

# King Arthur: A Knight's Tale

**Grade Level:** 4th grade

**Presented by:** Mary Ann Canedy, and Genevia Stone, Serna Elementary

**Length of Unit:** 14 lessons

## I. ABSTRACT

King Arthur: "A Knight's Tale" is an integrated Language Arts and Social Studies unit that explores myths as a particular form of text. Out of the Middle Ages came the most legendary mythical figure of all time, King Arthur. This unit is based on the most well known Arthurian legends. Students will be taken back to Medieval England as they experience life in King Arthur's court while re-enacting roles in a feudalistic society. Guided reading strategies facilitate comprehension and fluency skills thus enabling the reader to progress toward reading independence. Expository writing activities augment the reading process in order to create a classroom of strategic readers.

## II. OVERVIEW

### A. Concept Objectives

1. Students will learn that myths were the earliest form of History evolving from oral tradition to written text.
2. Students will learn that mythical and legendary characters may or may not have existed, but their stories continue to stimulate the imaginations of readers and are preserved in the tales of medieval times.
3. Students will learn that myths have a recurring theme of good triumphing over evil.

### B. Content from the *Core Knowledge Sequence*

1. Myths and Mythical Characters: Legends of King Arthur and the Knights of The Round Table p. 89
  - a. How Arthur Became King
  - b. The Sword and the Stone
  - c. The Sword Excalibur
  - d. Guinevere
  - e. Merlin and the Lady of the Lake
  - f. Sir Lancelot
2. Literary terms: plot, setting
3. Writing and research p. 87
4. Feudalism p. 92
  - a. Lords, vassals, knights, freedmen, serfs p. 92
  - b. Code of chivalry
  - c. Knight, squire, page

### C. Skills to be taught in the unit

1. Students will develop a definition of myth and legend.
2. Students will locate England, Scotland, Wales, Ireland, North Sea, English Channel, on a map.
3. Students will understand the connections between physical, cultural, religious, and social aspects of life in the Middle Ages.
4. Students will write responses to journal questions, a narrative, classificatory, and persuasive composition using a given topic relating to the story.
5. Students will complete a graphic organizer to: demonstrate the relationships between the major characters; identify and analyze cause, effect, plot, setting and problem resolution; sequence events; identify feelings and emotions of the characters; compare and contrast stories, citing evidence from the text.

6. Students will make a diorama to illustrate parts of the story.
7. Students will paraphrase and summarize main ideas from the text.
8. Students will use context clues to determine word meanings.
9. Students will recall facts, details, and make predictions.
10. Students will distinguish between fact and opinion.
11. Students will recognize point of view using the text.
12. Students will analyze the story to draw inferences and generalizations.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers:
  1. The tales of King Arthur are some of the most widely known legends of all time. They date back over one thousand years and were originally told as stories of entertainment and history to adults. The tales were told and retold for hundreds of years before they were ever put into print. One of the first books ever printed in England was Sir Thomas Mallory's *Le Morte D'Arthur* in 1485. Historians disagree on the existence of Arthur, while others continue in their quest for Camelot.
- B. For Students:
  1. The students will have a basic knowledge and understanding of Narrative writing, Classificatory Writing, and Persuasive writing.

### IV. RESOURCES

- A. Cunningham, Patricia. *Classrooms That Work*. New York: Harper Collins College Publishers, 1994. ISBN 0-673-46961-1
- B. Hirsch, Jr. E.D. *What Your Fourth Grader Needs To Know*. New York: Dell Publishing, 1991, ISBN 0-385-41118-9
- C. Cox, Cheryl. *Feelings And Emotions Picture Cards*. Cheryl Cox Educational Consultants: P.O. Box 452142, Garland, TX 75045-2142. Item #121, \$24.99. (214) 221-4322.
- D. Blundell, Nigel and Kate Farrington. *Ancient England*. London: Parkgate Books, 1996. ISBN 1-902616-24-3
- E. Copies of Appendices

### V. LESSONS

#### Lesson One: Where in the World is Camelot?

- A. *Daily Objective*
  1. Concept Objectives
    - a. Students will learn that myths were the earliest form of History evolving from oral tradition to written text.
    - b. Students will learn that mythical and legendary characters may or may not have existed, but continue to stimulate the imaginations of readers and are preserved in the stories of medieval times.
  2. Lesson Content
    - a. Myths and Mythical Characters: Legends of King Arthur and the Knights of the Round Table p. 89
    - b. Literary terms: plot, setting p. 89
  3. Skill Objectives
    - a. Students will develop a definition for myth and legend.
    - b. Students will locate England, Ireland, Scotland, Wales, English Channel, and North Sea on a map.
    - c. Students will respond to journal questions.
- B. *Materials*

1. Sets of Book Titles - Appendix A
  2. Baggies
  3. Class set of European Maps
  4. Class set of atlas books
  5. Journal cover or construction paper
- C. *Key Vocabulary*
1. myth-a fiction or half-truth, especially one forming part of an ideology of a society that tells about a person or thing with special powers p. 89
  2. legend-an unverified popular story handed down from earlier times that is widely believed but cannot be proved to be true p. 89
- D. *Procedures/Activities*
1. Distribute maps and atlases. Locate and label England, Ireland, Scotland, Wales, the English Channel, and the North Sea on the map.
  2. Teacher leads discussion for students to understand that the British Isles is a part of Europe.
  3. Teacher has book titles written on sentence strips, and 2 pocket charts with labels “Yes” and “No”.
  4. Distribute sets of book titles to each group of 4-5 students. (Appendix A)
  5. Students put the book titles into categories of their own choosing, and share with class.
  6. Teacher places “Yes” and “No” labels in a pocket chart, then holds up the strips one at a time and asks students if they are an example of a “Yes” or “No”. The Myths are “Yes” examples, and the other titles are “No” examples. If the students respond incorrectly, tell them and place the strip in the correct column. As examples in each column accumulate, students will discover that the “Yes” column has the book titles that are myths, and the “No” column has the names of books dealing with real or fictional people.
  7. Read a short myth such as *Pecos Bill* aloud. Review yes and no examples and guide students to a definition of “myth” and “legend”.
  8. Brainstorm other examples of myths or legends and discuss.
  9. Students make a journal cover using construction paper, or teacher may provide a previously assembled journal.
  10. Journal entry: What is your favorite myth? Explain why it is your favorite.
- E. *Assessment/Evaluation*
1. Map is graded.
  2. Journal entry is assessed.

## **Lesson Two: What Do the Simple Folk Do?**

### A. *Daily Objectives*

1. Concept Objectives
  - a. Students will learn that myths were the earliest form of History evolving from oral tradition to written text.
  - b. Students will learn that mythical and legendary characters may or may not have existed, but continue to stimulate the imaginations of readers and are preserved in the stories of medieval times.
2. Lesson Content
  - a. Myths and Mythical Characters: Legends of King Arthur and the Knights of the Round Table p. 89
  - b. Feudalism: p. 92
    - i. Lords, vassals, knights, freedmen, serfs p. 92

- ii. Code of chivalry
    - iii. Knight, squire, page
  - c. Writing and research p.87
- 3. Skill Objectives
  - a. Students will understand the connections between physical, cultural, religious, and social aspects of life in the Middle Ages.
  - b. Students will write responses to journal questions, a narrative, classificatory, and persuasive composition using a given topic relating to the story.
- B. *Materials*
  - 1. Candies (M and M's, or Skittles, etc.)
  - 2. Baggies
  - 3. Job Cards
  - 4. Notebook Paper
  - 5. Journal Paper
- C. *Key Vocabulary*
  - 1. Classificatory – a style of informative writing consisting of 4 paragraphs: Paragraph 1- Introduction, Paragraph 2-Three likes or advantages of the situation, Paragraph 3-Three dislikes or disadvantages of the situation, Paragraph 4- Conclusion.
  - 2. Outline - a brief plan highlighting main points for writing a composition
  - 3. Rough draft - the first attempt at writing a paper
  - 4. Edit - to prepare for publication by correcting errors
  - 5. Final draft - the revised and corrected paper
  - 6. See words 1-10 in Appendix H.
- D. *Procedures/Activities*
  - 1. Focus question: What would you have liked your job to have been in the Middle Ages?
  - 2. Teacher introduces a feudalism game. Teacher distributes job/social position cards randomly to students. For a class of 21 there should be about 12 peasants, 6 vassals, 2 nobles, and 1 king. Distribute candies (M & Ms, or Skittles, etc.) with peasants, vassals, nobles, and king each receiving ten. Each peasant pays their vassal 6, each vassal then pays their noble 5 for every 6 confiscated from each peasant, and each noble pays 3 of every 5 confiscated from the vassals to the king. Tell the students that they have just participated in feudalism.
  - 3. Lead the students in a discussion about the advantages and disadvantages of a feudalistic society. Record responses on board or chart paper.
  - 4. Students create their own outline using brainstorming ideas or their own ideas, as a prewriting activity for a classificatory composition.
  - 5. Students write a rough draft using their outline.
  - 6. Students edit their writing with a peer.
  - 7. Students write a final draft from edited rough draft.
  - 8. Journal entry: Do you think that Feudalism is a fair system? Explain why it is or is not.
- E. *Assessment/Evaluation*
  - 1. Classificatory is evaluated using holistic grading.
  - 2. Journal entry is assessed.

### **Lesson Three: Sword in Hand**

#### **A. Daily Objective**

- 1. Concept Objectives
  - a. Students will learn that myths were the earliest form of History evolving from oral tradition to written text.

- b. Students will learn that mythical and legendary characters may or may not have existed, but continue to stimulate the imaginations of readers and are preserved in the stories of medieval times.
  - 2. Lesson Content
    - a. Myths and Mythical Characters: Legends of King Arthur and the Knights of the Round Table p. 89
    - b. Feudalism p. 92
  - 3. Skill Objectives
    - a. Students will understand the connections between physical, cultural, religious, and social aspects of life in the Middle Ages
    - b. Students will recall facts and details and make predictions.
    - c. Students will paraphrase and summarize main ideas from the text.
    - d. Students will recognize point of view using the text.
    - e. Students will analyze the story to draw inferences and generalizations.
    - f. Students will complete a graphic organizer to: demonstrate the relationships between the major characters; identify and analyze cause, effect, plot, setting and problem resolution; sequence events; identify feelings and emotions of the characters; compare and contrast stories, citing evidence from the text.
    - g. Students will write responses to journal questions
- B. *Materials*
  - 1. *King Arthur-The Sword in the Stone*
  - 2. Character Web-Appendix B
  - 3. Story Map
  - 4. Summarization Statement
  - 5. Journal paper
- C. *Key Vocabulary*
  - 1. plot - arrangement or pattern of events p.89
  - 2. setting - the place, time, and environment of a story p.89
  - 3. See words 11-17 in Appendix H.
- D. *Procedures/Activities*
  - 1. Focus Question: What do you know about King Arthur?
  - 2. Review student definitions of myth and legend.
  - 3. Introduce literary terms, plot and setting.
  - 4. Review location of England and feudalistic society of the times.
  - 5. Teacher reads first half of *King Arthur-The Sword in the Stone*, up to the 12<sup>th</sup> page of text. (Stop before he pulls the sword from the anvil.) Vocabulary words are discussed as they occur in the reading.
  - 6. Teacher leads discussion on the main characters and their relationships to each other.
  - 7. Students begin character web and continue as the characters are introduced in the story. They must identify who the character is and their relationships to other characters in the story. Example: Sir Ector is a noble knight known to Merlin, father of Sir Kay, adopted father to Arthur. Students continue this activity throughout the unit, making additions and adjustments as necessary (to be graded at the end). (Appendix B)
  - 8. Teacher leads discussion to enable the students to fill in the Story Map and Summarization Statement using only the information that has been read. Students complete a Story Map using this model: Title: Characters: Setting: (Time and Place) Problem: Event 1, Event 2, Event 3, Event 4, Event 5, Solution: Main Idea:
  - 9. Students complete a summarization statement using this model:  
 (Whom or What) \_\_\_\_\_ wanted (problem) \_\_\_\_\_ but/so  
 (solution) \_\_\_\_\_, then (ending) \_\_\_\_\_.

10. Journal Entry: How is this Arthur different from the one that was discussed earlier today?
- E. *Assessment/Evaluation*
1. Story map is graded.
  2. Summarization statement is graded.
  3. Journal entry is assessed.

#### **Lesson Four: A Case of Mistaken Identity**

A. *Daily Objectives*

1. Concept Objectives
  - a. Students will learn that myths were the earliest form of History evolving from oral tradition to written text.
  - b. Students will learn that mythical and legendary characters may or may not have existed, but their stories continue to stimulate the imaginations of readers and are preserved in the tales of medieval times.
  - c. Students will learn that myths have a recurring theme of good triumphing over evil.
2. Lesson Content
  - a. Myths and Mythical Characters: Legends of King Arthur and the Knights of the Round Table p. 89
  - b. Feudalism p. 92
  - c. Literary terms: plot, setting p. 89
3. Skill Objectives
  - a. Students will understand the connections between physical, cultural, religious, and social aspects of life in the Middle Ages
  - b. Students will recall facts and details and make predictions.
  - c. Students will paraphrase and summarize main ideas from the text.
  - d. Students will recognize point of view using the text.
  - e. Students will analyze the story to draw inferences and generalizations.
  - f. Students will complete a graphic organizer to: demonstrate the relationships between the major characters; identify and analyze cause, effect, plot, setting and problem resolution; sequence events; identify feelings and emotions of the characters; compare and contrast stories, citing evidence from the text.
  - g. Students will write responses to journal questions
  - h. Students will make a diorama to illustrate parts of the story.

B. *Materials*

1. *King Arthur-The Sword in the Stone*
2. Post-It Notes
3. Character Web-Appendix B
4. Summarization Statement
5. Journal
6. Construction and Manila paper
7. Glue
8. Scissors

C. *Key Vocabulary*

See word 18 in Appendix H.

D. *Procedures/Activities*

1. Focus question: How do you feel when someone takes the credit for something good that **you** did?
2. Review reading from previous day. You may use the student summarization statements.

3. Teacher reads second half of *King Arthur-The Sword in the Stone*, from the 12<sup>th</sup> page of text to the end. Vocabulary words are discussed as they occur in the reading.
  4. Teacher models “sticky note reading” while reading the second half of the book. Students are encouraged to ask questions and make comments during reading. Teacher records any interesting comments, confusing words or areas cited by students on sticky notes to be addressed during discussion of reading. The reading is followed by a class discussion. (This activity encourages students to discuss reading among their peers.)
  5. Classroom discussion focuses on what is written on the sticky notes by going back to the text. Monitor student understanding through responses and participation.
  6. Teacher leads discussion to allow students to discover the theme of good triumphing over evil, and enable students to fill out a Summarization Statement. See details in Lesson 3.
  7. Students add any new information to the Character Web. (Appendix B)
  8. Students complete a summarization statement independently. See details in Lesson 3.
  9. Students make a diorama with manila paper and construction paper illustrating their favorite part of the story.
  10. Journal entry: How would you react if your little brother became a famous person, but you weren’t famous?
- E. *Assessment/Evaluation*
1. Story map is graded.
  2. Summarization statement is graded.
  3. Journal entry is assessed.

### **Lesson Five: Arthur vs. Arthur**

#### A. *Daily Objectives*

1. Concept Objectives
  - a. Students will learn that myths were the earliest form of History evolving from oral tradition to written text.
  - b. Students will learn that mythical and legendary characters may or may not have existed, but their stories continue to stimulate the imaginations of readers and are preserved in the tales of medieval times.
  - c. Students will learn that myths have a recurring theme of good triumphing over evil.
2. Lesson Content
  - a. Myths and Mythical Characters: Legends of King Arthur and the Knights of the Round Table p. 89
  - b. Feudalism p. 92
  - c. Literary terms: plot, setting p. 89
3. Skill Objectives
  - a. Students will understand the connections between physical, cultural, religious, and social aspects of life in the Middle Ages
  - b. Students will recall facts and details and make predictions.
  - c. Students will paraphrase and summarize main ideas from the text.
  - d. Students will recognize point of view using the text.
  - e. Students will analyze the story to draw inferences and generalizations.
  - f. Students will complete a graphic organizer to: demonstrate the relationships between the major characters; identify and analyze cause, effect, plot, setting and problem resolution; sequence events; identify feelings and emotions of the characters; compare and contrast stories, citing evidence from the text.
  - g. Students will write responses to journal questions

B. *Materials*

1. *King Arthur-The Sword in the Stone*
2. *Tales of King Arthur* “The Sword in the Stone”
3. Post-It Notes
4. Venn Diagram
5. Cause/Effect Organizer (Blank copy of Appendix E)
6. Character Web-Appendix B
7. Journal

C. *Key Vocabulary*

See words 19-28 in Appendix H.

D. *Procedures/Activities*

1. Focus question: Have you ever heard or read two versions of the same story?
2. Review reading from previous day. You may use the student summarization statements.
3. Teacher reads *Tales of King Arthur* “The Sword in the Stone”. Vocabulary words are discussed as they occur in the story. Students repeat sticky note activity while teacher reads the second version of the story. See detailed instructions in Lesson Three.
4. Teacher leads discussion to reinforce the theme of good triumphing over evil, and enable students to fill out a Venn diagram independently by discussing the similarities and differences between the two versions of the story. Discussion also includes events of models that display Cause/Effect. Monitor student understanding through responses and participation.
5. Students complete a Venn Diagram independently.
6. Students complete a Cause/Effect Organizer independently. (See sample Appendix E)
7. Students add any new information to Character Web. (Appendix B)
8. Journal Entry: Explain in a paragraph which version you liked of the *Sword in the Stone*.

E. *Assessment/Evaluation*

1. Venn Diagram is graded
2. Cause/Effect Organizer is graded.
3. Journal entry is assessed.

**Lesson Six: Fie on Goodness!**

A. *Daily Objectives*

1. Concept Objectives
  - a. Students will learn that myths were the earliest form of History evolving from oral tradition to written text.
  - b. Students will learn that mythical and legendary characters may or may not have existed, but their stories continue to stimulate the imaginations of readers and are preserved in the tales of medieval times.
  - c. Students will learn that myths have a recurring theme of good triumphing over evil.
2. Lesson Content
  - a. Myths and Mythical Characters: Legends of King Arthur and the Knights of the Round Table p.89
  - b. Feudalism p. 92
  - c. Literary terms: plot, setting p. 89
  - d. Writing and research p. 87
3. Skill Objectives
  - a. Students will understand the connections between physical, cultural, religious, and social aspects of life in the Middle Ages.

- b. Students will recall facts and details and make predictions.
  - c. Students will paraphrase and summarize main ideas from the text.
  - d. Students will recognize point of view using the text.
  - e. Students will analyze the story to draw inferences and generalizations.
  - f. Students will complete a graphic organizer to: demonstrate the relationships between the major characters; identify and analyze cause, effect, plot, setting and problem resolution; sequence events; identify feelings and emotions of the characters; compare and contrast stories citing evidence from the text.
  - g. Students will write responses to journal questions.
- B. *Materials*
- 1. *Excalibur*
  - 2. Post-It Notes
  - 3. Sequencing Activity (Appendix D)
  - 4. Index cards
  - 5. Notebook paper
  - 6. Journal
- C. *Key Vocabulary*
- 1. Narrative – a style of writing that tells a story consisting of 5 paragraphs
  - 2. See words 31-34 in Appendix H.
- D. *Procedures/Activities*
- 1. Focus Question: Are you surprised that there was an empty seat left at the Round Table for the purest, bravest, and most honorable knight? Explain your answer.
  - 2. Teacher reviews reading from previous day. Teacher reads *Excalibur* through the Pendragon sword falling, up to the 10<sup>th</sup> page of text. Vocabulary words are discussed as they occur in the story. Students repeat sticky note activity. See details in Lesson 3.
  - 3. Teacher distributes index cards. Students repeat 2-word activity. See details in Lesson 6.
  - 4. Classroom discussion focuses on what is written on the sticky notes by going back to the text. Monitor student understanding through responses and participation. Teacher leads discussion to enable students to complete a Sequencing Activity independently. (*Appendix D*)
  - 5. Students brainstorm to make predictions as to what will happen next. Teacher records student responses on board or chart paper for reference when writing.
  - 6. Students create an outline for a narrative using brainstorming ideas or their own ideas.
  - 7. Students write a rough draft predicting the ending of the story from their outline.
  - 8. Students edit their writing with a peer.
  - 9. Students write a final draft from edited rough draft.
  - 10. Students add any new information to the Character Web. (Appendix B)
  - 11. Journal entry: In a paragraph, describe the kind of special powers that Excalibur possesses using adjectives.
- E. *Assessment/Evaluation*
- 1. Sequencing Activity is graded.
  - 2. Narrative composition is evaluated using holistic grading.
  - 3. Journal entry is assessed.

### **Lesson Seven: Foe becomes Friend**

#### A. *Daily Objectives*

- 1. Concept Objectives
  - a. Students will learn that myths were the earliest form of History evolving from oral tradition to written text.

- b. Students will learn that mythical and legendary characters may or may not have existed, but their stories continue to stimulate the imaginations of readers and are preserved in the tales of medieval times.
    - c. Students will learn that myths have a recurring theme of good triumphing over evil.
  - 2. Lesson Content
    - a. Myths and Mythical Characters: Legends of King Arthur and the Knights of the Round Table p. 89
    - b. Feudalism p. 92
    - c. Literary terms: plot, setting p. 89
  - 3. Skill Objectives
    - a. Students will understand the connections between physical, cultural, religious, and social aspects of life in the Middle Ages.
    - b. Students will recall facts and details and make predictions.
    - c. Students will paraphrase and summarize main ideas from the text.
    - d. Students will recognize point of view using the text.
    - e. Students will analyze the story to draw inferences and generalizations.
    - f. Students will complete a graphic organizer to: demonstrate the relationships between the major characters; identify and analyze cause, effect, plot, setting and problem resolution; sequence events; identify feelings and emotions of the characters; compare and contrast stories citing evidence from the text.
    - g. Students will write responses to journal questions, a narrative, classificatory, and persuasive composition using a given topic relating to the story.
- B. *Materials*
  - 1. *Excalibur*
  - 2. *Tales of King Arthur* “Excalibur”
  - 3. Post-It Notes
  - 4. Index Cards
  - 5. Venn Diagram
  - 6. Character Web (Appendix B)
  - 7. Construction and Manila Paper
  - 8. Glue
  - 9. Scissors
  - 10. Journal
- C. *Key Vocabulary*
  - 1. See words 35-47 in Appendix H.
- D. *Procedures/Activities*
  - 1. Focus Question: Now that Arthur’s sword is broken, what will happen to him?
  - 2. Teacher reviews reading from previous day. Teacher reads the second half of *Excalibur* from the 10<sup>th</sup> page of text to the end. Vocabulary words are discussed as they occur in the story. Students repeat sticky note activity. See details in Lesson 3.
  - 3. Teacher distributes index cards. Students repeat 2-word activity. See details in Lesson 6.
  - 4. Teacher reads *Tales of King Arthur* “Excalibur”. Vocabulary words are discussed as they occur in the reading. Students repeat sticky note activity followed by a class discussion.
  - 5. Classroom discussion focuses on what is written on the sticky notes by going back to the text, and it reinforces the theme of good triumphing over evil. Monitor student understanding through responses and participation. Teacher leads discussion to reinforce the theme and enable students to complete a Venn diagram independently.

6. Teacher reviews and checks students' predictions from yesterday's discussion.
  7. Students add any new information to the Character Web. (Appendix B)
  8. Students make a diorama with manila and construction papers illustrating their favorite part of the story.
  9. Journal entry: Would you like to have an object or device with magical powers like Excalibur? Describe what object or device you would have, and how you would use it.
- E. *Assessment/Evaluation*
1. Venn diagram is graded.
  2. Journal entry is assessed.

### **Lesson Eight: It's Good to Be King**

#### A. *Daily Objectives*

1. Concept Objectives
  - a. Students will learn that myths were the earliest form of History evolving from oral tradition to written text.
  - b. Students will learn that mythical and legendary characters may or may not have existed, but their stories continue to stimulate the imaginations of readers and are preserved in the tales of medieval times.
  - c. Students will learn that myths have a recurring theme of good triumphing over evil.
2. Lesson Content
  - a. Myths and Mythical Characters: Legends of King Arthur and the Knights of the Round Table p. 89
  - b. Feudalism p. 92
  - c. Literary terms: plot, setting p. 89
3. Skill Objectives
  - a. Students will understand the connections between physical, cultural, religious, and social aspects of life in the Middle Ages.
  - b. Students will recall facts and details and make predictions.
  - c. Students will paraphrase and summarize main ideas from the text.
  - d. Students will recognize point of view using the text.
  - e. Students will analyze the story to draw inferences and generalizations.
  - f. Students will complete a graphic organizer to: demonstrate the relationships between the major characters; identify and analyze cause, effect, plot, setting and problem resolution; sequence events; identify feelings and emotions of the characters; compare and contrast stories citing evidence from the text.
  - g. Students will write responses to journal questions.

#### B. *Materials*

1. *King Arthur-The Knights of the Round Table*
2. Post-It Notes
3. Index Cards
4. Cause/Effect Organizer (Blank copy of Appendix E)
5. Character Web (Appendix B)
6. Journal

#### C. *Key Vocabulary*

Done during reading (recorded on Post-It Notes).

#### D. *Procedures/Activities*

1. Focus Question: Do you think Arthur is going to be a good king even though he has had little training in knighthood and society? Explain why or why not.
2. Teacher reads *Knights of the Round Table* through Leodegrance being attacked, the 8<sup>th</sup>

page of text. Vocabulary words are discussed as they occur in the story. Students repeat sticky note activity. See details in Lesson 3.

3. After reading, distribute index cards for 2 words activity. Ask students to be silent and to write only 2 words (not in a phrase) that reflect their thinking about the passage. The two-word strategy causes students to reflect on the entire selection and relate their own world knowledge without stress. Upon completion, students turn and tell their neighbor their words, why they chose them, and how they relate to the story
  4. Class reconvenes with students generating discussion based on their sticky notes referring back to the text. Monitor student understanding through responses and participation.
  5. Teacher leads discussion to enable students to complete a Cause/Effect Organizer. See sample Appendix E. Students make predictions as to what will happen next in the story.
  6. Students complete a Cause/Effect Organizer.
  7. Add any new information to Character Web (Appendix B)
  8. Journal Entry: Where did the Round Table for the knights come from?
- E. *Assessment/Evaluation*
1. Cause/Effect Organizer is graded.
  2. Journal entry is assessed.

### **Lesson Nine: Rally ‘Round the Table, Knights**

#### *A. Daily Objectives*

1. Concept Objectives
  - a. Students will learn that myths were the earliest form of History evolving from oral tradition to written text.
  - b. Students will learn that mythical and legendary characters may or may not have existed, but their stories continue to stimulate the imaginations of readers and are preserved in the tales of medieval times.
  - c. Students will learn that myths have a recurring theme of good triumphing over evil.
2. Lesson Content
  - a. Myths and Mythical Characters: Legends of King Arthur and the Knights of the Round Table p.89
  - b. Feudalism p. 92
  - c. Literary terms: plot, setting p. 89
3. Skill Objectives
  - a. Students will understand the connections between physical, cultural, religious, and social aspects of life in the Middle Ages.
  - b. Students will recall facts and details and make predictions.
  - c. Students will paraphrase and summarize main ideas from the text.
  - d. Students will recognize point of view using the text.
  - e. Students will analyze the story to draw inferences and generalizations.
  - f. Students will complete a graphic organizer to: demonstrate the relationships between the major characters; identify and analyze cause, effect, plot, setting and problem resolution; sequence events; identify feelings and emotions of the characters; compare and contrast stories citing evidence from the text.
  - g. Students will write responses to journal questions.

#### *B. Materials*

1. *King Arthur-The Knights of the Round Table*
2. Post-It Notes
3. Index Cards

4. Story Map
  5. Character Web (Appendix B)
  6. Construction and Manila Paper
  7. Glue
  8. Scissors
  9. Journal
- C. *Key Vocabulary*  
See words 29-30 in Appendix H.
- D. *Procedures/Activities*
1. Focus question: How did Arthur get the Round Table for his knights?
  2. Teacher reviews reading from previous day. Teacher reads the second half of the story from the 8<sup>th</sup> page of text to the end. Vocabulary words are discussed as they occur in the story. Students repeat Sticky note activity. See details in Lesson 3.
  3. Teacher distributes index cards. Students repeat 2-word activity. See details in Lesson 6.
  4. Class reconvenes with students generating discussion based on their sticky notes referring back to the text. Monitor student understanding through responses and participation.  
Teacher leads discussion to reinforce the theme of good triumphing over evil and enable students to complete a Story Map independently. See details in Lesson 3.
  5. Teacher reviews and checks predictions from yesterday's discussion with the students.
  6. Students add any new information to the Character Web. (Appendix B)
  7. Students make a diorama with manila and construction papers illustrating their favorite part of the story.
  8. Journal entry: Explain why is it so important that King Arthur's table is round.
- E. *Assessment/Evaluation*
1. Story Map is graded.
  2. Journal entry is assessed.

### **Lesson Ten: I Wonder What the King is Doing Tonight**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Students will learn that myths were the earliest form of History evolving from oral tradition to written text.
    - b. Students will learn that mythical and legendary characters may or may not have existed, but their stories continue to stimulate the imaginations of readers and are preserved in the tales of medieval times.
    - c. Students will learn that myths have a recurring theme of good triumphing over evil.
  2. Lesson Content
    - a. Myths and Mythical Characters: Legends of King Arthur and the Knights of the Round Table p.89
    - b. Feudalism p. 92
    - c. Literary terms: plot, setting p. 89
  3. Skill Objectives
    - a. Students will understand the connections between physical, cultural, religious, and social aspects of life in the Middle Ages.
    - b. Students will recall facts and details and make predictions.
    - c. Students will paraphrase and summarize main ideas from the text.
    - d. Students will recognize point of view using the text.
    - e. Students will analyze the story to draw inferences and generalizations.

- f. Students will complete a graphic organizer to: demonstrate the relationships between the major characters; identify and analyze cause, effect, plot, setting and problem resolution; sequence events; identify feelings and emotions of the characters; compare and contrast stories citing evidence from the text.
- g. Students will write responses to journal questions, a narrative, classificatory, and persuasive composition using a given topic relating to the story.

B. *Materials*

1. *King Arthur*
2. Post-It Notes
3. Character Emotions Cards
4. Blank Character Emotions chart (see sample Appendix E)
5. Character Web (Appendix B)
6. Test-Appendix F

C. *Key Vocabulary*

1. Done during reading (recorded on post-it notes).

D. *Procedures/Activities*

1. Focus Question: Do you think that there will be many differences between this version of *King Arthur* and the other versions that we have read?
2. Provide students with Post-It Notes for sticky note activity. See details in Lesson 3. Students read the first half of *King Arthur* up to page 27 in partners and discuss notes throughout reading.
3. Class reconvenes with students generating discussion based on their sticky notes referring back to the text. Monitor student understanding through responses and participation.
4. Teacher models feelings lesson for the reading. Teacher discusses with students that feelings and emotions are shown in the way characters come to life through the words of an author. Help students realize that they make inferences based on the information that they have gained by reading and from their own personal experiences, which may relate to the passage. Remind them that feelings/emotions are exhibited through multiple indicators. They should always consider all the ways that feelings and emotions are manifested in actions, spoken words, thoughts, and relationships. See sample of Appendix E.
5. Distribute feelings cards set to each group of 4-5 students. Using the text, the group selects three cards, choosing emotions that a character has experienced. Students cite examples from the text to support their choices, including page numbers. Students fill in the Character Emotion chart. (Blank copy of Appendix E)
6. Groups share one example from their chart.
7. Students add any new information to the Character Web. (Appendix B)
8. Administer Test. (Appendix F)

E. *Assessment/Evaluation*

1. Test is graded.

### **Lesson Eleven: One Wedding and a Funeral**

A. *Daily Objectives*

1. Concept Objectives
  - a. Students will learn that myths were the earliest form of History evolving from oral tradition to written text.
  - b. Students will learn that mythical and legendary characters may or may not have existed, but their stories continue to stimulate the imaginations of readers and are preserved in the tales of medieval times.

- c. Students will learn that myths have a recurring theme of good triumphing over evil.
- 2. Lesson Content
  - a. Myths and Mythical Characters: Legends of King Arthur and the Knights of the Round Table p.89
  - b. Feudalism p. 92
  - c. Lords, vassals, knights, freedmen, serfs p. 92
  - d. Code of chivalry
  - e. Knight, squire, page
  - f. Literary terms: plot, setting p. 89
- 3. Skill Objectives
  - a. Students will understand the connections between physical, cultural, religious, and social aspects of life in the Middle Ages.
  - b. Students will recall facts and details and make predictions.
  - c. Students will paraphrase and summarize main ideas from the text.
  - d. Students will recognize point of view using the text.
  - e. Students will analyze the story to draw inferences and generalizations.
  - f. Students will complete a graphic organizer to: demonstrate the relationships between the major characters; identify and analyze cause, effect, plot, setting and problem resolution; sequence events; identify feelings and emotions of the characters; compare and contrast stories citing evidence from the text.
  - g. Students will write responses to journal questions, a narrative, classificatory, and persuasive composition using a given topic relating to the story.
- B. *Materials*
  - 1. *King Arthur*
  - 2. Post-It Notes
  - 3. Blank Character Emotions chart (see sample Appendix E)
  - 4. Character Web (Appendix B)
  - 5. Test-Appendix G
- C. *Key Vocabulary*
  - 1. Done during reading (recorded on post-it notes).
- D. *Procedures/Activities*
  - 1. Focus Question: What are the differences between this version of King Arthur and the other books that we have read?
  - 2. Provide students with Post-It Notes for sticky note activity. Students read the second half of *King Arthur* from page 27 to the end of the book in partners, and discuss notes throughout reading. See details in Lesson 3.
  - 3. Class reconvenes with students generating discussion based on their sticky notes referring back to the text and reinforcing the theme of good triumphing over evil. Monitor student understanding through responses and participation.
  - 4. Repeat feelings/emotions activity. See details in Lesson 10.
  - 5. Students fill in the Character Emotion chart. (Blank copy of Appendix E)
  - 6. Groups share one example from their chart.
  - 7. Students add any new information to the Character Web. (Appendix B)
  - 8. Administer Test. (Appendix G)
- E. *Assessment/Evaluation*
  - 1. Test is graded.

## **Lesson Twelve: Follow Me**

- A. *Daily Objectives*
  - 1. Concept Objectives

- a. Students will learn that myths were the earliest form of History evolving from oral tradition to written text.
  - b. Students will learn that mythical and legendary characters may or may not have existed, but their stories continue to stimulate the imaginations of readers and are preserved in the tales of medieval times.
  - c. Students will learn that myths have a recurring theme of good triumphing over evil.
- 2. Lesson Content
    - a. Myths and Mythical Characters: Legends of King Arthur and the Knights of the Round Table p. 89
    - b. Feudalism p. 92
      - Lords, vassals, knights, freedmen, serfs p. 92
    - c. Literary terms: plot, setting p. 89
    - d. Writing and research p. 87
  - 3. Skill Objectives
    - a. Students will understand the connections between physical, cultural, religious, and social aspects of life in the Middle Ages.
    - b. Students will write responses to journal questions, a narrative, classificatory, and persuasive composition using a given topic relating to the story.
- B. *Materials*
- 1. *What Your Fourth Grader Needs to Know* p. 61
  - 2. Post-It Notes
  - 3. Notebook Paper
- C. *Key Vocabulary*
- 1. Done during reading (recorded on post-it notes).
  - 2. persuasive – a style of writing using 3 paragraphs where the writer tries to win over the reader to their position
- D. *Procedures/Activities*
- 1. Focus question: "Have you ever been tricked by someone that you thought was a friend?"
  - 2. Teacher reads "Merlin and the Lady of the Lake" on p. 61 of *What Your Fourth Grader Needs to Know*. Vocabulary words are discussed as they occur in the story. Students repeat sticky note activity. See details in Lesson 3.
  - 3. Classroom discussion focuses on what is written on the sticky notes by going back to the text, noting that in this case, good does not triumph over evil. Teacher leads discussion to assist in brainstorming for writing a persuasive letter.
  - 4. Students brainstorm reasons why Merlin should be released from the magic castle.
  - 5. Teacher records student responses on board or chart paper for reference when writing.
  - 6. Students create an outline using brainstorming ideas or their own ideas.
  - 7. Students write a rough draft of a 3-paragraph letter persuading the Lady of the Lake to release Merlin from the magic castle.
  - 8. Students edit their writing with a peer.
  - 9. Students write a final draft from edited rough draft.
- E. *Assessment/Evaluation*
- 1. Persuasive letter is evaluated using holistic grading.

**Lesson Thirteen: C'est Moi?**

A. *Daily Objectives*

- 1. Concept Objectives
  - a. Students will learn that myths were the earliest form of History evolving from oral tradition to written text.

- b. Students will learn that mythical and legendary characters may or may not have existed, but their stories continue to stimulate the imaginations of readers and are preserved in the tales of medieval times.
  - c. Students will learn that myths have a recurring theme of good triumphing over evil.
2. Lesson Content
- a. Myths and Mythical Characters: Legends of King Arthur and the Knights of the Round Table p.89
  - b. Feudalism p. 92
  - c. Literary terms: plot, setting p. 89
3. Skill Objectives
- a. Students will understand the connections between physical, cultural, religious, and social aspects of life in the Middle Ages.
  - b. Students will write responses to journal questions, a narrative, classificatory, and persuasive composition using a given topic relating to the story.
  - c. Students will complete a graphic organizer to: demonstrate the relationships between the major characters; identify and analyze cause, effect, plot, setting and problem resolution; sequence events; identify feelings and emotions of the characters; compare and contrast stories, citing evidence from the text.
  - d. Students will make a diorama to illustrate parts of the story.
  - e. Students will paraphrase and summarize main ideas from the text.
  - f. Students will use context clues to determine word meanings.
  - g. Students will recall facts, details, and make predictions.
  - h. Students will distinguish between fact and opinion.
  - i. Students will recognize point of view using the text.
  - j. Students will analyze the story to draw inferences and generalizations
- B. *Materials*
- 1. *What Your Fourth Grader Needs to Know*–“Sir Lancelot” and “Guinevere” p. 62
  - 2. *Tales of King Arthur-Lancelot and Guinevere* p. 67
  - 3. Post-It Notes
  - 4. Story Map
  - 5. Summarization Statement
  - 6. Journal
- C. *Key Vocabulary*
- 1. Done during reading (recorded on post-it notes).
- D. *Procedures/Activities*
- 1. Focus question: Explain how gossip can really hurt people.
  - 2. Teacher reads “Sir Lancelot” and “Guinevere” from *What Your Fourth Grader Needs to Know*. Vocabulary words are discussed as they occur in the story. Students repeat sticky note activity See details in Lesson 3. The reading is followed by a class discussion.
  - 3. Teacher reads *Tales of King Arthur-Lancelot and Guinevere*. Vocabulary words are discussed as they occur in the story. Students repeat sticky note activity. See details in Lesson 3.
  - 4. Classroom discussion focuses on what is written on the sticky notes by going back to the text and reinforcing the theme of good triumphing over evil. Teacher leads discussion to enable students to fill out a story map and summarization statement independently.
  - 5. Students complete a story map independently. See details in Lesson 3.
  - 6. Students complete a summarization statement independently. See details in Lesson 3.
  - 7. Students add any new information to the Character Web. (Appendix B)

8. Journal entry: Explain whether you think the characters in the Arthurian legends were real or mythical people.
- E. *Assessment/Evaluation*
1. Story map is graded.
  2. Summarization statement is graded.
  3. Journal is assessed.
  4. Character Web is graded.

## VI. CULMINATING ACTIVITY

- A. Show NBC's *Merlin* mini-series.
- B. Put students in groups of 4 to 5 to compare the movie and book. Distribute 2 colors of paper per group. One color will represent differences between the movie and book, while the other color represents similarities between them.
- C. Students will brainstorm and record all the similarities and differences they recall.
- D. Teacher guides the discussion of the whole group with students taking turns sharing their notes.

## VII. HANDOUTS/WORKSHEETS

- A. Character Names
- B. Character Web
- C. Sequencing Activity
- D. Cause /Effect Organizer
- E. Sample Character/Emotions Chart
- F. Test 1
- G. Test 2
- H. Unit Vocabulary

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APPENDIX A

Paul Bunyan

Sarah Plain &  
Tall

Johnny Appleseed

Ramona the  
Brave

John Henry

Stuart Little

Story of Pecos Bill  
King Midas

Charlotte's Web  
Helen Keller

Jason & the Argonauts  
Romulus and Remus

Pocahantas  
Harriet Tubman

Pegasus

Wizard of Oz

Odysseus & the Cyclops  
Theseus & the Minotaur

Cinderella  
Harry Potter &  
The Sorcerer's  
Stone

APPENDIX B

CHARACTER WEB

King Arthur

Merlin

Guinevere

Uther Pendragon

Sir Ector

Sir Kay

Sir Lancelot

Lady of the Lake

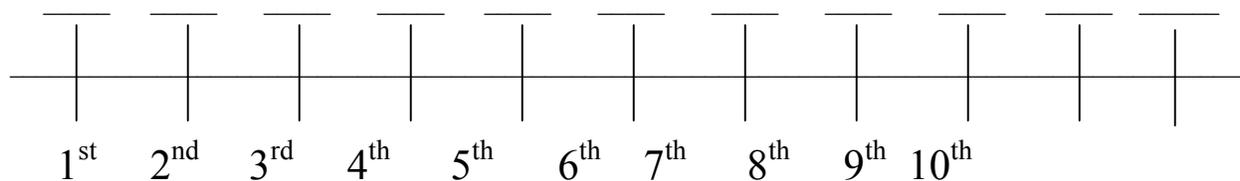
Morgana la Fey

Mordred

**APPENDIX C**  
**Sequencing Activity**

Place the lettered events in order on the number line.

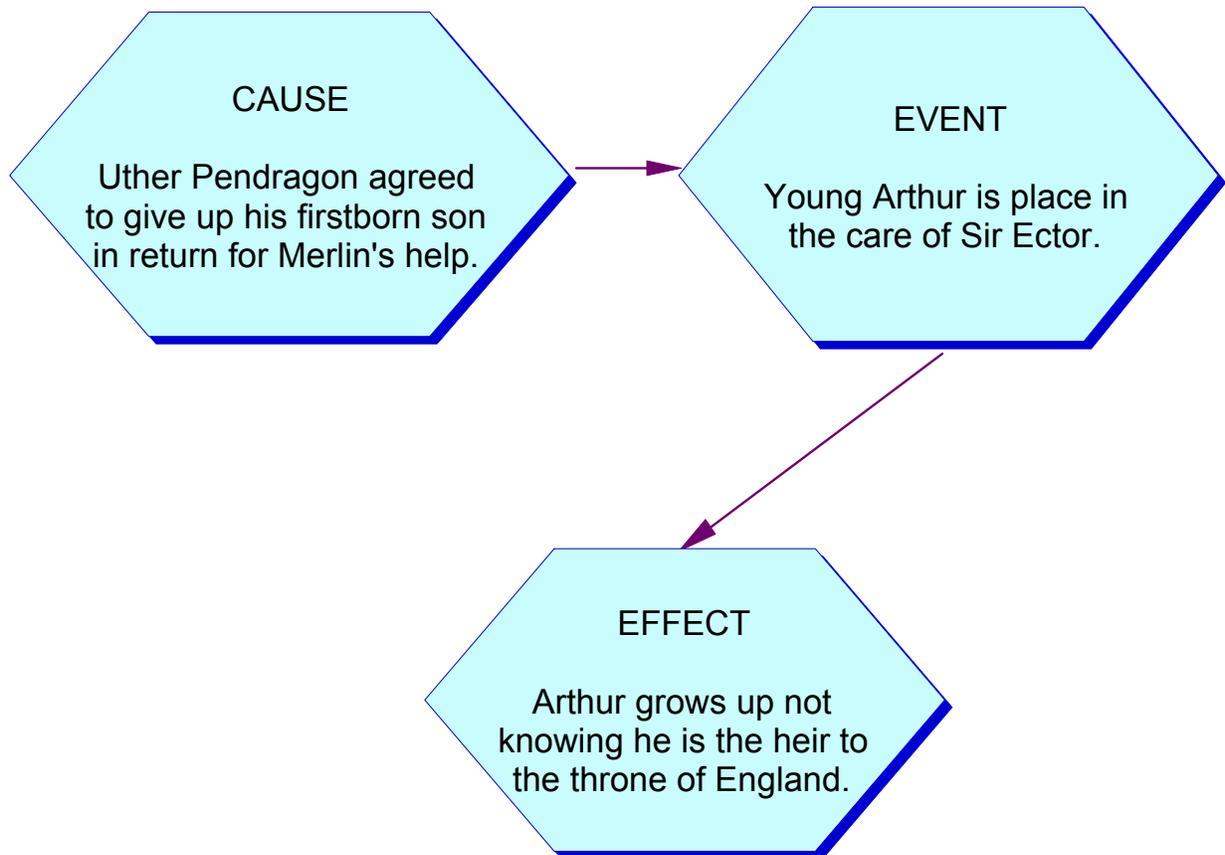
- A Arthur decides he needs a quest of his own.
- B Pellinore takes Arthur's horse and rides away.
- C King Arthur challenges Pellinore to "Make ready for combat!"
- D King Arthur proves himself worthy by rallying his countrymen against the Saxons.
- E The Pendragon sword falls to the ground in pieces.
- F Merlin finds Arthur in the forest.
- G Pellinore and Arthur fight furiously on horseback.
- H The knights fighting with Arthur decide to go on their own quests.
- I Arthur sees the Questing Beast at a pool in the forest.
- J Pellinore and Arthur battle on the ground with their swords.



(Answers: C, E, G, A, J, F, H, B, D, I)

APPENDIX D

Cause/Effect Web



- 1) Arthur grew up not knowing who he really was because Uther Pendragon gave up his firstborn son.
  - 2) Because Uther Pendragon gave up his firstborn son, Arthur grew up not knowing his true identity.
- 

APPENDIX E

## Sample Character Emotions Chart

### Trait or Emotion

Arthur

Surprised

Arthur

Upset

Merlin

Worried

### Evidence

Page 13.

Turning to the old man, King Arthur then realized he was Merlin. "Ha, Merlin!" laughed Arthur. "With all your arts, you would have been killed if I hadn't interfered."

Page 17

King Arthur lifted himself on his elbow and cried out, "Merlin, why have you slain one of the best knights in all the world with your magic?"

Page 18.

Even with their combined healing arts, Merlin and the hermit were still afraid King Arthur might die of his wounds.

## APPENDIX F

- The passage on page 6 gives you reason to believe that
  - England would not have a king soon.
  - The people wanted war to continue.
  - The people wanted the war to end. \*
  - England would no longer have a king.
- The word **embedded** in the sentence on page 7 means  
“Arthur looked around the field and saw the sword that was **embedded** in the anvil.”
  - next to
  - next to \*
  - under
  - broken
- You can conclude from the passage on page 8 that
  - Arthur pulled the sword so he could be king.
  - Sir Hector wanted the sword for himself
  - Everyone saw Sir Kay pull the sword from the anvil.
  - Sir Kay thought that he should be the next king because he had the sword. \*
- A **fact** expressed in the passage on page 10 is
  - Arthur proved that he should be king because he drew the sword. \*
  - Everyone agreed that Arthur should be king.
  - Some thought that there was a plot between Merlin and Sir Hector
  - Arthur was really Sir Hector’s son, not Uther’s.
- The passages on page 12 are mostly about
  - peaceful years in England.
  - Arthur hearing about a brutal knight hanging shields in a tree to keep others from crossing a bridge. \*
  - the roads in England were safe for travelers.
  - shields left in a tree from knights who drowned in the brook.
- What was the **first** event after Merlin lets Arthur save him on page 13?
  - A huge black knight came out of the castle.
  - The thieves with knives went after Merlin.
  - Merlin goes with Arthur to meet the Black Knight. \*
  - Arthur strikes the shield near the castle.
- The word **steeds** in this sentence on page 14 means  
“The two **steeds** made the ground tremble with their rush, and the two knights hit in the middle of the field with a crash like a thunderbolt.”
  - horses \*
  - knights
  - shields
  - lances
- The Black Knight thought that he had won the fight on pages 14-15 because
  - he broke Arthur’s spear.
  - he knocked Arthur to the ground. \*
  - he pierced Arthur’s shield.
  - a helper came out of the castle
- According to the passage on page 17, Merlin used magic on the Black Knight because

- a) he was tired from fighting against Arthur.
  - b) Arthur was tired of fighting against the Black Knight.
  - c) Arthur needed time to heal from his wounds. \*
  - d) the Black Knight was about to kill Merlin.
10. Which of the following is the best **summary** for page 19?
- a) Arthur needs another sword, so Merlin tells him about Excalibur. \*
  - b) Guinevere helped to cure Arthur's wounds.
  - c) Arthur decides to fight against the Black Knight.
  - d) Arthur goes for a walk in the forest with Merlin.
11. Why couldn't Merlin help Arthur to get the sword on page 20?
- a) Merlin really did not want Arthur to have it.
  - b) The Lady of the Lake did not like Merlin.
  - c) Arthur thought he could get the sword alone.
  - d) The man who could own the sword had to be worthy and prove himself. \*
12. An **opinion** expressed in the passage on page 22 is
- a) The arm in the water gave the sword to Arthur.
  - b) Arthur challenges the Black Knight.
  - c) Excalibur was 100 times more beautiful than the sword in the anvil. \*
  - d) Arthur strikes the Black Knight so hard that he falls to his knees.
13. You can conclude from the passages on page 23 that
- a) Arthur would not forgive the Black Knight because he was such a good warrior.
  - b) Arthur kept Excalibur to use only when his life was in danger or for the sake of the people of his kingdom. \*
  - c) Arthur was happy to win all of his battles with the help of Excalibur.
  - d) Arthur returned the sword and sheath to the Lady of the Lake.
14. Why didn't Arthur want to ask Guinevere to be his wife on page 24?
- a) He didn't know her well enough.
  - b) He was afraid that she would say no.
  - c) He thought that she would say yes only because he was the king. \*
  - d) He didn't know if she loved him too.
15. Which of the following happens **after** Arthur talks to the guard at the gate of the castle on page 26?
- a) He goes to the cottage and gets a job. \*
  - b) He sees Guinevere in the garden.
  - c) Guinevere asks him to bring her roses.
  - d) He speaks to his lordship about a job.
16. Why doesn't Arthur want to take off his cap on page 27?
- a) It hides an ugly spot on his head.
  - b) He felt that it was disrespectful to Guinevere.
  - c) He wasn't ready to tell Guinevere his real identity. \*
  - d) He was afraid that Guinevere would be angry with him.

## APPENDIX G

1. Which of the following happens **first** in the passage on page 29?
  - a) Arthur snaps twigs in the garden.
  - b) Guinevere's father refuses to give the Gray Knight some land.
  - c) The Gray Knight shouts a challenge to Guinevere's father. \*
  - d) A knight in white armor appears at Guinevere's window.
  
2. Why does the Gray Knight tell Arthur to say his prayers on page 30?
  - a) He wanted to pray before the challenge.
  - b) He thought that he would defeat Arthur in the challenge. \*
  - c) He was about to kill Arthur.
  - d) Arthur was going to kill the Gray Knight.
  
3. Why did the onlookers know that the Gray Knight would not rise again on page 31?
  - a) Arthur struck him so hard that the ground shook when he fell. \*
  - b) He was too weak to get up.
  - c) His horse fell on top of him.
  - d) He was stuck in the saddle and could not free himself.
  
4. The story on page 32 is mostly about
  - a) Guinevere disagreeing with her father on whom she is to marry.
  - b) Arthur refusing to remove his cap to Guinevere and her father.
  - c) Guinevere and her father realize that the gardener she has feelings for is really the king. \*
  - d) Arthur telling Guinevere and her father how happy he is working for them as the gardener.
  
5. Why did Merlin want Arthur to have the round table as a wedding present on page 34?
  - a) Arthur could put in his new home with Guinevere.
  - b) Merlin thought that they needed some new furniture for their castle.
  - c) The table originally belonged to Arthur's father, so Merlin thought that he should have it.
  - d) Arthur would be a great king who would surround himself with noble knights. \*
  
6. Which of the following is an **opinion** expressed in the passages on page 35?
  - a) Jesters and clown joked and laughed on the way to Camelot.
  - b) Guinevere wore a gown that heightened her beauty. \*
  - c) Arthur stood on the castle tower watching Guinevere.
  - d) All of England celebrated the royal wedding.
  
7. The word **prophesied** in this sentence on page 36 means  
"As Merlin **prophesied**, the Round Table was again filled with brave knights."
  - a) predicted \*
  - b) whispered
  - c) shouted
  - d) gossiped
  
8. You can tell from the passage on page 37 that
  - a) Arthur hated Morgana as much as she hated him.
  - b) Arthur was jealous of Morgana because she was his half sister.
  - c) Arthur loved Morgana because he was trying to please her. \*
  - d) Arthur disliked Morgana and so he was always insulting her.

9. The word **counterfeit** in this sentence on page 37 means  
“ Once they finished, no one could tell Excalibur from its **counterfeit**.”
- a) smaller sword
  - b) different sword
  - c) bigger sword
  - d) look alike sword \*
10. Arthur fights with a fake sword then gets Excalibur back on page 38. In the future, he will probably
- a) never fight with Excalibur again.
  - b) examine Excalibur very carefully before fighting with it again. \*
  - c) punish the other knight who had Excalibur.
  - d) give Excalibur back to the Lady of the Lake.
11. Morgana took the sheath from Excalibur on page 39 because
- a) the sheath was more powerful than Excalibur. \*
  - b) she wanted something that belonged to Arthur.
  - c) Arthur didn't need the sheath because he had the sword.
  - d) Arthur wouldn't mind if she kept the sheath.
12. The **main idea** of the passage on page 41 is
- a) Arthur is following Morgana to get the sheath of Excalibur.
  - b) Morgana rides to the Lake and throws the sheath back to the Lady of the Lake.
  - c) Arthur believes that Lancelot is against him.
  - d) Arthur and Lancelot go to war due to Morgana's and Mordred's lies and plots against him. \*
13. Arthur pulled his army out of battle on page 42 because
- a) he knew that he could not win.
  - b) he heard that Mordred had taken over his kingdom as the new king. \*
  - c) he no longer wanted to battle against Lancelot and his army.
  - d) Queen Guinevere sent him a message to return to Camelot.
14. As Arthur and Mordred talked about peace, their armies began fighting on page 43 because
- a) they hated each other.
  - b) they didn't want peace.
  - c) Morgana cast a spell causing a knight to draw out his sword. \*
  - d) Mordred couldn't agree to give Camelot back to Arthur.
15. Why wouldn't Arthur forgive Mordred on page 45?
- a) Mordred didn't want forgiveness.
  - b) Arthur felt that he had to try to forgive him when they talked about peace.
  - c) Mordred died before Arthur could forgive him.
  - d) Arthur couldn't forgive Mordred for betraying him by taking his wife and kingdom. \*
16. On page 45, Arthur asked his knight to throw Excalibur into the nearest lake
- a) so it could be returned to the Lady of the Lake where it would be safe. \*
  - b) to get rid of it.
  - c) so Morgana could never have it.
  - d) because it was useless without the sheath.

17. Another name for the passage on page 46 could be
- a) King Arthur's Ship
  - b) Whatever Happened to King Arthur? \*
  - c) The Mystical Light
  - d) The Helpful Knight

## APPENDIX H

1. Feudalism -a form of government in which serfs, vassals, and nobles serve the causes of the king.
2. manor-a large estate
3. castle-a large building having high walls with towers, and a surrounding moat
4. vassal-a person in the Middle Ages who received protection and land in return for loyalty and service
5. serf-a servant or worker in the Middle Ages who worked on the land and belonged with the manor
6. freedmen-serfs who were set free from the manor
7. page-a boy from 7-14 years of age who was being trained to be a knight
8. squire-a boy from 14-21 years of age who assisted knights in their duties
9. knight-a warrior who served a king, was a nobleman, and swore to uphold a code of conduct
10. chivalry-a knight's code of conduct that showed honor, generosity, courtesy and respect to all people
11. destiny-what is supposed to happen in a person's future
12. marauder-outlaw
13. inlaid-set into a surface as a decorative design
14. proclamation-a public announcement
15. integrity-having total honesty
16. accolades-awards, honor,
17. avail-useful or helpful
18. fate-a power beyond human control that determines what happens (destiny)
19. hordes-a large crowd of people
20. earshot-the range in which someone's voice can be heard
21. conspiratorially-as in a secret plot or plan
22. jostling-knocking against; pushing roughly
23. despondent-feeling discouraged or depressed; sad
24. clambered-to have climbed in an awkward way
25. reluctantly-showing doubt or unwillingness
26. unabated-without stopping
27. magnanimously-with noble and courageous spirit; generous; forgiving
28. prosperity-having success in something
29. siege-to move an army around a fortified place in order to capture it
30. oppressed-to control or rule in a harsh or cruel way
31. campaign-a series of military operations in a certain area
32. ominous-a sign of trouble
33. agility-the ability to move quickly and easily
34. hermit-a person who lives alone, away from others
35. writhed-twisted and turned
36. reverence-deep respect and honor
37. earnest-serious, determined
38. solemn-done seriously, thoughtfully
39. strife-bitter, sometimes violent disagreement
40. bedraggled-soiled; dirty as if dragged through the dirt or mud
41. sonorous-loud, deep, rich sounds
42. cheeky-rude, disrespectful
43. brandishing-swinging or waving about
44. belligerent-aggressive, warlike, hostile
45. relinquish-to give up
46. impassively-without feeling, emotion

47. recumbent-lying down