



Subject: English Language Arts

Grade Level: High School

DI Strategy: Scaffolding

Beowulf Boast Scaffolding Lesson

After reading *Beowulf*, I asked my students to create their own boast using *Beowulf* as an example. Knowing that this would be a difficult task for some of my students, I created a number of scaffolds for my students. I provided them with a pre-writing activity so they could brainstorm and create a list of topics for their boast. I also provided them with an example I had created, so they could see what one would look and sound like. Students also had an opportunity to practice writing Kennings using everyday objects to help them get more comfortable with this style of writing. The last scaffold was a template for students to use while writing their boast. All related documents can be found on the following pages.

Not all students needed all of these scaffolds, so I provided them to students who needed the support in order to complete the task.



BEOWULF : The Boast

We have read of the many exploits of *Beowulf* and the many brave thanes among the Danes, Geats, and Swedes. We know, too, that the Anglo-Saxons saw nothing wrong with letting the world know who they were, who their noble parents were, what great feats they had accomplished, and what they planned to do. This boasting was perfectly polite, even expected. In *Beowulf*, there are many examples of the formal Anglo-Saxon boast.

Your assignment is to write a formal boast about yourself (and perform it for the class for *cough* extra credit *cough*). Tell us your deeds, who your “daddy/mama” are, what you plan to do, and how “you're not gonna take nothing from nobody.” Your accomplishments may be academic, athletic, musical, social, artistic, etc. Lay aside your humility! Remember, you'll soon be applying for college anyway, and may need to do a bit of boasting.

Guidelines:

Your boast must show your understanding of Anglo-Saxon poetry by following the Anglo-Saxon poetic format:

16-20 lines in length <i>Each line is worth half a point.</i>	____/8 points
Alliteration in every line (at least 3 matching consonants!) <i>Three matching consonants must be present to earn the point for each line. <u>Underline</u> each.</i>	____/16 points
At least three original kennings <i>Each kenning is worth three points. <u>Circle</u> each.</i>	____/9 points
References to family and/or friends <i>Include at least three references to family and friends (2 points each). ☆ at front of line.</i>	____/6 points
Mention of at least five accomplishments or positive attributes <i>Each accomplishment is worth two points. ⊕ at front of line</i>	____/10 points
Mention of future plans <i>Reference at least five future plans or the ways you'll accomplish them for one point each. ➡ at front of line</i>	____/5 points
Correct spelling <i>Half a point subtracted for each error.</i>	____/6 points
Total Points Earned	____/60 points



Teaching Learning Succeeding

Boast Poem Prewriting

1. What relatives and friends will you include?

2. What five accomplishments or positive attributes will you include?

3. What are your plans for the future?

4. Ideas for kennings:



BEOWULF : The Boast Teacher Version

- 1 I, (put teacher's name here), am the **Supreme** knowledge-giver of loud **Silly Speech**.
- + 2 Whose **Tri-peat Teaching** champ of rural school still stands through **Time**.
- 3 **Daughter** of the **Desk-Dominating** (place mother's name here), secretary of the highest order,
- 4 (Father's name here), **Pill-Piler**—but no **Pusher**—small town chemist,
- 5 And sister of the **Elegant Evening Event** planner.
- + 6 You may know of my many **Prestigious** deeds like my **People-Pretending** on the Shakespearian stage,
- + 7 My **Wickedly Witty Writing** for the Great White Way that debuted on the Tulpy stage.
- + + 8 My three degrees; my humor that **Makes the Most stoic Man** crack-up.
- + 9 But, most notably, **What** travels far and **Wide**, from ear to mouth is my **Winsome** energy.
- ⇒ 10 With this **Greatness** I will travel the **Globe** as a **Guest** of honor to all.
- ⇒ 11 Many will taste and **Gape** with open mouth my fine baking and **Grappling** of carbohydrate **Goods**.
- ⇒ 12 This will be done through pounding of **Flaky** crusts, **Fillings** of the sweetest stuff, and **Foams** of a delicate nature.
- ⇒ 13 I will **Examine Every** Jane Austen novel twofold and swoon over my very own **Elusive** Mr. Darcy.
- ⇒ 14 From the **Fundamental** teaching of Miss Austen I will compose the **First** great American romantic-comic-novella,
- ⇒ 15 Of such depth and **Breathed** that none will be able to **Bother But** encounter my tale.



16 This has all **Been** done **By** me and is all known and the more will **Be** for I am (teacher's initials here)

Kennings*

What common object do all of the following kennings describe?
What essential quality of the object does each kenning focus on?

Arrow aimer

Dust terror

Antique printer

Tickle tool

Fowl Fashion

One of the literary devices popular in the Anglo-Saxon Old English poetry tradition is the **kenning**. Read the definition below and ready yourself to take a stab at this delightfully metaphorical way of speaking, writing, and thinking.

kenning - a literary device in which a noun is renamed in a creative way using a compound word or union of two separate words to combine ideas

If you call "school" a "scholar's home" -- then you have created a kenning.

If you tell your friends that your parents are the "car loaners" -- then you have created a kenning.

The folks at Coca-Cola might agree that a cold Coke is "humanity's beverage."

Part One: Consider carefully how you could creatively rename each of the following through the use of the kenning technique.

1. a teacher
2. a bus driver
3. firemen
4. television
5. meatloaf
6. police
7. pop tarts
8. music
9. love
10. computer



Part Two: Write 5 complete sentences which each incorporate the use of kennings to achieve a creative description.

Boast Template

Use this guide to help you plug in the accomplishments, plans, and relatives you listed on your prewriting sheet. As you go, add in the alliteration (in **EVERY** line and underline each) and kennings (need 3 and circle).

1. I, _____ (← your name), _____ (← relationship) of _____ (← relative's name) have _____ (← finish statement to create alliteration)
2. _____
(Accomplishment #1)
3. _____
(Accomplishment #2)
4. _____
(Accomplishment #3)
5. _____
(Accomplishment #4)
6. _____
(Accomplishment #5)
7. _____
(← continue Accomplishment #5)
8. I, _____ (← relationship) of _____ (← relative's name) will _____
(← finish statement to create alliteration and plan #1)
9. _____
(Plan #2)
10. _____
(continue Plan #2)
11. _____
(Plan #3)



12. _____
(Plan #4)

13. _____
(Plan #5)

14. _____
(← continue with Plan #5)

15. And as _____ (← your first name) of the _____ (← your last name)
family, will always _____.