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Anglo-Saxon Poetic Device Assignment Chart

- 1. Analyze three examples of kennings, alliteration, and caesura in each poem. Provide a one-sentence explanation of their function in the poem.
- 2. Analyze the function of each device.
- 3. Research the historical context, provide specific evidence from the story and connect it to the function of the device.

Device	Example 1	Example 2	Example 3
Kennings	"The sun is a golden wheel" (line 1) "The sun is a golden wheel" (line 2) "The sun is a golden wheel" (line 3) "The sun is a golden wheel" (line 4) "The sun is a golden wheel" (line 5) "The sun is a golden wheel" (line 6) "The sun is a golden wheel" (line 7) "The sun is a golden wheel" (line 8) "The sun is a golden wheel" (line 9) "The sun is a golden wheel" (line 10)	"The sun is a golden wheel" (line 1) "The sun is a golden wheel" (line 2) "The sun is a golden wheel" (line 3) "The sun is a golden wheel" (line 4) "The sun is a golden wheel" (line 5) "The sun is a golden wheel" (line 6) "The sun is a golden wheel" (line 7) "The sun is a golden wheel" (line 8) "The sun is a golden wheel" (line 9) "The sun is a golden wheel" (line 10)	"The sun is a golden wheel" (line 1) "The sun is a golden wheel" (line 2) "The sun is a golden wheel" (line 3) "The sun is a golden wheel" (line 4) "The sun is a golden wheel" (line 5) "The sun is a golden wheel" (line 6) "The sun is a golden wheel" (line 7) "The sun is a golden wheel" (line 8) "The sun is a golden wheel" (line 9) "The sun is a golden wheel" (line 10)
Alliteration	"The sun is a golden wheel" (line 1) "The sun is a golden wheel" (line 2) "The sun is a golden wheel" (line 3) "The sun is a golden wheel" (line 4) "The sun is a golden wheel" (line 5) "The sun is a golden wheel" (line 6) "The sun is a golden wheel" (line 7) "The sun is a golden wheel" (line 8) "The sun is a golden wheel" (line 9) "The sun is a golden wheel" (line 10)	"The sun is a golden wheel" (line 1) "The sun is a golden wheel" (line 2) "The sun is a golden wheel" (line 3) "The sun is a golden wheel" (line 4) "The sun is a golden wheel" (line 5) "The sun is a golden wheel" (line 6) "The sun is a golden wheel" (line 7) "The sun is a golden wheel" (line 8) "The sun is a golden wheel" (line 9) "The sun is a golden wheel" (line 10)	"The sun is a golden wheel" (line 1) "The sun is a golden wheel" (line 2) "The sun is a golden wheel" (line 3) "The sun is a golden wheel" (line 4) "The sun is a golden wheel" (line 5) "The sun is a golden wheel" (line 6) "The sun is a golden wheel" (line 7) "The sun is a golden wheel" (line 8) "The sun is a golden wheel" (line 9) "The sun is a golden wheel" (line 10)
Caesura	"The sun is a golden wheel" (line 1) "The sun is a golden wheel" (line 2) "The sun is a golden wheel" (line 3) "The sun is a golden wheel" (line 4) "The sun is a golden wheel" (line 5) "The sun is a golden wheel" (line 6) "The sun is a golden wheel" (line 7) "The sun is a golden wheel" (line 8) "The sun is a golden wheel" (line 9) "The sun is a golden wheel" (line 10)	"The sun is a golden wheel" (line 1) "The sun is a golden wheel" (line 2) "The sun is a golden wheel" (line 3) "The sun is a golden wheel" (line 4) "The sun is a golden wheel" (line 5) "The sun is a golden wheel" (line 6) "The sun is a golden wheel" (line 7) "The sun is a golden wheel" (line 8) "The sun is a golden wheel" (line 9) "The sun is a golden wheel" (line 10)	"The sun is a golden wheel" (line 1) "The sun is a golden wheel" (line 2) "The sun is a golden wheel" (line 3) "The sun is a golden wheel" (line 4) "The sun is a golden wheel" (line 5) "The sun is a golden wheel" (line 6) "The sun is a golden wheel" (line 7) "The sun is a golden wheel" (line 8) "The sun is a golden wheel" (line 9) "The sun is a golden wheel" (line 10)

Anglo-Saxon Poetic Device Assignment Chart

- 1. Analyze three examples of kennings, and alliteration of each poem. Provide a one-sentence explanation of their function in the poem.
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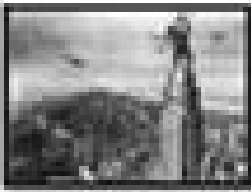
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Caesura	"The sun is a golden wheel" (line 1) "The sun is a golden wheel" (line 2) "The sun is a golden wheel" (line 3) "The sun is a golden wheel" (line 4) "The sun is a golden wheel" (line 5) "The sun is a golden wheel" (line 6) "The sun is a golden wheel" (line 7) "The sun is a golden wheel" (line 8) "The sun is a golden wheel" (line 9) "The sun is a golden wheel" (line 10)	"The sun is a golden wheel" (line 1) "The sun is a golden wheel" (line 2) "The sun is a golden wheel" (line 3) "The sun is a golden wheel" (line 4) "The sun is a golden wheel" (line 5) "The sun is a golden wheel" (line 6) "The sun is a golden wheel" (line 7) "The sun is a golden wheel" (line 8) "The sun is a golden wheel" (line 9) "The sun is a golden wheel" (line 10)	"The sun is a golden wheel" (line 1) "The sun is a golden wheel" (line 2) "The sun is a golden wheel" (line 3) "The sun is a golden wheel" (line 4) "The sun is a golden wheel" (line 5) "The sun is a golden wheel" (line 6) "The sun is a golden wheel" (line 7) "The sun is a golden wheel" (line 8) "The sun is a golden wheel" (line 9) "The sun is a golden wheel" (line 10)

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The Reality of Monsters

Background

From our modern perspective, the monsters of Beowulf don't exactly seem terrifying. Through the ages, our worries about Grimacing monsters have changed because we know more about science and the world beyond our own minds, but society still creates terrifying tales about supernatural creatures, typically based on common fears or issues we should learn. The word monster comes from the Latin *monstrum*, which translates as *an unusual occurrence that is taken as a sign of something doing wrong with the natural order of life*. Consider the real-life incidents to which they have been linked.



Monster stories appear in all forms, not just ones that detail scary creatures like the Grendel or The Wicked Witch. Recent theories suggest that the surge of giant monster appearing in movies after World War II sprang from the fear of nuclear weapons. Additionally, tales that include werewolves or teens with supernatural abilities can relate to Freud or Jung's concept with the self-consciousness that every adolescent has about changing physically and gaining social acceptance.

Task

After considering the information above and thinking about the Beowulf monsters, in this assignment you will be determining the needs that monsters have filled in the past and what fears or ideas they could address today. After answering several questions in writing, you will create a monster that draws on concerns of today's world or universal life experiences.

General Monster Questions

- 1. Recall the three main monsters in Beowulf: in a symbolic sense, what real fears or thoughts could the monsters have collectively represented? Think of the variety of monsters and fears the Anglo-Saxons might have faced in their daily lives nearly 1,000 years ago.

- 2. Provide one direct quotation from Beowulf for each of the monsters that shows what makes it so terrifying.

Monster	Quotation
Grendel	Line(s) _____
Grendel's mother	Line(s) _____
The dragon	Line(s) _____

Identify how the poet creates a more frenzied mood in the second half of the poem.

Device	Frequency (count how many stanzas include the device)	
	First half (Page 1)	Second half (Page 2)
Repetition of 'nevermore'		
Exclamation marks		
Religious imagery		
Hyperbole (exaggeration)		
The speaker talks directly to the Raven		
<i>Total:</i>		

1. List three examples of savings and investment in each point. Provide in each scenario. Then, explain the purpose of these financial decisions in the case.
2. Give the power of each supply and provide specific evidence from the story and from sources that support the claim.

[illegible]

Anglo saxon poetic devices worksheet answers. Types of anglo saxon poetry. What is anglo-saxon poetry. Anglo saxon poetic techniques.

It is a compound word or phrase that describes an object or person in terms of something else, but says something important about the essential nature of the entity. Find the kenning subject provided what kenning could mean? 1 Anglo-Saxon Anglo-Saxon Methods 2 Defining the Kenning Literary Term is a special type of methage in Anglo-Saxon poetry. Possessive (embraced of the wire = death) 4) To continue enjoying our site, we ask you to confirm your identity as a human. (The subject of a sentence is the person, place, thing, or ideas that is doing something. Community, Mead was a crucial sound of communion for these people. Thank you very much for their cooperation. Preposition usually indicates the relationship of its object with the subject that the book is in Table 9 Task - Conclude the spreadsheet in the type of class which type of Kenning is the open compound (simple) (SLEEPER WAKEFUL = GHOST) 2. SECRET-GUGER IS A HYPHENIZED COMPOSITED KENNING THAT DESCRIBE A FRIEND AND HIGHLY THE ESSENTIAL QUALITY OF RELIABILITY. PHRASE PREPOSITIONAL (DIRECTOR OF MEN = GOD) of birds that Kennings describe a pity, but each one says something different. The Essive Kenning that describes a river and highlights its role as an environment for wildlife 8 Kennungumbrella of nature is a prepositional Kenning that also metaphorically defines a river and emphasizes -mold and protect in. Kenning "Bright Sweetness" compares this positively positively drink drink and flavor conveys the essential nature of mead to the Anglo-Saxon, 4 of Kennings 1. A preposition lins nouns to other words in the sentence. Hyphenized compound (Gold Friend = King) 3.6 Kenning Hyphenized Compounds These types are unaware of detecting because they are a hum (-) in them. Think about what each Kenning emphasizes about the penalties warning also that the last two Kennings also employ alliteration. Let's go.



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