



# TEACHER'S GUIDE

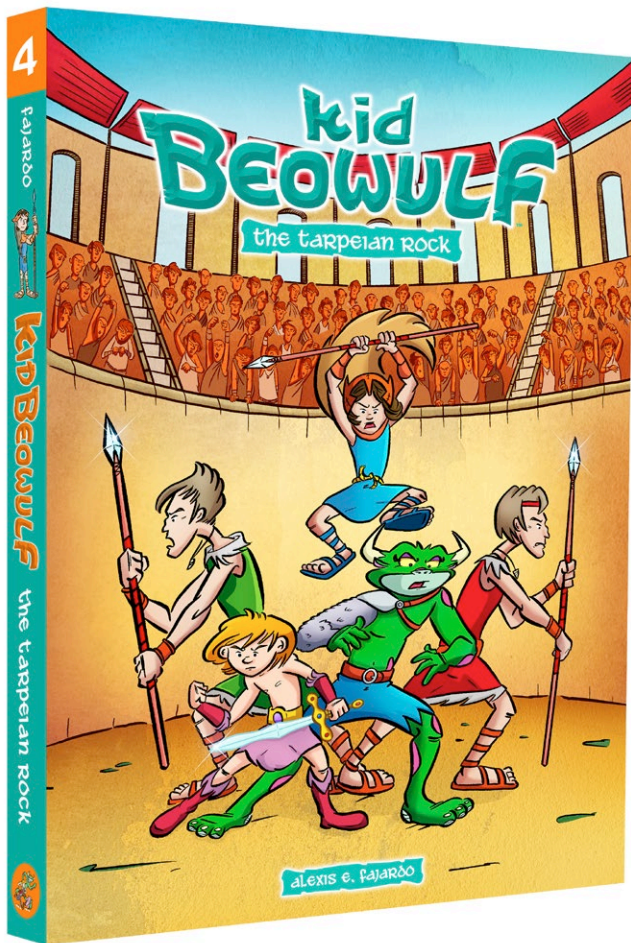


## Kid Beowulf – The Tarpeian Rock

Curriculum Connections and Activity/Discussion Guide Grades 3-5

The activities in this guide align with Common Core English Language Arts & Standards

Guide Curriculum Written by Jana Tropper



# Kid Beowulf – The Tarpeian Rock

Alexis E. Fajardo

Kid Beowulf Comics

ISBN: 978-0-9909505-5-4

## GRADE LEVEL 3-5

### OVERVIEW

Students will read and discuss the graphic novel, follow character movements on a map, analyze emanata, use context clues to define vocabulary, use text evidence to evaluate characters' honesty, and create comics depicting missing or continued scenes.

### CURRICULUM CONNECTIONS

Language Arts – Reading, Writing, Discourse

### CONTENT STANDARDS

Language Arts

### COMMON CORE STATE STANDARDS

[www.corestandards.org](http://www.corestandards.org)

### TIME FRAME

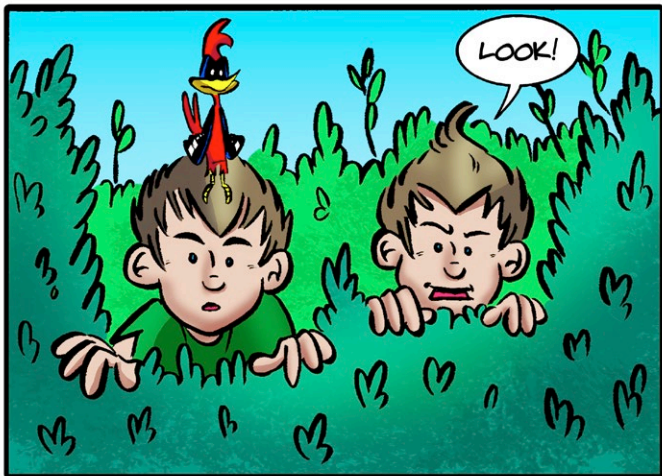
3-5 class periods, plus time for students to read

### OBJECTIVES

Students will: Analyze the meanings of emanata (visual literacy). Use context clues to define key vocabulary. Cite text and picture evidence supporting their analysis of characters' honesty. Create comics extending the story.

### MATERIALS

Copies of *Kid Beowulf – The Tarpeian Rock*  
Copies of Emanata worksheet, Word Meaning worksheet, and Trust Me worksheet included in this guide.



## VOCABULARY

Compromise, pg. 50  
Capitulation, pg. 50  
**Insolence**, pg. 53\*  
Suppliant, pg. 54  
Refinement, pg. 57  
**Seasoned**, pg. 65\*

Obliterate, pg. 81  
**Processional**, pg. 91\*  
**Jeering**, pg. 99\*  
**Reprieve**, pg. 100\*  
**Transgression**, pg. 106\*  
Strategize, pg. 114

Luxury, pg. 115  
Sedated, pg. 117  
**Penultimate**, pg. 140\*  
Reckoning, pg. 161  
**Discreet**, pg. 166  
Sovereignty, pg. 191



## PROCEDURE

### BEFORE READING

1. Review the characters in the glossary (pgs. 224-226). Work as a class to create a family tree and invent a key to show the difference between blood relationships (e.g., Romulus and Remus as brothers) and adopted relationships (e.g., Lupa as Romulus and Remus's adoptive mother). Also include friendships and adversarial relationships.
2. Review Key Terms (page 223) and encourage students to bookmark this section to refer to as they read.
3. Provide each student with an enlarged copy of the Tiber River Valley Map (pg. 222 and pg. 6 of this guide) or have them recreate one on their own.
4. Also provide them with a copy of the character headshots page (pg. 7 of this guide). This story has lots of characters moving between different locations. Have students cut out the characters and move them around the map as they read to keep track of who is where.

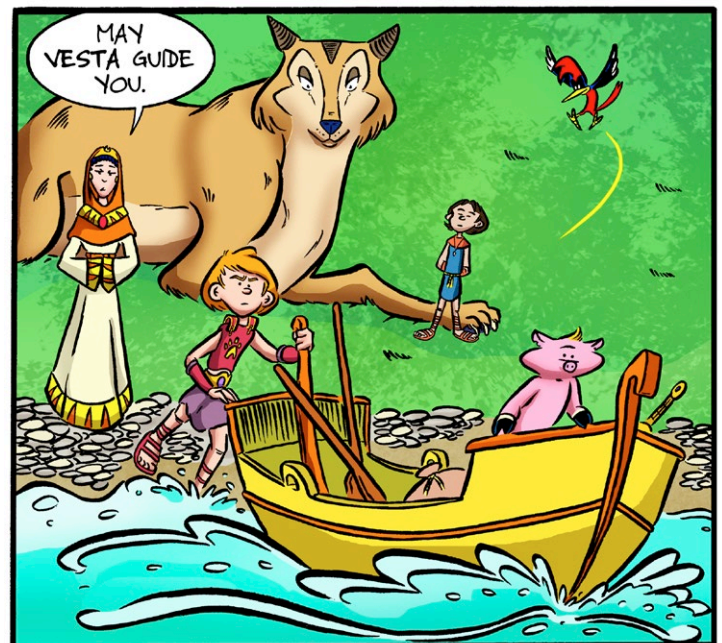
### DURING READING

1. Review the use of emanata in graphic novels, and have students complete the Emanata student page (pg. 5 of this guide) to infer a character's internal state based on the pictured emanata.
2. Review the vocabulary words in the chart on page 2. For the eight items that are bold/have asterisks, the meaning of the word can be determined from the context clues on that same page. Use the Word Meaning from Context Clues student page (pg. 8 & 9 of this guide) to have students write about how they use context clues to determine the meaning of each word.

3. Throughout the story, characters have to trust each other. Have students complete the Trust Me graphic organizer (pg. 10 of this guide), identifying why a character's promise may or may not be trusted, whether or not the promise is an honest one, and how it turns out.

### AFTER READING

1. Encourage full class discussions using the discussion questions listed below:
  - Why does Faustus volunteer to be supplicant for the games? (Page 55)
  - Why did the high priestess allow Tarpeia to sneak back out of the temple? (Page 88)
  - What triggers the change in Grendel (starting on page 72)?
  - Why do you think Grendel wants to leave alone, without Beowulf?
2. Prompt students to write and draw comics to create missing or continued scenes from the story.
  - Lupa giving advice to Prince Tatius and Romulus about being kings together.
  - Lupa teaching Tarpeia how to protect the Seven Hills.
  - Beowulf, Hama, and Nagling searching for Grendel.



# STANDARDS: Common Core State Standards – [www.corestandards.com](http://www.corestandards.com)

## English Language Arts/Literacy/Reading/Writing

### GRADE 3

#### Reading: Literature

CCSS.ELA-LITERACY.RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-LITERACY.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

CCSS.ELA-LITERACY.RL.3.4

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

#### Speaking & Listening

CCSS.ELA-LITERACY.SL.3.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

#### Language

CCSS.ELA-LITERACY.L.3.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.3.4.A

Use sentence-level context as a clue to the meaning of a word or phrase.

### GRADE 5

#### Reading: Literature

CCSS.ELA-LITERACY.RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

CCSS.ELA-LITERACY.RL.5.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

### GRADE 4

#### Reading: Literature

CCSS.ELA-LITERACY.RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.ELA-LITERACY.RL.4.4

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

#### Speaking & Listening

CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

#### Language

CCSS.ELA-LITERACY.L.4.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.4.4.A

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

#### Speaking & Listening

CCSS.ELA-LITERACY.SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

#### Language

CCSS.ELA-LITERACY.L.5.4

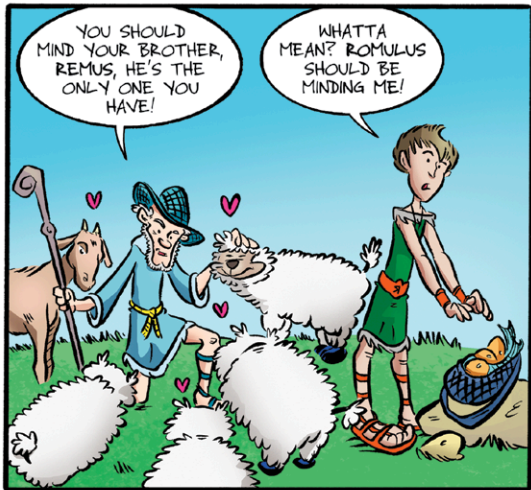
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.5.4.A

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.



In graphic novels, what a character thinks or feels in their mind may be shown to the reader with the use of emanata. The word emanata comes from the way the symbols emanate from the character or object. For example, when a character has an idea, the artist may draw a light bulb over their head. For the panels below, identify the emanata and write what the character is thinking or feeling.



Emanata: \_\_\_\_\_  
What it means: \_\_\_\_\_



Emanata: \_\_\_\_\_  
What it means: \_\_\_\_\_



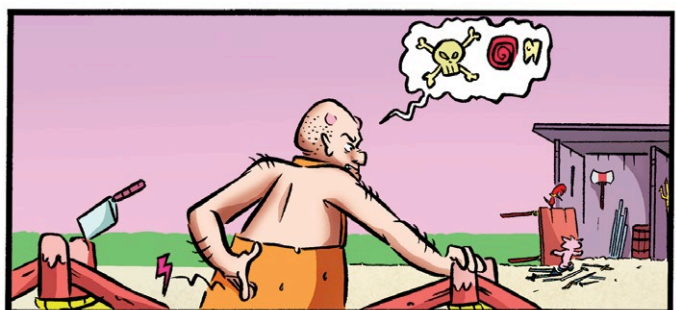
Emanata: \_\_\_\_\_  
What it means: \_\_\_\_\_



Emanata: \_\_\_\_\_  
What it means: \_\_\_\_\_



Emanata: \_\_\_\_\_  
What it means: \_\_\_\_\_



Emanata: \_\_\_\_\_  
What it means: \_\_\_\_\_



# MAP OF THE TIBER RIVER VALLEY

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_





## MAJOR CHARACTERS

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

This story has many characters moving between different locations. Cut out the head-shots below of each major. Place the characters on the map (pg. 6) and move them to different locations as the characters move during the story.



**BEOWULF**



**GRENDDEL**



**HAMA**



**NAGLING**



**PICI**



**REMUS**



**ROMULUS**



**FAUSTALUS**



**TARPEIA**



**LUPA**



**HIGH PRIESTESS  
OF VESTA**



**KING TITUS**



**TATIUS**



**CELER**



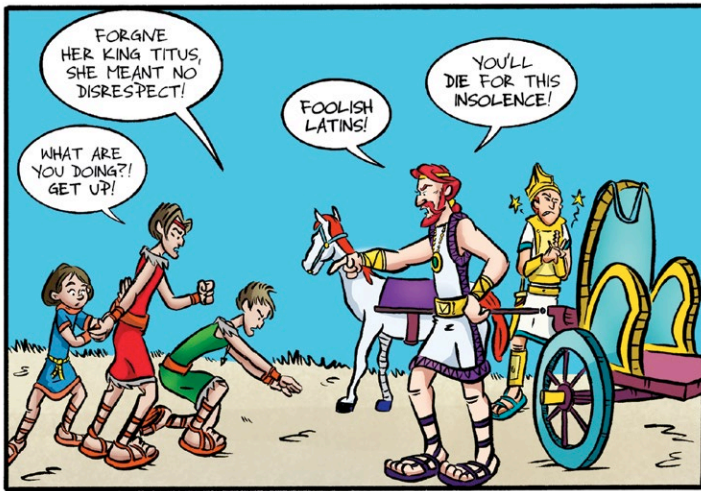


# WORD MEANING FROM CONTEXT CLUES

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

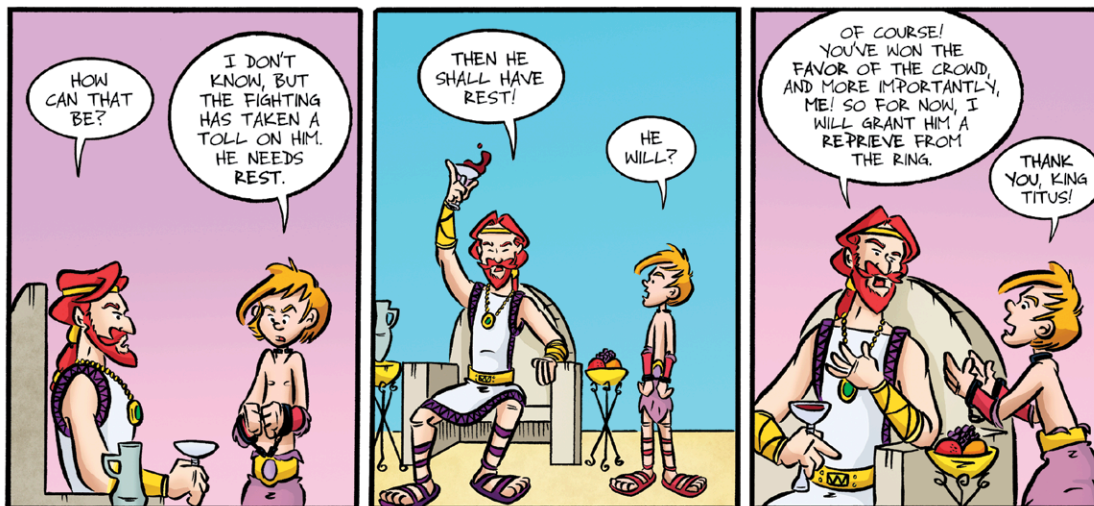
Define each word by using the context clues within the panels.



**"INSOLENCE"** \_\_\_\_\_



**"JEERING"** \_\_\_\_\_

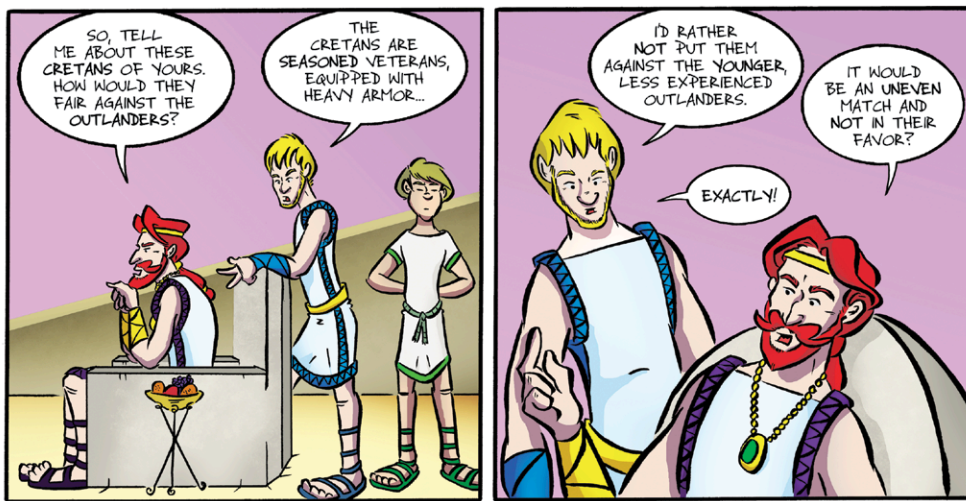


**"REPRIEVE"** \_\_\_\_\_



**"PROCESSIONAL"** \_\_\_\_\_





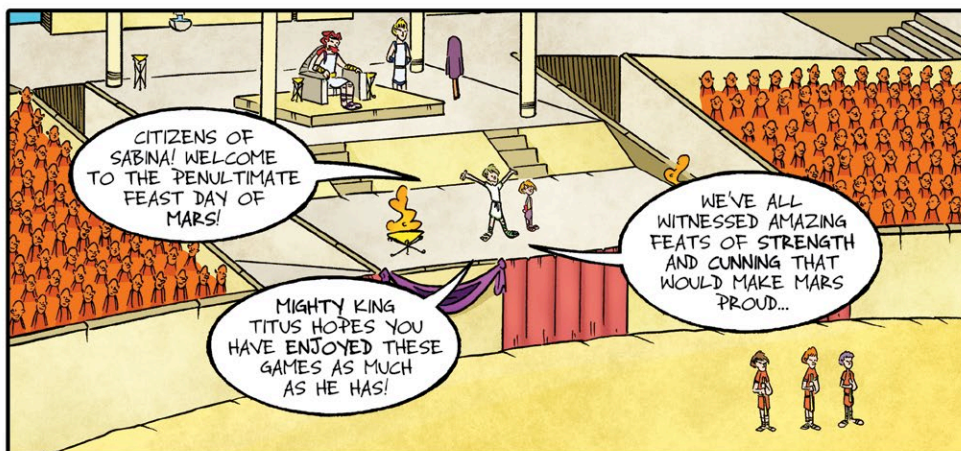
**"SEASONED"**



**"DISCREET"**



**"TRANSGRESSION"**



**"PENULTIMATE"**





“Sometimes the only person you can trust is yourself,” says Prince Tatius on page 144. Throughout this book, characters make promises and ask others to trust them. For each situation, cite text and picture evidence which shows why the characters might think the promise would be kept or broken, whether the promise was honest, and how it turned out.

SITUATION	Why would the character(s) trust that the promise will be kept?	Why would the character(s) doubt that the promise will be kept?	Was the promise made honestly?	Was the promise kept? Why or why not?
Prince Tatius promises Beowulf and Grendel their freedom if they fight well and bring honor to his family.				
King Titus promises Beowulf that he and Grendel will be free if Beowulf wins the primus.				
Tarpeia promises she will take Prince Tatius to the kidnapped Sabine women if he releases Remus.				

