Name: __________________________________________________

English 12
Credit 1
The Anglo-Saxons

Pacing Guide

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BEGIN READING THE NOVEL YOU CHOSE; YOUR BOOK REPORT IS DUE WITH CREDIT 4

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YOUR HOMEWORK WILL BE GRADED AS FOLLOWS:

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TOTAL PTS. = 160
GRADE = %
English Language Arts Core Standards **ADDRESSED:** Grades 11&12

### READING: LITERATURE

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### LANGUAGE

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The Anglo-Saxons (449 – 1066)                      ALWAYS USE COMPLETE SENTENCES
Songs of Ancient Heroes

➢ READ pages 1-17 and answer the following questions

1. What specifically did America inherit from Britain in terms of our political system, law, and language? (5 pts.)

2. What was the heroic ideal of Anglo-Saxon Britain? (5 pts.)

3. List 3 features of “Anglo-Saxon England” (p. 11) (3 pts.)

1.

2.

3.
1. Great Britain has been invaded and settled by all of the following peoples except —
   A Romans
   B Vikings
   C Normans
   D Greeks

2. After the Romans evacuated their troops, Britain was left with —
   A a strong army
   B a system of roads and architecture
   C Latin as its official language
   D a strong, centralized government of its own

3. An important effect of Christianity's spread throughout Britain was that —
   A monasteries no longer had to be located in Italy and France
   B Britain became culturally linked to Europe
   C the long Roman defensive wall was demolished
   D the Anglo-Saxon religion immediately died out

4. Celtic religion had all the following characteristics except —
   A priests called Druids
   B ritual dances and human sacrifice
   C worship of ancient Greek gods of wisdom
   D belief in spirits who controlled all aspects of existence

5. Anglo-Saxon life was dominated by —
   A devotion to monastic principles and beliefs
   B industry and dedication to a strict work ethic
   C a new emphasis on education and the arts
   D close allegiances between leaders and their followers

6. The old Anglo-Saxon religion—
   A primarily encouraged ethics and earthly virtues such as bravery
   B had much in common with the beliefs of Christianity
   C advanced an optimistic, cheerful view of life on earth
   D read old books and attained great wisdom

7. Anglo-Saxon poets held an honored position in society primarily because they—
   A preserved heroic deeds in the collective memory
   B became great warriors for their lords
   C painstakingly copied old manuscripts
   D read old books and attained great wisdom
8. The Christian monasteries served Anglo-Saxon society by —
A developing innovative agricultural theories and methods
B reforming criminals and housing the homeless
C abolishing the last remnants of Anglo-Saxon religion
D fostering learning and preserving literary works

9. Through the *Anglo-Saxon Chronicle*, King Alfred promoted the use of written —
A Latin
B Celtic
C Old English
D Danish

10. The years of war between the Anglo-Saxons and the Danes came to an end with the —
A departure of the Romans after the collapse of the Roman Empire
B acceptance of Christianity by both groups under Alfred the Great
C invasion by the Normans under William of Normandy
D the discovery of the Sutton Hoo treasure in Suffolk, England

➢  “Write About…Contrasting Literary Periods: Heroism, then and now” (p. 17) (5 pts.)

The mythology and literature of the early Celts and Anglo-Saxons were filled with larger-than-life heroes. The Anglo-Saxon heroes were exclusively male, but Celtic history and mythology record some powerful female warriors. How do these ancient views of heroism compare with today’s ideas of personal greatness? Briefly discuss the ways in which individuals gain fame and fortune today. How are their accomplishments celebrated and remembered?
READ the introduction to “Beowulf” and “Before You Read: Literary Focus” (pp. 18-20)

QUICKWRITE (p. 20) (5 pts.)

This is a story about a hero from the misty reaches of the British past, a hero who faces violence, horror, and even death to save a people in mortal danger. The epic’s events took place many centuries ago, but this story still speaks to people today, perhaps because so many of us are in need of a rescuer, a hero.

Take a moment to write about a contemporary hero, real or fictional, and the challenges he or she faces. Describe your hero; use the bulleted questions as the source of your response

• What sort of evil or oppression does your hero confront?
• Why does he or she confront evil? What is his or her motivation?
• For whom does your hero confront evil?
• What virtues does your hero represent?

LITERARY FOCUS: THE EPIC HERO (p. 20) (3 pts.)

What is an archetype?

What is an epic?

What is an epic hero?
VOCABULARY / Write 3 synonyms for each word (p. 20) (7 pts.)

RESOLUTE (adj) ________________________________

VEHEMENTLY (adv) ________________________________

INFAILLIBLE (adj) ________________________________

FURLED (v) ________________________________

LAVISH (adj) ________________________________

ASSAIL (v) ________________________________

EXTOLLED (v) ________________________________

➢ READ “from Beowulf” Part One (pp. 21-28) (3 pts.)

1. Beowulf slays Grendel in order to —
   A save Hrothgar and the Danes from the monster
   B prevent Grendel from invading the land of the Geats
   C keep Herot from being destroyed
   D carry off the treasure in Grendel’s lair

2. Beowulf must battle Grendel with his bare hands because —
   A the Geats traditionally did battle with their bare hands
   B Grendel had magically made all weapons useless against him
   C Beowulf wishes to prove the superiority of the Geats over the Danes
   D Beowulf wishes to prove his bravery

3. In Beowulf’s fight to the death with Grendel’s mother, the piece of his own equipment that saves his life is his —
   A woven mail shirt
   B helmet
   C sword, Hrunting
   D shield

➢ READ “from Grendel” and “Life in 999: A Grim Struggle” (pp. 29-31)
LITERARY RESPONSE AND ANALYSIS

1. Why do you think it’s important to Beowulf and to his image as an epic hero that he faces Grendel without a weapon? (5 pts.)


4. Beowulf is the archetype of the dragon slayer, the hero who faces death in order to save a threatened community. Does Beowulf remind you of any heroes in real life, in fiction, or in the movies today? What characteristics do the heroes share? (5 pts.)

1. Which of the following statements about Wiglaf is true?
   A He believes in and speaks about the inner goodness of all people.
   B His inexperience makes him unworthy to succeed to the throne.
   C He makes an eloquent speech about the virtues of loyalty and bravery.
   D He tells Beowulf that the other warriors will desert Beowulf when he needs them most.

2. How does Beowulf die?
   A The dragon kills him as Beowulf goes out unarmed to fight the monster.
   B Surrounded by a crowd of helpful warriors, Beowulf is the last to fall.
   C Unaided by most of the warriors, Beowulf is killed as he and Wiglaf fight the dragon.
   D After killing the dragon, Beowulf and his followers fight over the treasure, and Beowulf is killed.

3. What last thoughts does Beowulf express as he is dying?
   A A desire for respect and pride in his ability to protect his people
   B Bitterness because his soldiers did not help him fight the dragon
   C Fear that the kingdom of the Geats will fall apart after he dies
   D Affection and longing for his family

➢ READ “from Beowulf” Part Two (pp. 33-38) (5 pts.)
4. The most important event in Beowulf’s career as leader of the Geats is the —
A attack on the dragon
B speech for the prince
C celebration that involved both Danes and Geats
D tracing of the bloody footprints

5. Beowulf tells Wiglaf that he wants his burned-out funeral pyre to be a —
A reminder to his people of his greatness
B monument to King Hrothgar
C reminder to Wiglaf of his duties
D sign of the new Christian faith

READING CHECK

1. Who comes to Beowulf’s aid in Beowulf’s final battle with the dragon? Why does he help Beowulf? (5 pts.)

2. What sad scene concludes the epic? (5 pts.)

3. What happens to the dragon’s hoard? (5 pts.)

➢ READ “The Fury of the Northmen” (p.39)

LIST 3 “Features of an Epic” (p. 45) (3 pts.)

1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________
“The Husband’s Message” is an Anglo-Saxon poem about a high-ranking husband and wife who have been kept apart by a feud. The speaker of the poem, according to many scholars, is a rune stave, a wood scrap on which a message has been engraved. (Runes were an Anglo-Saxon form of writing that could be carved easily on wood.) Read the poem carefully, and answer the questions that follow.

The Husband’s Message
translated by Kevin Crossley-Holland

Now that we’re alone I can explain
The secret meaning of this stave. I was once a child.
But now one of the sons of men, living far from here,
Sends me on errands over the salt-streams,
Commands me to carry a cunningly-carved letter.
At my master’s command I have often crossed the sea,
Sailed in the ship’s hold to strange destinations.
And this time I have come especially
To sow assurance in your mind
About my lord’s great love for you.
I swear that you will find in him
Great faith to you, great loyalty.
O lady adorned with such lovely ornaments,
He who carved the words in this wood
Bids me ask you to remember
The oaths you swore so long ago together;
In those distant days you lived in the same country,
Lived in love together,
Sharing one estate in the beautiful city.
Then a feud, a cruel vendetta, forced him to leave
This land of happy people; I was told to tell you,
Joyfully, that you should undertake a journey
Just as soon as you hear the cuckoo’s sad song,
That mournful sound in the mountain woods.
After that, let no man delay you
Or stop you from sailing over the waves.
Go down to the sea, the home of the gull;
Sail south from here over the salt-streams
To the land where your lord waits in high expectations.
He nurses no greater wish in the world
(With his own words he told me),
Than that both of you together, by the grace of God,
May give rings once again to men in the mead-hall;
Bestow gifts as before on companions

35 And warriors. He has won
Wealth enough, though he lives
Far away amongst a foreign people
In a beautiful land.
Forced by the feud to launch his boat from here,
He went over the waves alone in his youth,
Set forth on the way of the flood, eager to
Depart and divide the quiet waters. Now at last your lord
Leaves his sorrows behind him. He will lack nothing,
Neither horses, nor treasure, nor joy in the mead-hall,

45 O daughter of the prince,
He will want nothing else in the world
If only he may have you for his own,
Fulfilling the former vow between you.
I hear the runes S. and R.,

50 EA., W. and M. join in an oath
That he will wait for you in that country,
And will always love you for as long as he lives,
Faithful and true to your vows to each other,
The oaths you swore so long ago together.

READING RESPONSE  (6 pts.)

1. *Cunningly* (line 5) means that the message was carved with —
   A trickery
   B confusion
   C expertise
   D no straight lines

2. *Sow*, as used in line 9, means —
   A farmer
   B piglet
   C field
   D plant

3. *Vendetta* (line 20) refers to a(n) —
   A bitter quarrel
   B vendor of rune staves
   C offensive joke
   D nasty satire
4. “The Husband’s Message” is primarily about —
A a broken oath of loyalty
B a difficult sea voyage
C the loss of an important letter
D the desire to be reunited with a loved one

5. The husband wants his wife to —
A travel around the world
B send their children to him
C forget him
D join him

6. The tone of the poem can best be described as —
A fearful
B harshly combative
C lovingly sincere
D apologetic

FIRST-QUARTER TEST
DIRECTIONS This introduction to Sophocles’ play Antigone gives background information for the Prologue of the play. Read the introduction and the Prologue and then answer questions 1 through 10.

Introduction to Antigone

Antigone (an•tig’ •ne--) and Ismene (is•men’e--) and their brothers, Eteocles (e•te--’ •kle--) and Polyneices (päl‘i•ni•se--’), are the children of Oedipus (ed‘i•p s) and Jocasta, king and queen of the city of Thebes. When their father, Oedipus, was born, an oracle predicted that he would commit horrible sacrilege. Strange twists of fate caused this prediction to come true. Later, when an unwitting Oedipus and Jocasta learned that they had, in fact, fulfilled the horrifying prophecy, Jocasta took her own life, and Oedipus gouged out his eyes. When these tragic events took place, Jocasta’s brother, Creon, took over as ruler of Thebes. He expelled Oedipus from the city, and Oedipus, accompanied by his daughter Antigone, wandered the countryside as a beggar until he died. After Oedipus’s death, his sons agreed to rule over Thebes in alternate years. Eteocles’ turn came first, but at the end of the year, he refused to relinquish the throne. Polyneices fled to the city of Argos, where he raised an army. He then returned with his men and attacked the gates of Thebes. During the course of the battle, Eteocles and Polyneices killed each other, and Creon again became king of Thebes. The play begins at this point. Antigone and Ismene have just lost their two brothers. Their uncle, Creon, has buried Eteocles with honor. However, because he considers Polyneices a traitor, Creon has ordered that his body be left unburied, thereby condemning his soul to eternal unrest. Antigone has determined that, at great risk to herself, she will defy Creon’s decree and bury her brother. She approaches her sister, Ismene, for help.
CHARACTERS

Antigone & Ismene } daughters of Oedipus and Jocasta
Creon, king of Thebes, uncle of Antigone and Ismene, brother of Jocasta

Scene: Before the palace of Creon, king of Thebes. A central double door and two side doors. A platform extends the length of the stage, and from this platform three steps lead down into the “orchestra,” or chorus-ground.

Time: Dawn of the day after the repulse of the Argive army from the assault on Thebes.

PROLOGUE

ANTIGONE and ISMENE enter from the central door of the palace.

Antigone.
Ismene, dear sister,
You would think that we had already suffered enough
For the curse on Oedipus.
I cannot imagine any grief
That you and I have not gone through. And now—
Have they told you of the new decree of our King Creon?

Ismene.
I have heard nothing: I know
That two sisters lost two brothers, a double death
In a single hour; and I know that the Argive army
Fled in the night; but beyond this, nothing.

Antigone.
I thought so. And that is why I wanted you
To come out here with me. There is something we must do.

Ismene.
Why do you speak so strangely?
Antigone.
Listen, Ismene:
Creon buried our brother Eteocles
With military honors, gave him a soldier’s funeral,
And it was right that he should; but Polyneices,
Who fought as bravely and died as miserably—
They say that Creon has sworn
No one shall bury him, no one mourn for him,
But his body must lie in the fields, a sweet treasure
For carrion birds to find as they search for food.
That is what they say, and our good Creon is coming here
To announce it publicly; and the penalty—
Stoning to death in the public square!

There it is,
And now you can prove what you are:
A true sister, or a traitor to your family.

Ismene.
Antigone, you are mad! What could I possibly do?

Antigone.
You must decide whether you will help me or not.

Ismene.
I do not understand you. Help you in what?

Antigone.
Ismene, I am going to bury him. Will you come?

Ismene.
Bury him! You have just said the new law forbids it.

Antigone.
He is my brother. And he is your brother, too.

Ismene.
But think of the danger! Think what Creon will do!

Antigone.
Creon is not strong enough to stand in my way.
Ismene.
Ah sister!
Oedipus died, everyone hating him
For what his own search brought to light, his eyes
Ripped out by his own hand; and Jocasta died,
His mother and wife at once: she twisted the cords
That strangled her life; and our two brothers died,
Each killed by the other’s sword. And we are left:
But oh, Antigone,
Think how much more terrible than these
Our own death would be if we should go against Creon
And do what he has forbidden! We are only women,
We cannot fight with men, Antigone!
The law is strong, we must give in to the law
In this thing, and in worse. I beg the Dead
To forgive me, but I am helpless: I must yield
To those in authority. And I think it is dangerous business
To be always meddling.

Antigone.
   If that is what you think,
I should not want you, even if you asked to come.
You have made your choice, you can be what you want to be.
But I will bury him; and if I must die,
I say that this crime is holy: I shall lie down
With him in death, and I shall be as dear
To him as he to me.

   It is the dead,
Not the living, who make the longest demands:
We die forever . . .
   You may do as you like,
Since apparently the laws of the gods mean nothing to you.

Ismene.
They mean a great deal to me; but I have no strength
To break laws that were made for the public good.

Antigone.
That must be your excuse, I suppose. But as for me,
I will bury the brother I love.

Ismene.
Antigone,
I am so afraid for you!
Antigone.
You need not be:
You have yourself to consider, after all.

Ismene.
But no one must hear of this, you must tell no one!
I will keep it a secret, I promise!

Antigone.
Oh tell it! Tell everyone!
Think how they’ll hate you when it all comes out
If they learn that you knew about it all the time!

Ismene.
So fiery! You should be cold with fear.

Antigone.
Perhaps. But I am doing only what I must.

Ismene.
But can you do it? I say that you cannot.

Antigone.
Very well: when my strength gives out, I shall do no more.

Ismene.
Impossible things should not be tried at all.

Antigone.
Go away, Ismene:
I shall be hating you soon, and the dead will too,
For your words are hateful. Leave me my foolish plan:
I am not afraid of the danger; if it means death,
It will not be the worst of deaths—death without honor.

Ismene.
Go then, if you feel that you must.
You are unwise,
But a loyal friend indeed to those who love you.

[Exit into the palace. ANTIGONE goes off left.]

[Enter the CHORUS.]
READING RESPONSE  (10 pts.)

1. The introduction preceding the Prologue makes it clear that Eteocles and Polyneices killed each other in battle because they—
   A. were rivals for power
   B. did not recognize each other
   C. had been ordered to do so by the gods
   D. wanted to prove their physical strength

2. Creon forbids the burial of Polyneices’ body because—
   A. the war is still going on
   B. he considers Polyneices a traitor
   C. he wants to demonstrate his power as king
   D. he is angry with Antigone and Ismene

3. Antigone asks Ismene to help her—
   A. convince Creon to bury Polyneices
   B. publicly mourn Polyneices’ death
   C. hide Polyneices’ body
   D. bury Polyneices

4. What motivates Antigone to make this request of Ismene?
   A. desire for revenge
   B. political zeal
   C. family loyalty
   D. concern for the public good

5. Ismene reacts to Antigone’s request by—
   A. agreeing to help her
   B. asking for time to consider
   C. refusing to give assistance
   D. suggesting she ask others for help

6. Ismene bases her decision MOSTLY on—
   A. fear and weakness
   B. hatred and ruthlessness
   C. indifference and callousness
   D. dispassionate reason and calm calculation

7. Read these words from the Prologue:
   . . . a sweet treasure / For carrion birds to find as they search for food.
   Which is the BEST way to paraphrase these words?
   A. a hidden treasure for birds to seek
   B. an appetizing meal for vultures to eat
   C. a dessert-like dish for exotic birds to enjoy
   D. a cache of nesting materials for birds to use
8. What does Antigone believe is the worst thing that can happen to her?
A being stoned to death in public
B losing the respect of others
C being captured by Creon
D dying without honor

9. It is reasonable to conclude from the Prologue that one very important tradition in ancient Greece was—
A respecting one’s elders
B admitting guilt publicly
C having a proper burial
D keeping families together

10. Though she considers Antigone unwise, Ismene also considers her—
A weak
B fearful
C dishonorable
D loyal

WRITING ACTIVITY (25 pts.)

In some narrative poetry, such as Beowulf, descriptions of the main character are larger-than-life.” For this writing assignment, you will choose a character from a poem, a story, or a movie that you have enjoyed and write a descriptive essay in which your character embodies the traits of an epic hero (see definition below). As you write, keep in mind the character of Beowulf, who is an archetype, or perfect example, of an epic hero. Like Beowulf, the character you describe must face evil forces, possess superior physical strength, and have high moral values.

Your descriptive essay must include information about physical appearance—a character’s facial features, clothing, and so on. Add texture by using sensory details—the sights, smells, and sounds of a scene. Shade your writing further with figurative language—metaphors, similes, or strong images.

EPIC HERO: An epic hero possesses superior physical strength and supremely ethical standards. He or she embodies the highest ideals of Anglo-Saxon culture. In his or her quest, the epic hero must defeat monsters that embody dark, destructive powers. At the end of the quest, he or she is glorified by the people who have gained freedom after years of oppression.

➢ As a 12th grader, your descriptive essay must be no less than 5 paragraphs. EACH paragraph should contain 8-10 sentences.

AFTER you have written or typed your ROUGH DRAFT, take it to your English teacher so that he or she can review it with you.

Your final analysis MUST BE TYPED in MLA format and then attached to this packet.
HOLT HANDBOOK ACTIVITY: Common, Proper, Concrete, and Abstract Nouns

(10 pts.)

A noun names a person, a place, a thing, or an idea.

COMMON NOUNS: scientist, artist, student
PROPER NOUNS: Albert Einstein, Jackson Pollock, Dr. Smith
CONCRETE NOUNS: moon, calendar, broccoli, Vietnam
ABSTRACT NOUNS: gentility, meekness, Buddhism, hope

DIRECTIONS: Underline every noun; above each noun, write C if it is a concrete noun or A if it is an abstract noun.

C    A    C

Example: Beth worked up the courage to eat some of the unfamiliar dish.

1. My father believes sunshine can make you smart.
2. The cowboys took the horses to the creek just past Razzleberry Hill.
3. Jon did not have the strength to close the window.
4. I learned to speak Portuguese from my teacher, Dr. Tihonen.
5. That’s a good thought, Jacob, but I don’t have any plastic bags.
6. From the house, you can see both the waterfall and the stream.
7. It’s not about how you hit the baseball; it’s about your mental attitude.
8. The province finally won its independence.
9. It takes patience to learn the guitar.
10. Farley, Jack, and I paddled our canoes down the Colorado River.
HOLT HANDBOOK ACTIVITY: Collective and Compound Nouns

(10 pts.)

The singular form of a **collective noun** names a group. A **compound noun** consists of two or more words used together as one noun. The parts of a compound noun may be written as one word, as separate words, or as a hyphenated word.

**COLLECTIVE NOUNS** organization, herd, choir, team

**COMPound NOUNS** highway, high school, son-in-law

**DIRECTIONS:** Underline the collective nouns once and the compound nouns twice.

**Example:** Our class took a **field trip** last week.

1. On our way to the Museum of Fine Arts, the bus began to overheat.

2. Our bus driver, Mr. Peterson, said we had to pull over to the wayside.

3. One group of students wandered down to see the pond.

4. There was a mother duck with a brood of ducklings.

5. “Look,” I said, “a fleet of ducks!”

6. “Silly!” said Lynn. “It’s called a flock of ducks.”

7. “But they float around like ships,” I said. “Maybe we should call them a crew.”

8. A few people from the class fed the flock with bread from our lunchboxes.

9. Lynn got too close to the waterside and almost fell in.

10. Some of our classmates walked to the other side of the lake.
HOLT HANDBOOK ACTIVITY: Pronouns and Antecedents

(10 pts.)

A pronoun takes the place of one or more nouns or pronouns. The word that a pronoun stands for is the antecedent of the pronoun.

EXAMPLES:

   Ruth decorated the room herself. [The noun Ruth is the antecedent of herself.]
   The teacher wrote his name on the board. [The noun teacher is the antecedent of his.]

DIRECTIONS: Underline each pronoun once and its antecedent twice.

Example: Phillip and Laura live in the town where they both grew up.

1. Uncle Andrew is in this picture; he is on the far left.
2. When Clara was a little girl, she wanted to be an artist.
3. The dishes are in the dishwasher because they are dirty.
4. Mary drove here herself.
5. Clifford will have to hurry; he is late.
6. Where is the screwdriver? It was here a minute ago.
7. Tell George the blue umbrella is for him.
8. Tori is leaving. Will Ed go with her?
9. Andrea had something in her eye.
10. The sign was so small it could not be seen from the road.