



 Prestwick House

Activity Pack

BEOWULF

BY ANONYMOUS



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Written by Kathryn Mitchell & Patrick O' Bryan

Name: _____

Date: _____

Chapters III and IV**Point of View**

Objective: Retelling a portion of the work from another point of view

Activity

How would Chapters III and IV be different if told from the point of view of the “scout,” or “shore-warden”? Rewrite both of them using the watchman’s perspective. As you write, keep in mind how the guard might feel about his job, his country, and the seemingly frightening invaders who have arrived.

Name: _____

Date: _____

From Prelude to Chapter X**Alliteration****Objective:** Recognizing the use of alliteration in *Beowulf***Activity**

Because *Beowulf* was originally passed on orally from person to person, the speaker had to employ the use of alliteration as a memory aid. Alliteration is the repetition of a consonant sound, usually at the beginning of the word. For example, the *fallen* fighter had *failed* or, the sadness of the songs was *serene*. Find examples of alliteration as you read through *Beowulf* and complete the chart that follows. Then answer the question below it.

Name: _____

Date: _____

Chapters XIX and XX

Rewrite

Objective: Adapting two chapters from *Beowulf* into a television program format

Activity

Frequently on the news, after a major crime or disaster, involved parties are interviewed to give their impressions of the events. The victims range from sad and tearful to angry and vengeful. If Grendel's mother were to appear on a major news program or talk show, what would she say about her attack on Heorot? With a partner, develop a talk show interview or news program interview with Grendel's mother after her attack. Follow these steps:

1. Re-read Chapters XIX and XX.
2. With your partner, try to determine Grendel's mother's motivation for the attack. Was it simply to avenge her son's death, or does it go deeper than that? Keep in mind what you know about Grendel and his family.
3. Decide which of you will play Grendel's mother and which will play the interviewer. You also need to create a name for the mother [after all, you cannot call her only "Grendel's mother"] and for the interviewer. Possibly, you want to identify the name of the TV program.
4. Script the interview. Write a list of questions the interviewer will pose, and write Grendel's mother's answers to those questions. Your interview should run about five minutes in length.
5. Rehearse and be prepared to conduct your interview in front of the class.

Name: _____

Date: _____

Chapters XXXII – XLIII**Alternate Ending**

Objective: Creating an alternate ending to Beowulf's battle with Grendel

Activity

What if Beowulf was really just boastful? What if he was all talk and didn't really know all that much about fighting? What if he had lost to Grendel?

Create an alternate version of the story, one that could have happened if Beowulf had lost to Grendel. What would happen to Beowulf's men, Hrothgar, and Heorot? What would Grendel do?

Name: _____

Date: _____

Chapters XXXII – XLIII**Writing to Beowulf's Author****Objective:** Communicating with the author**Activity**

In the space that follows, write a letter to the author of *Beowulf* to give him or her your thoughts on the book (remember, no one knows exactly who wrote it). Include references to specific chapters to help describe your likes and dislikes of the book.

Include any questions that you have regarding the play itself, the language, or the creation of the book. Be sure to offer any advice that you think might help the author improve the book for contemporary audiences.

You might begin this way, although you may choose any beginning sentences.

Dear *Beowulf* author:

I've just finished reading *Beowulf*, and I have a few questions and comments for you. The great warrior Beowulf is given what is supposed to be a great sword named Hrunting. My question is, if the sword is so great, why does the blade melt when Beowulf tries to use it? Shouldn't it be a bit stronger than that?

Name: _____

Date: _____

Wrap-Up**Advice Column****Objective:** Writing an advice column from Beowulf's point of view**Activity**

Because of Beowulf's far-reaching fame, he has been asked to write a weekly advice column for a local newspaper. The editors would like Beowulf to field questions about everyday problems. Here are several written by readers of the paper. Pretend you are Beowulf and respond as he might. Make sure that your advice fits the way he would approach the situation the writers explain.

Dear Beowulf,

I'm the owner of a local restaurant, and recently I've been dealing with several rude customers. They are so rude, in fact, that they are driving many of my best customers away. They are loud, obnoxious and start fights with anyone for no reason. I want to turn them away, but I'm afraid of what might happen. What should I do?

Sincerely,

Tyler in Michigan

Your Answer: _____

Dear Beowulf,

I'm a father of two sons, and lately both of them have stopped listening to what I say. They are both pretty good kids, and have never really given me much trouble until now. They just don't listen! They've stopped cleaning their rooms, helping with chores, and coming home on time. They both play sports, and I feel like I'll have to threaten them with not letting them play, but I hate to take away something they enjoy so much; also, I'm afraid that if I do pull them out of sports, they'll just get into more trouble and hate me for it. What should I do?

Sincerely,

Jake in Ontario

Your Answer: _____

Name: _____

Date: _____

Wrap-Up

Research Activity

Objective: Understanding the historical context of *Beowulf* through researching Germanic or Anglo-Saxon customs and traditions

Activity

In small groups, use the library or the Internet to research some of the customs mentioned in *Beowulf*. For example, you might research the importance of mead-halls or traditions related to funeral services. Write down your findings, including a description of the custom or tradition and how it originated. When you are finished with your research, be prepared to share your findings with the class.

Name: _____

Date: _____

Wrap-Up

Beowulf II: The Sequel

Objective: Creating a sequel to *Beowulf*

Activity

As an expert on *Beowulf*, a movie producer has asked you to create an idea for a new movie that begins after Beowulf's death. Like you, the movie producer has read the original *Beowulf*, but cannot think of a good storyline for a sequel.

Working in small groups, create an outline for a sequel. Think of the sequels to movies you have seen and how they have handled the creation of a sequel. Include setting, plot, and characters.

The main concept that you must deal with is how to include the original Beowulf in your sequel; after all, in the book, he has died. You must include some characters from the original (for the die-hard fans of the original), but feel free to create some new characters. Make sure your sequel relates to the first and is a believable continuation.

Name: _____

Date: _____

Wrap-Up**Creative Writing II**

Objective: Imitating the author's style to add another chapter to the poem

Activity

During his adventure, Beowulf battles Grendel, Grendel's mother, and a fearsome dragon. If Beowulf were to fight one more battle, who would his opponent be? Write a new chapter of the poem that recounts Beowulf's battle with another creature of your creation. Make the new creature completely different from any of the others and try to imitate the style used by the anonymous writer of *Beowulf*.