*English Instructional Plan – Beowulf and Black Panther*

**Primary Strand: 12.4**

**Integrated Strand/s: 12.5, 12.6**

**Essential Understanding:**

* Understand the necessary components of a thesis
* Understand that an effective thesis makes a claim supported by evidence

**Essential Knowledge, Skills, and Processes:**

* Analyze non-fiction texts
* Understand elements that contribute to a culture
* Understand how stories shape and reflect culture
* Understand the roles heroes play in that process
* Compose an analytical essay

**Primary SOL: 12.4**

* The student will read, comprehend, and analyze the development of British literature and literature of other cultures.

**Reinforced (Related Standard) SOL: 12.5a, 12.6**

* The student will read and analyze a variety of nonfiction texts.
* The student will develop expository and informational, analyses, and persuasive/argumentative writings.

**Academic Background/Language:**

* Analyze
* Compose
* Evidence
* Heroes
* Culture

## Materials

* Pens/pencils
* Graphic Organizers
  + See course materials
* A Brief History of Wakanda
  + <https://www.vulture.com/2018/02/black-panthers-wakanda-explained.html>
* Who is Black Panther?
  + <https://www.polygon.com/2018/1/26/16898048/marvel-black-panther-movie-comics-avengers-chadwick-boseman>

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

Note: These steps are to be completed after the class has completed their reading of Beowulf

* Ask students to journal about this question for 5 minutes.
  + What role do heroes and stories play in shaping and perpetuating values, beliefs, and social norms within a culture?
* Teacher passes out the “Hero Profile: Anglo-Saxons & Beowulf” graphic organizer.
* Working in small groups, students apply the knowledge they gained from the unit by using supplementary resources provided by the teacher and/or their textbook to complete the graphic organizer.
* Teacher facilitates a discussion where the class shares their thoughts on the following questions. Consider allowing an opportunity for individual reflection, small groups, or think pair share first.
  + How are Beowulf’s behavior and actions shaped by his environment?
  + What are some relevant social norms exhibited by the Anglo-Saxons?
  + How do might these social norms affect Beowulf’s behavior and actions?
  + What are some relevant features of Anglo-Saxon Culture?
  + How is Beowulf’s behavior and actions shaped by his Anglo-Saxon culture?
  + How might the myth of Beowulf go on to shape future generations as it gets passed down?
  + What might this discussion reveal about the relationship between the Anglo-Saxon’s environment, culture, and social norms?
  + What might this discussion reveal about how heroes both shape and reflect the culture in which they are created?
  + What role do heroes and stories play in shaping and perpetuating values, beliefs, and social norms within a culture?
* Students draft and compose an analytical paragraph in response to the graphic organizer and teacher facilitated conversation.
* Teacher hands out the “Hero Profile: Wakanda & Black Panther” graphic organizer and explains that students will be completing the handout provided
* Teacher hands out the “Brief History of Wakanda” and “Who is Black Panther?” documents.
* Working in small groups, students read and annotate the documents, transposing relevant information to their graphic organizer.
* Teacher facilitates a discussion where the class shares their thoughts on the following questions:
  + How are T’Challa’s behavior and actions shaped by his environment?
  + What are some relevant social norms exhibited by the Wakandans?
  + How do might these social norms affect T’Challa’s behavior and actions?
  + What are some relevant features of Wakandan Culture?
  + How is T’Challa’s behavior and actions shaped by his Wakandan culture?
  + What might this discussion reveal about how heroes both shape and reflect the culture in which they’re created?
  + Why is it important to learn the heroes and stories of other cultures?
* Teacher asks students to highlight the thesis statement or claim at the beginning of each paragraph in the “Hero Profile: Wakanda & Black panther” and “Brief History of Wakanda” document.
* Teacher facilitates a dialogue with students about the relevant features and attributes of effective claims based on the examples they highlighted as a group.
  + What did you notice about the claims or thesis statements in the article?
  + Why do you think the author made the choices they did in the article?
  + How do the claims or thesis statements guide the rest of content of the article?
* Students draft and compose an analytical paragraph in response to the graphic organizer and teacher facilitated conversation.
* Teacher uses chart paper, white boards, etc. to create a large Venn-Diagram with Beowulf on one end and Black Panther on the other.
* Teacher facilitates a compare and contrast discussion about the similarities and differences of Beowulf and Black Panther as heroes.
* Teacher facilitate a conversation around the following questions:
  + What are the similarities and differences between Beowulf & Black Panther?
  + What do those similarities and differences reveal about Anglo-Saxon and Wakandan culture?
* Students complete an exit ticket on an index card answering the following question.
  + What role do heroes and stories play in shaping and perpetuating values, beliefs, and social norms within a culture?

**Assessment (Diagnostic, Formative, Summative)**

* Diagnostic: Teacher will be circulating the room and discussing with students as they complete the graphic organizers as well as facilitate class discussion.
* Formative: Teacher will collect the graphic organizers, analytical paragraphs, and index cards.
* Summative: Teacher has the option to ask students to compose a compare and contrast essay using their analytical paragraphs as a starting point.

**Writing Connections**

* Students will be writing analytical paragraphs.

**Extensions and Connections (for all students)**

* Students could research and select a hero from their own culture and compose an expository text, visual, or presentation to share part of their identity with their classmates.
* Students could research the history of the Black Panther comic book character
* Teacher could offer a lit-circle book club reading Ta Nahesi Coates’s “Nation Under Our Feet” Black Panther graphic novel.

**Strategies for Differentiation**

* Students will be working in groups to support and collaborate
* Many students are familiar with the Black Panther hero and will be able to leverage their prior knowledge to add more depth to the conversation.
* Printed manipulatives should be provided for students for ease of access
* Graphic organizers allow students to organize their thoughts in an effective way that will help them compose their piece.

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*