting men. This he did by rewarding them richly. A line from *El Poema del Cid* goes, "Malek Richard is his name. Such a malek should hold land, win wealth, and spend it with free hand." Since all wealth, land, and authority lay with the lord, he could dispense it as he saw fit. The later feudal system was a direct outgrowth and development of this scheme of personal loyalty and reward.

This desire for recognition accounts for the tendency towards bragging about one's accomplishments. *Beowulf* says, "I've never known fear, as a youth I fought in endless battles.....I will fight again, still seek fame.....the days of my youth have been filled with glory.....They have seen my strength for themselves, have watched me rise from the darkness of war dripping with my enemies' blood. I drove five great giants into chains, chased all of that race from the earth. I swam in the blackness of night, hunting monsters out of the ocean, and killing one."

In *The Wanderer*, the narrator laments his loss of a position in which he enjoyed the companionship of other warriors and the generosity of a lord. He has become what was, in Japanese feudal society, a *ronin*; that is, he is a warrior who has no lord to serve, no way of gaining wealth, and no worthy companions. He has lost prestige. He has lost any way of doing anything for which he will be remembered.

Immortality for the Anglo-Saxon warrior meant being remembered by later men. This is reflected in King Theoden's comment in *LOTR*, "Maybe we shall cleave a road, or make such an end as will be worth a song, if any be left to sing of us hereafter". The idea of an afterlife, in the Judeo-Christian sense, was not very well-developed. It was not based on some eternal system of reward or punishment based on one's personal morality. Death from old age and sickness meant oblivion or some shadowy existence in a gloomy afterlife. Death in battle, according to Norse belief, meant the possibility of becoming one of the *einherriar*, the dead warriors scooped up from the battlefield by the *valkyrs* and taken to Asgard to be a warrior in the army Odin was grooming for *Ragnarok*, the battle at the end of time. It is likely that something like this prevailed in Anglo-Saxon society.

A sense of doom and foreboding permeates much of Anglo-Saxon literature. Perhaps it was a recognition that even the most illustrious life would end finally in death. As Edward Grey put it in *Elegy Written in a Country Churchyard*, "The paths of glory lead but to the grave."

Edward Fitzgerald echoed this in *The Rubaiyyat of Omar Khayyam*:

They say the Lion and the Lizard keep
The Courts where Jamshyd gloried and drank deep:
And Bahram, that great hunter---the Wild Ass
Stamps o'er his Head, but cannot break his Sleep.

And again.....

The Palace that to Heav'n his pillars threw,
And Kings the forehead on his threshold drew---
I saw the solitary Ringdove there,
And "Coo, coo, coo," she cried; and "Coo, coo, coo."

Aragorn voiced this sense of the doom of all men in LOTR:

Where now the horse and the rider? Where is the horn that was blowing?
Where is the helm and the hauberk, and the bright hair flowing?
Where is the hand on the harpstring, and the red fire glowing?
Where is the spring and the harvest and the tall corn growing?
They have passed like rain on the mountain, like a wind in the meadow;
The days have gone down in the West behind the hills into shadow.
Who shall gather the smoke of the dead wood burning,
Of behold the flowing years from the Sea returning?

It is an obvious borrowing by Tolkien from lines in *The Wanderer*:

Where is the war-steed? Where is the warrior?
Where is his war-lord?
Where now the feasting-places?
Where now the mead-hall pleasures?
Alas, bright cup! Alas, brave knight!
Alas, you glorious prince! All gone,
Lost in the night, as you never had lived.

The Wanderer ends with a sermon of sorts by the narrator, apparently an addition by a Christian scribe who wrote down the tale. In it the narrator disparages earthly pleasures and glories as fickle and fleeting and advises the wise man to place his hope in God. This sentiment of the transitory nature of life is also expressed in lines 71-85. The Romans expressed it, "*Sic transit gloria*": so passes glory.

COMPOSITION ASSIGNMENT

Directions: Find a source in literature that expresses one of the sentiments explained in my essay above. It may be someone bragging, something extolling the bravery and accomplishments of another, someone lamenting the vicissitudes of life, or some warning about fame, glory, or wealth, or about the transitory nature of life. Copy it and bring it to class. Write a brief preface to the quote, no more than about 100 words. Be prepared to share it with others.