

# King Arthur and his Knights

**Grade Level or Special Area:** 4<sup>th</sup> Grade

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**Length of Unit:** Six lessons (approximately six days, one day = 45 minutes)

## I. ABSTRACT

This unit is intended to provide fourth graders with an overview of the myths of King Arthur and to provide teachers with lessons to cover the requirements in the *Core Knowledge Sequence* by E.D. Hirsch, Jr. Through reading, class discussion, and activities, the students will gain a foundational knowledge of King Arthur, Guinevere, Merlin, Lancelot, and the Knights of the Round Table. This unit uses a variety of approaches to learning, including writing, comparing and contrasting, sequencing, drawing, and developing a Reading copybook (or notebook).

## II. OVERVIEW

### A. Concept Objectives

1. Students recognize how to read and understand a variety of materials. (Colorado Reading and Writing Standard One)
2. Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (Colorado Reading and Writing Standard Four)
3. Students read and recognize literature as a record of human experience. (Colorado Reading and Writing Standard Six)

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

1. 4<sup>th</sup> Grade Language Arts: Fiction (page 89)
  - a. Myths and Mythical Creatures
    - i. Legends of King Arthur and the Knights of the Round Table
      - a) How Arthur Became King and the Knights of the Round Table
      - b) The Sword in the Stone
      - c) The Sword Excalibur
      - d) Guinevere
      - e) Merlin and the Lady of the Lake
      - f) Sir Lancelot

### C. Skill Objectives

1. The students will compare and contrast two different version of the story, *The Sword in the Stone*.
2. The students will write a paragraph explaining what they would rather have as a King – the sword Excalibur or the scabbard.
3. The students will write a letter from the viewpoint of a knight of the Round Table, describing a quest that they have undertaken.
4. The students will identify and describe two of the main characters from the legends of King Arthur - Merlin and Lancelot.
5. The students will correctly arrange the events that lead to the end of King Arthur's reign.
6. The students will identify correct answers to matching and fill in the blank questions.
7. The students will write a correct response to a short answer question.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  - 1. *Usborne Library of Fear, Fantasy, and Adventure: Tales of King Arthur* by Felicity Brooks
  - 2. *Eyewitness Classics: King Arthur* by Rosalind Kerven
  - 3. *King Arthur* by James Riordan
- B. For Students
  - 1. Students should have prior knowledge of myths and mythical creatures from studying them in second and third grades.
  - 2. Students should have previous knowledge about the Middle Ages from studying it in fourth grade.

### IV. RESOURCES

- A. Student copybooks – these are composition books created by the students as individual History books; regular notebooks or regular paper in a folder will also work (all lessons except Lesson Six)
- B. *Eyewitness Classics: King Arthur* by Rosalind Kerven (Lessons One and Four)
- C. *Usborne Library of Fear, Fantasy, and Adventure: Tales of King Arthur* by Felicity Brooks (Lessons One and Three)
- D. *Excalibur* by Hudson Talbott (Lesson Two)
- E. *Young Lancelot* by Robert D. San Souci (Lesson Four)
- F. *King Arthur* by James Riordan (Lesson Five)
- G. *Read Aloud Plays: Middle Ages* by Jeannette Sanderson (Culminating Activity)
- H. Various books on King Arthur and the Knights of the Round Table, especially those listed in the bibliography (all lessons except Lesson Six)

### V. LESSONS

#### Lesson One: The Sword in the Stone (approximately 45 minutes)

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students recognize how to read and understand a variety of materials.
    - b. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing skills.
    - c. Students recognize literature as a record of human experience.
  - 2. Lesson Content
    - a. How Arthur Became King
    - b. The Sword in the Stone
  - 3. Skill Objective(s)
    - a. The students will compare and contrast two different version of the story, *The Sword in the Stone*.
- B. *Materials*
  - 1. Student copybooks
  - 2. *Usborne Library of Fear, Fantasy, and Adventure: Tales of King Arthur* by Felicity Brooks
  - 3. *Eyewitness Classics: King Arthur* by Rosalind Kerven
  - 4. Butcher paper
  - 5. Appendix A (one copy per student)
  - 6. Appendix B (one copy for the teacher)
  - 7. Appendix C (one copy made into a transparency)
  - 8. Appendix D (one copy for the teacher)

- C. *Key Vocabulary*
1. Anvil – an iron block on which metal weapons are shaped
  2. Logres – England
  3. Myth – a traditional story that explains a certain culture or event
- D. *Procedures/Activities*
1. Review some of the myths and mythological figure students studied in second and third grades (this information will vary by class).
  2. Make a “KWL” chart about King Arthur and the Knights of the Round Table. Create a chart with three columns on a piece of butcher paper. One column is for what the students already Know. The second column is for what they Want to learn, and the last column is for what they have Learned. As a class, fill out the first two columns, by letting the students state what they already know about King Arthur and the Knights of the Round Table and what they hope to learn during this unit. The third column will be filled in as the unit progresses. Have students copy the chart into their copybooks.
  3. Read pages 60-63 in *Usborne Library of Fear, Fantasy, and Adventure: Tales of King Arthur* by Rosalind Kerven. This gives students a bit of background information on the legend of King Arthur (if this book is not available, use the background notes contained in Appendix B).
  4. On the next page of their copybooks, have students create a vocabulary page for this unit. On the overhead, list the day’s vocabulary words and their definitions. Talk about the words to make sure the students understand them. Have the students copy the words into their copybook. **Special Education Accommodation:** Have the vocabulary words and definitions typed out for the student to glue in his copybook.
  5. Tell the students you are going to read them two versions of the story, “The Sword in the Stone.” They will be comparing and contrasting the stories, so they are to pay attention to the elements of the story that are the same, as well as those that are different.
  6. Read the stories, “The Sword in the Stone” from the books *Eyewitness Classics: King Arthur* by Rosalind Kerven and *Usborne Library of Fear, Fantasy, and Adventure: Tales of King Arthur* by Felicity Brooks (any two version of the story will do – see a complete list in the bibliography – but these two are quite different, so they would be the best for comparing and contrasting).
  7. Let the students listen and enjoy the stories. After reading, ask the class the following questions to help facilitate discussion:
    - a. Why was the sword in the stone? (it was there to determine who the rightful King was)
    - b. Who put the sword there? (Merlin)
    - c. Who pulled the sword out of the stone? (Arthur)
    - d. Who was Arthur’s father? (King Pendragon)
    - e. What was the reaction when Arthur pulled the sword out of the stone? (some people swore their allegiance to him, others challenged him)
  8. As a class, make a Venn diagram comparing and contrasting the two stories. Put Appendix C on the overhead, and use Appendix D as an example. Have students copy the Venn Diagram into their copybooks.
  9. Fill in the third column of the KWL chart, according to what students have learned during today’s lesson.
- E. *Assessment/Evaluation*
1. The KWL chart will assess the students’ knowledge of the legend of King Arthur and the Knights of the Round Table.

2. Students will be assessed by the Venn Diagram they completed in their copybooks (use Appendix A to grade.) Note – copybooks can either be graded every day, or collected and graded at the end of the unit.

**Lesson Two: Excalibur (approximately 45 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students recognize how to read and understand a variety of materials.
  - b. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing skills.
  - c. Students recognize literature as a record of human experience.
2. Lesson Content
  - a. The Sword Excalibur
3. Skill Objective(s)
  - a. The students will write a paragraph explaining what they would rather have as a King – the sword Excalibur or the scabbard.

B. *Materials*

1. Student copybooks
2. KWL Chart
3. *Excalibur* by Hudson Talbott
4. Appendix A (one copy per student)

C. *Key Vocabulary*

1. Adviser – one who offers advice and counsel to another
2. Scabbard – a sheath or cover for the blade of a sword
3. Quest – a journey for adventure

D. *Procedures/Activities*

1. As a quick review from yesterday's lesson, review the similarities and differences found in the two version of the story "The Sword and the Stone." (Story one – Eyewitness - Sword is in an anvil on the stone, Arthur takes his turn pulling the sword out, along with other men, Arthur kills many challengers, Arthur only pulls the sword out of the stone once, and Arthur was crowned at Easter. Story two - Usborne - There was no anvil on the stone, Arthur pulls the sword out because he was looking for a sword for Sir Kay to use, Arthur does not kill any challengers, Arthur has to pull the sword out of the stone many times, and Arthur was crowned after the tournament of Whitsun. Similarities - Arthur pulls the sword out of the stone, Arthur is crowned as King, and Arthur is revealed as the true son of King Pendragon.)
2. On the overhead, list the day's vocabulary words and definitions. Talk about the words to make sure the students understand them. Have the students copy the words into their copybook. **Special Education Accommodation:** Have the vocabulary words and definitions typed out for the student to glue in his copybook.
3. Read the story *Excalibur* by Hudson Talbott to the class (any version of the story will do – see a complete list in the bibliography).
4. Allow the class to listen to and enjoy the story. After you have read the story, ask the following questions:
  - a. What was King Arthur longing for? (a quest)
  - b. Who did King Arthur fight in his adventure? (Pellinore)
  - c. Where did Merlin take King Arthur? (to an enchanted lake)
  - d. Who did they see there? (the Lady of the Lake)

- e. What did the Lady of the Lake give King Arthur? (the sword, Excalibur, and a scabbard)
  - f. What was King Arthur to do when his life's work was done? (return Excalibur to the lake)
  - g. What would the sword do? (slay any opponent)
  - h. What would the scabbard do? (protect the wearer from harm – whoever wore it would not shed a drop of blood)
5. Add any more information to the third column of the KWL chart, according to what students have learned during today's lesson.
  6. Ask the class how many would prefer to own the sword, Excalibur, or the scabbard. Have them write a paragraph in their copybook explaining their choice. Tell students they will be graded on grammar and spelling, as well as how well they were able to explain their choice. Note – if there is not time to complete in class, assign as homework.
- E. *Assessment/Evaluation*
1. The KWL chart will assess the students' knowledge on the legend of King Arthur and the Knights of the Round Table.
  2. Students will be assessed on the completion of their paragraph (use Appendix A to grade).

**Lesson Three: Guinevere and the Knights of the Round Table (approximately 45 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students recognize how to read and understand a variety of materials.
    - b. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing skills.
    - c. Students recognize literature as a record of human experience.
  2. Lesson Content
    - a. Guinevere
  3. Skill Objective(s)
    - a. The students will write a letter from the viewpoint of a knight of the Round Table, describing a quest that they have undertaken.
- B. *Materials*
1. Student copybooks
  2. KWL Chart
  3. *Usborne Library of Fear, Fantasy, and Adventure: Tales of King Arthur* by Felicity Brooks
  4. Appendix A (one per students)
  5. Appendix E (one transparency copy as an example; one copy per special education student)
- C. *Key Vocabulary*
1. Colossal – huge in size; extraordinary
  2. Inheritance – something that is received from another (usually a family member)
  3. Mortal – a man who will eventually die
  4. Perilous – involving risk or danger
- D. *Procedures/Activities*
1. As a fun way to review yesterday's lesson, allow a few students to share the paragraphs they wrote the day before. Make sure to choose students who choose the sword as well as students who choose the scabbard.
  2. On the overhead, list the day's vocabulary words and definitions. Talk about the words to make sure the students understand them. Have the students copy the

words into their copybook. **Special Education Accommodation:** Have the vocabulary words and definitions typed out for the student to glue in his copybook.

3. Read the story, “The Gathering of the Knights” from the book, *Usborne Library of Fear, Fantasy, and Adventure: Tales of King Arthur* by Felicity Brooks (any version of the story will do – see a complete list in the bibliography).
4. Allow the class to listen to and enjoy the story. After you have read the story, ask the following questions:
  - a. Why did Merlin not want King Arthur to marry Guinevere? (he said she would bring about the destruction of everything important to King Arthur)
  - b. What present did King Leodegrance give King Arthur and Guinevere for their wedding? (a Round Table)
  - c. Who was the Siege Perilous reserved for? (the best knight in the world)
  - d. Who eventually sits in the Siege Perilous? (Sir Galahad)
  - e. Name some of the Knight of the Round Table. (Sir Lancelot, Sir Pellinore, Sir Percival, Sir Kay, Sir Balan, Sir Gawain, Sir Galahad, Sir Uriens, Sir Uwain, Sir Balin, Sir Bors, Sir Agravain, Sir Melligrance, Sir Bedivere, Sir Tor, Sir Hector, Sir Lionel)
5. The Knights of the Round Table went off on many different journeys and quests. Have students think of the adventures they would like to go on if they were Knights of the Round Table. Ask for several students to share their ideas with the class.
6. Add any more information to the third column of the KWL chart, according to what students have learned during today’s lesson.
7. Tell the class they are going to pretend they are a Knight of the Round Table and have just been returned from a dangerous quest. They are to write a letter to King Arthur letting him know they have finished their quest and describing the adventures they had along the way. They are to write this letter in their copybooks. Put Appendix E on the overhead and read it out loud as an example. Tell students they will be graded on grammar and spelling, as well as content and creativity in their adventures. Note – if there is not time to complete in class, assign as homework. **Special Education Accommodation:** Have a copy of Appendix E for the student to glue into his copybook.

E. *Assessment/Evaluation*

1. The KWL chart will assess the students’ knowledge on the legend of King Arthur and the Knights of the Round Table.
2. Students will be assessed on the completion of their letter (use Appendix A to grade).

**Lesson Four: Merlin and Lancelot (approximately 45 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students recognize how to read and understand a variety of materials.
  - b. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing skills.
  - c. Students recognize literature as a record of human experience.
2. Lesson Content
  - a. Merlin and the Lady of the Lake
  - b. Sir Lancelot
3. Skill Objective(s)

- a. The students will identify and describe two of the main characters from the legends of King Arthur - Merlin and Lancelot.
- B. *Materials*
1. Students copybooks
  2. KWL Chart
  3. *Eyewitness Classics: King Arthur* by Rosalind Kerven
  4. *Young Lancelot* by Robert D. San Souci
  5. Appendix A (one per student)
  6. Appendix F (one copy for the teacher)
- C. *Key Vocabulary*
1. Destiny –one’s fate or fortune in life
  2. Enchantment – a spell cast over someone
  3. Illusion – a false or unreal image
  4. Rout – to force out
  5. Thrall – slavery
- D. *Procedures/Activities*
1. As a quick review of yesterday’s lesson, allow some students to share to letter they wrote to King Arthur.
  2. On the overhead, list the day’s vocabulary words and definitions. Talk about the words to make sure the students understand them. Have the students copy the words into their copybook. **Special Education Accommodation:** Have the vocabulary words and definitions typed out for the student to glue in his copybook.
  3. Read pages 28-29 (you may read the whole story of you desire and time allows, however the rest of the story is not listed in the *Core Knowledge Sequence*) of the story, “Evil Enchantments” from the book, *Eyewitness Classics: King Arthur* by Rosalind Kerven (any version of the story of Merlin and the Lady of the Lake will do – see a complete list in the bibliography).
  4. Allow the students to listen and enjoy the story. Note – the Lady of the Lake has several different names according to the version of the story. In these two versions, she is called Nimue and Niniane. Make sure students understand she is the same person. Afterwards, ask the following questions:
    - a. Why was Merlin jealous? (King Arthur was only confiding in Guinevere, rather than Merlin)
    - b. With whom did Merlin fall in love? (Nimue – the Lady of the Lake)
    - c. What did Nimue do to Merlin? (she worked an enchantment on him that made him fall asleep forever in a hidden cave)
  5. Read the book, *Young Lancelot* by Robert D. San Souci. Allow the students to listen and enjoy the story. Ask the following question after reading the story:
    - a. Who were Lancelot’s parents? (King Ban and Queen Helen)
    - b. Who raised Lancelot after the death of his parents? (Niniane, the Lady of the Lake)
    - c. What did Niniane tell Lancelot about his heart? (he needed two – one that was hard for battling cruelty and injustice, and one that was soft to respond to goodness and gentleness)
    - d. After going to King Arthur’s court, what tasks were assigned to Lancelot? (to rescue the knights in Sit Turquine’s castle and to rout the giants of Whitmore)
    - e. What lesson did Lancelot learn when helping Isabeau? (that to be a great knight, he needed to be brave, but also kind, loving, and generous)

6. Have the students identify the two main characters from today's stories (Merlin and Lancelot). Tell the students they will draw and describe these men in their copybooks. Using Appendix F as an example, (note – Appendix F is just to be used as an example for the teacher so it does not need to be made into an overhead. Students will be drawing the men, not copying the clipart that is on Appendix F). Guide the students in drawing and coloring pictures of these two men and webbing information they have learned about them around their drawings. There needs to be at least five different pieces of information listed for each man. The information for Merlin may include that he was a wizard, an adviser to King Arthur, he put the sword in the stone to find the true king, he fell in love with the Lady of the Lake, and he was imprisoned in a hidden cave by the Lady of the Lake. The information for Lancelot may include he was the son of King Bor and Queen Helen, he was raised by the Lady of the Lake, became a Knight of the Round Table, he freed the knights from Sir Turquines' castle, he rescued the town of Whitmere from two giants, he saved Sir Melyot for Isabeau, and he found his second heart.
  7. Add any more information to the third column of the KWL chart, according to what students have learned during today's lesson.
- E. *Assessment/Evaluation*
1. The KWL chart will assess the students' knowledge on the legend of King Arthur and the Knights of the Round Table.
  2. The students will be assessed on the completion of the webs in their copybooks (using Appendices A and F to grade).

**Lesson Five: Lancelot and the end of King Arthur's Reign (approximately 45 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students recognize how to read and understand a variety of materials.
    - b. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing skills.
    - c. Students recognize literature as a record of human experience.
  2. Lesson Content
    - a. Guinevere
    - b. Sir Lancelot
  3. Skill Objective(s)
    - a. The students will correctly arrange the events that lead to the end of King Arthur's reign.
- B. *Materials*
1. Reading copybooks
  2. KWL Chart
  3. *King Arthur* by James Riordan
  4. Appendix G (one per student)
  5. Appendix H (one copy for the teacher)
  6. Appendix I (one copy per student)
- C. *Key Vocabulary*
1. Ambush – a surprise attack
  2. Civil war – war between different groups in the same country
  3. Convent – a place where nuns live
  4. Exile – hiding
- D. *Procedures/Activities*



1. Review yesterday's lessons by asking students to give you some information they learned about Merlin (he was a wizard, an adviser to King Arthur, he put the sword in the stone to find the true king, he fell in love with the Lady of the Lake, and he was imprisoned in a hidden cave by the Lady of the Lake) and Lancelot (he was the son of King Bor and Queen Helen, he was raised by the Lady of the Lake, became a Knight of the Round Table, he freed the knights from Sir Turquines' castle, he rescued the town of Whitmere from two giants, he saved Sir Melyot for Isabeau, and he found his second heart).
2. On the overhead, list the day's vocabulary words and definitions. Talk about the words to make sure the students understand them. Have the students copy the words into their copybook. **Special Education Accommodation:** Have the vocabulary words and definitions typed out for the student to glue in his copybook.
3. Read the stories "Arthur Betrayed" and "The Death of King Arthur" from the book *King Arthur* by James Riordan (any version of the story of Lancelot and Guinevere and the end of King Arthur's reign will work - see a complete list in the bibliography). Note – preview this story before reading it to the class. There is one bad word on page 83.
4. Allow the students to listen and enjoy the story. After reading, ask the following questions:
  - a. Who earned the reputation as the greatest knight of the Round Table? (Lancelot)
  - b. Who kidnapped Guinevere? (Sir Meliagaunt)
  - c. Who rescued Guinevere? (Lancelot)
  - d. Who spread rumors about Lancelot and Guinevere? (Sir Mordred)
  - e. Why was Guinevere to be burned at the stake? (she admitted she loved Lancelot)
  - f. Who rescued Guinevere once again? (Lancelot)
  - g. Why did civil war break out? (some knights sided with Lancelot or thought King Arthur's treatment of Guinevere was unfair)
  - h. Who did King Arthur leave in charge of his kingdom? (Sir Mordred)
  - i. What did Mordred do? (he wrote a letter that claimed King Arthur had died and wanted Mordred to marry Guinevere)
  - j. What did Guinevere do? (escaped to a convent and wrote King Arthur a letter)
  - k. After King Arthur's victory in battle, what did his knights urge him to do? (make a treaty with Mordred)
  - l. Why did this not work? (one of the knights drew his sword to kill a snake and therefore, a final battle began)
  - m. What happened to Mordred? (King Arthur killed him)
  - n. What happened to King Arthur? (Mordred wounded him and King Arthur had Sir Belvedere throw Excalibur into the lake; the Lady of the Lake and her queens took King Arthur away on a boat to the Vale of Avalon)
5. Pass out Appendix G to the class. Explain the directions to the students (they will be putting events from the story in order) and let them work quietly. Note – if you feel this will be challenging for some of your students, pair them up and allow them to complete the worksheet together. When they have finished, have them glue the worksheet into their copybooks.
6. Add any more information to the third column of the KWL chart, according to what students have learned during today's lesson.

7. Pass out Appendix I, the study guide (this may be passed out earlier in the unit if desired). Tell them they will have a quiz, and will need to use the study guide and their copybooks to prepare for the quiz
- E. *Assessment/Evaluation*
1. The KWL chart will assess the students' knowledge on the legend of King Arthur and the Knights of the Round Table.
  2. Students will also be assessed by correctly completing the sequencing worksheet (use Appendix H to grade).

**Lesson Six: Final Assessment (approximately 45 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students recognize how to read and understand a variety of materials.
    - b. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing skills.
    - c. Students recognize literature as a record of human experience.
  2. Lesson Content
    - a. Myths and Mythical Creatures
      - i. Legends of King Arthur and the Knights of the Round Table
        - a) How Arthur Became King and the Knights of the Round Table
        - b) The Sword in the Stone
        - c) The Sword Excalibur
        - d) Guinevere
        - e) Merlin and the Lady of the Lake
        - f) Sir Lancelot
  3. Skill Objective(s)
    - a. The students will identify correct answers to matching and fill in the blank questions.
    - b. The students will write a correct response to a short answer question.
- B. *Materials*
1. Appendix J (one per student)
  2. Appendix K (one copy per special education student)
  3. Appendix L (one copy for the teacher)
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Pass out the quiz to the students (Appendix J).
  2. Review directions and answer any questions. **Special Education Accommodation:** Provide the student with a word bank (see Appendix K) for the fill in the blank section of the quiz).
  3. Collect the quizzes at the end of the class period
- E. *Assessment/Evaluation*
1. Students will be evaluated by their correct responses on the quiz (use Appendix L to grade).

**VI. CULMINATING ACTIVITY**

- A. Allow the students to rehearse and perform a short play ("Sir Gawain and the Green Knight") about King Arthur and the Knights of the Round Table. Use the book *Read Aloud Plays: Middle Ages* by Jeannette Sanderson. Make copies of the play and hand them out to students at the beginning of this unit. Depending on time, students can either

rehearse during class, or they can be encouraged to practice on their own time (before or after school, during recess, etc). Have a day where the students can perform their play for their parents and the other children at the school. Note – if you do not have time to perform the plays, students still enjoy reading them as a class. Try to find some time to simply assign your students to the different parts and let them read through the plays in class.

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Grading Tools
- B. Appendix B: Background Notes on King Arthur
- C. Appendix C: Venn Diagram
- D. Appendix D: Venn Diagram Example
- E. Appendix E: Sample Letter
- F. Appendix F: Merlin and Lancelot Webs
- G. Appendix G: Sequencing Worksheet
- H. Appendix H: Sequencing Worksheet Answer Key
- I. Appendix I: Study Guide
- J. Appendix J: Quiz
- K. Appendix K: Quiz with Word Bank
- L. Appendix L: Quiz Answer Key

## VIII. BIBLIOGRAPHY

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**Appendix A, page 1**  
**Assessment Tools**

Venn Diagram Checklist

Yes

No

1. Venn Diagram is neatly drawn in copybook
2. There are at least five differences listed under story one
3. There are at least five differences listed under story two
4. There are at least three similarities listed in the middle
5. Spelling and grammar are correct

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Appendix A, page 2  
**Assessment Tools**



## Sword or Scabbard Paragraph Rubric

Name: \_\_\_\_\_

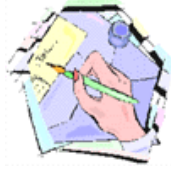
Date: \_\_\_\_\_

|                               | <b>Criteria</b>  |   |  |  | <b>Pts.</b> |
|-------------------------------|--|---|--|--|-------------|
|                               | <b>4</b>   | <b>3</b>  | <b>2</b>   | <b>1</b>   |             |
| <b>Position Statement</b>     | Position is clearly stated and consistently maintained. Clear references to the issue(s) are stated. | Position is clearly stated and consistently maintained. References to the issue(s) at hand are <b>missing</b> . | Position is stated, but is <b>not maintained consistently</b> throughout work. | Statement of position <b>cannot</b> be determined. | —           |
| <b>Supporting Information</b> | Evidence clearly supports the position; evidence is <b>sufficient</b> .                              | Evidence clearly supports the position; but there is <b>not enough evidence</b> .                               | Argument is supported by <b>limited evidence</b> .                             | Evidence is <b>unrelated</b> to argument.          | —           |
| <b>Legibility</b>             | Legible handwriting.   | Marginally legible handwriting.   | Writing is not legible in places.  | Writing is not legible.                            |             |
| <b>Mechanics</b>              | There are <b>no errors</b> in mechanics.   | There is only <b>one error</b> in mechanics.  | There are <b>two or three errors</b> in mechanics                              | There are <b>four or more errors</b> in mechanics. |             |
|                               |  |   |  | <b>Total----&gt;</b>                               | —           |

**Teacher Comments:**

Appendix A, page 3  
**Assessment Tools**

***Letter to King Arthur Rubric***



Name: \_\_\_\_\_

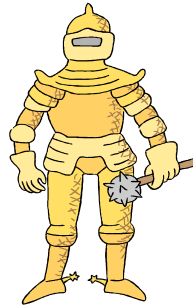
Teacher: \_\_\_\_\_

|                               | <b>Criteria</b>   |   |  |  | <b>Points</b> |
|-------------------------------|---|---|--|--|---------------|
|                               | <b>4</b>  | <b>3</b>  | <b>2</b>   | <b>1</b>   |               |
| <b>Organization</b>           | Information in logical, interesting sequence which reader can follow. | Student presents information in logical sequence which reader can follow. | Reader has difficulty following work because student jumps around.       | Sequence of information is difficult to follow.                  | _____         |
| <b>Content and Creativity</b> | Paragraph clearly communicates their adventure in a creative way.     | Paragraph clearly communicates their adventure, but is not creative.      | Paragraph is creative, but does not clearly communicate their adventure. | Paragraph does not clearly their adventure, and is not creative. | _____         |
| <b>Grammar and Spelling</b>   | Presentation has no misspellings or grammatical errors.               | Presentation has no more than two misspellings and/or grammatical errors. | Presentation has three misspellings and/or grammatical errors.           | Work has four or more spelling errors and/or grammatical errors. | _____         |
| <b>Neatness</b>               | Work is neatly done.  | Work has one or two areas that are sloppy.                                | Work has three or four areas that are sloppy.                            | Work is Illegible.   | _____         |
|                               |   |   |  | <b>Total---&gt;</b>  | _____         |

**Teacher Comments:**

**Appendix A, page 4  
Assessment Tools**

***Merlin and Lancelot Rubric***



Name: \_\_\_\_\_

Date: \_\_\_\_\_

|                  | <b>Criteria</b>                              |  |  |  | <b>Points</b> |
|------------------|--|--|--|--|---------------|
|                  | <b>4</b>                                     | <b>3</b>   | <b>2</b>   | <b>1</b>                                     |               |
| <b>Pictures</b>  | Pictures are colored and neat.               | Pictures are colored, but slightly messy.            | Pictures are not completely colored, and are very messy. | Pictures are not colored. Work is illegible. | ___           |
| <b>Merlin</b>    | All five pieces of information are accurate. | Only three or four pieces of information are listed. | Only two pieces of information are listed.               | Only one piece of information is listed.     | ___           |
| <b>Lancelot</b>  | All five pieces of information are accurate. | Only three or four pieces of information are listed. | Only two pieces of information are listed.               | Only one piece of information is listed.     | ___           |
| <b>Mechanics</b> | There are no errors in mechanics.            | There is only one error in mechanics.                | There are two or three errors in mechanics.              | There are four or more errors in mechanics.  | ___           |
|                  |  |  |  | <b>Total----&gt;</b>                         | ___           |

**Teacher Comments:**

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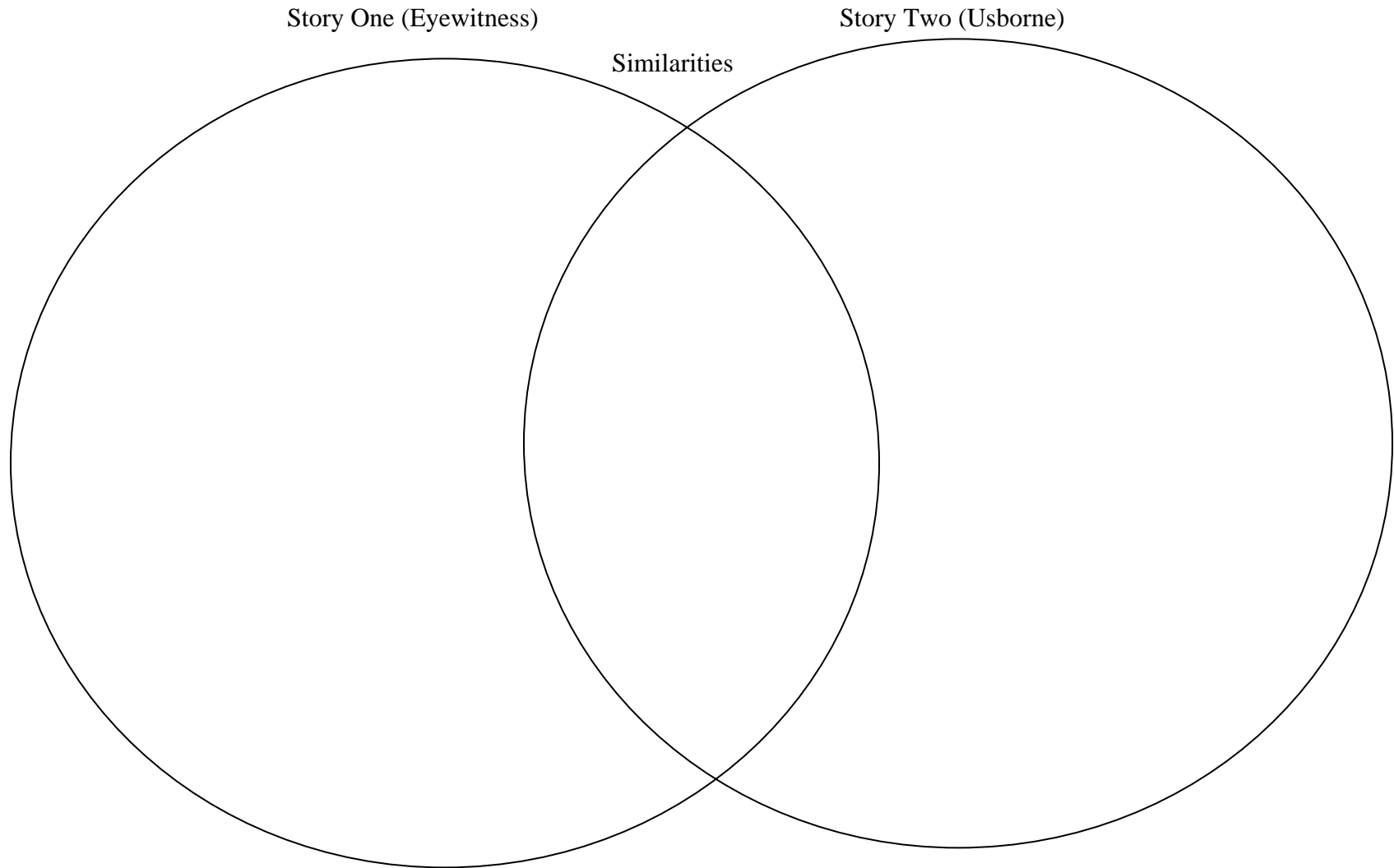
**Appendix B**  
**Background Information**

(adapted from *Eyewitness Classics: King Arthur* by Rosalind Kerven 0-7894-2887-3)

The legend of King Arthur was first written down in the twelfth century by a Welsh monk. Some historians believe he based his work on a great warrior who lived during the fifth century. This warrior led the Celtic Britons to victory in England against the Anglo-Saxon invaders. This man was referred to as a “leader of battles” and supposedly won twelve battles against invaders. Even though the tales of King Arthur are rooted in history, they are essentially legendary. The most famous version of King Arthur’s legend was written in the mid-fifteenth century by a man named Sir Thomas Malory. Over the centuries, the tales of King Arthur and the Knights of the Round Table have been retold in many different ways including book, movies, plays, and musicals



**Appendix C**  
**Venn Diagram**



## Appendix D

# Venn Diagram Example

Story One (Eyewitness)

Story Two (Usborne)

Similarities

- Sword is in an anvil on the stone
- Arthur takes his turn pulling the sword out, along with other men
- Arthur kills many challengers
- Arthur only pulls the sword out of the stone once
- Arthur was crowned at Easter

- Arthur pulls the sword out of the stone
- Arthur is crowned as King
- Arthur is revealed as the true son of King Pendragon

- There was no anvil on the stone
- Arthur pulls the sword out because he was looking for a sword for Sir Kay to use
- Arthur does not kill any challengers
- Arthur has to pull the sword out of the stone many times
- Arthur was crowned after the tournament of Whitsun

Appendix E  
**Sample Letter**

Dear King Arthur,

Greetings your Highness! I am writing this letter to inform you on my latest quest. As you know, I left the Round Table with the intent of rescuing the town Lakeview of from the evil Wizard, Sir Blackheart. When I arrived in Lakeview, I found that the wizard had the whole town under an evil spell. They had all fallen into a deep sleep and could not be awakened unless someone killed the evil wizard, Sir Blackheart!

Immediately, I challenged Blackheart to a fight! It was a long and bitter fight. For days, we jousting and fought with spears, swords, and even our bare hands! After many days, I was at the point of total exhaustion. Finally, as Blackheart lunged at me with his sword, I was able to duck out of his way and drive my own sword into his foul heart.

The whole town awoke with sound joyous cries! They threw a celebration feast in my honor that lasted for seven days and seven nights. When I finally had to take my leave, several brave young men begged me to take them with me. They long to serve you as Knights of the Round Table. I think you will find them worthy, and I am sure you will soon send them out on quests of their own.

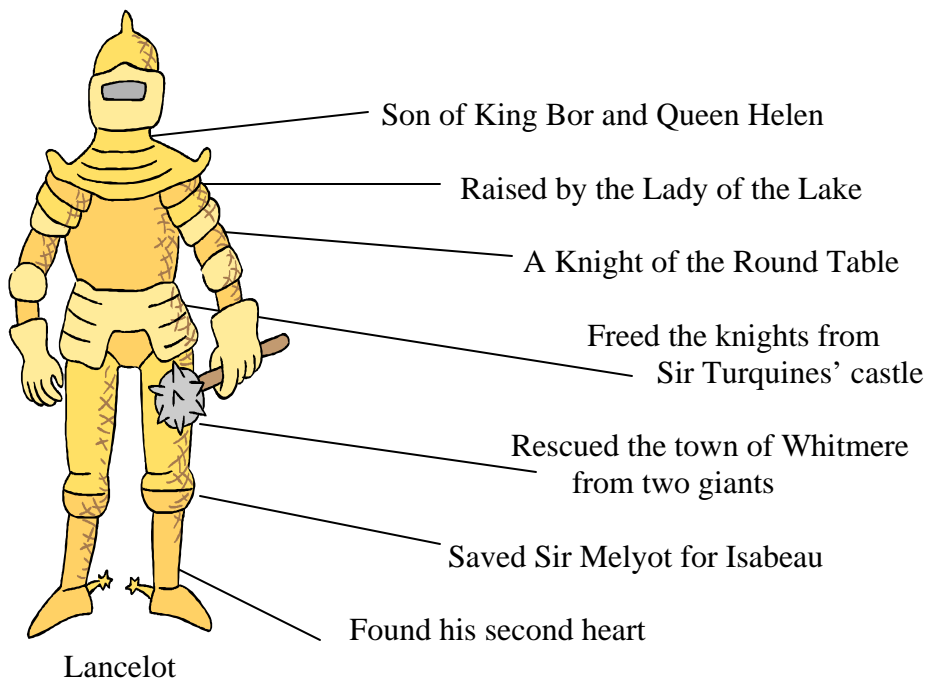
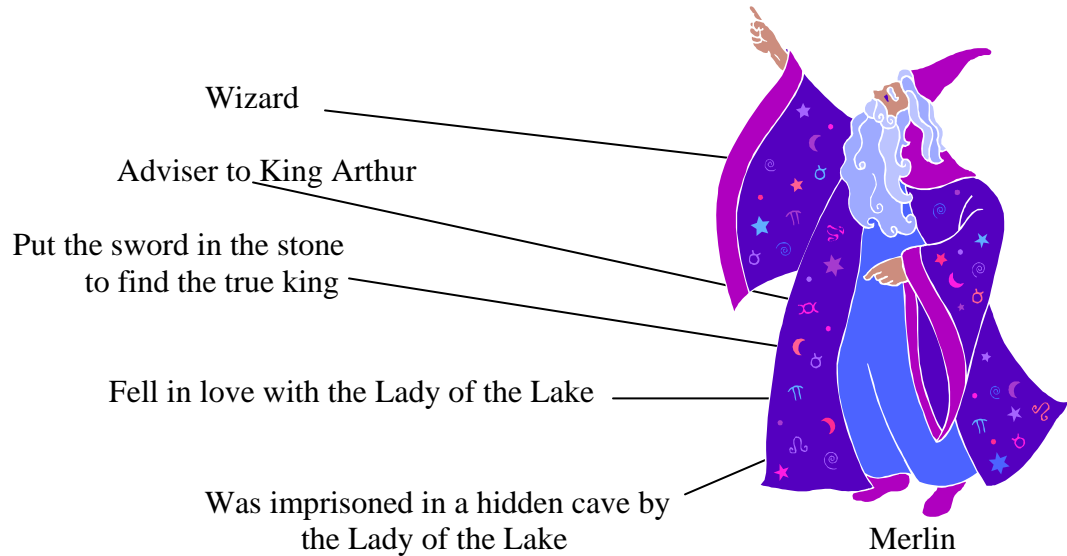
I shall see you soon. I hope all is well with you, my beloved lord and king.

Your devoted knight,

Sir Kroeker

## Appendix F

# Webs of Merlin and Lancelot



## Appendix G

# Sequencing Worksheet

Below are several events that brought about the end of King Arthur's reign. Place these events in the correct order by placing a number (1-12) on the lines.

\_\_\_\_\_ Lancelot rescues Guinevere

\_\_\_\_\_ Sir Mordred spreads rumors about Lancelot and Guinevere

\_\_\_\_\_ Lancelot becomes a Knight of the Round Table

\_\_\_\_\_ Civil war breaks out and King Arthur appoints Mordred to rule while he is away

\_\_\_\_\_ King Arthur and Mordred's armies fight a fierce battle

\_\_\_\_\_ Guinevere confesses she loves Lancelot; and is to be burned at the stake

\_\_\_\_\_ King Arthur marries Guinevere, even though Merlin predicts this will lead to the destruction of all that is important to King Arthur

\_\_\_\_\_ King Arthur kills Mordred, but is wounded

\_\_\_\_\_ King Arthur is taken to the Vale of Avalon by the Lady of the Lake

\_\_\_\_\_ Mordred betrays King Arthur and tries to marry Guinevere

\_\_\_\_\_ Guinevere escapes to a convent and sends a message to King Arthur

\_\_\_\_\_ King Arthur takes Guinevere back; Lancelot goes into exile

**Appendix H**  
**Sequencing Worksheet Answer Key**

Below are several events that brought about the end of King Arthur's reign. Place these events in the correct order by placing a number (1-12) on the lines.

- 5   Lancelot rescues Guinevere
- 3   Sir Mordred spreads rumors about Lancelot and Guinevere
- 2   Lancelot becomes a Knight of the Round Table
- 7   Civil war breaks out and King Arthur appoints Mordred to rule while he is away
- 10  King Arthur and Mordred's armies fight a fierce battle
- 4  Guinevere confesses she loves Lancelot; and is to be burned at the stake
- 1  King Arthur marries Guinevere, even though Merlin predicts this will lead to the destruction of all that is important to King Arthur
- 11  King Arthur kills Mordred, but is wounded
- 12  King Arthur is taken to the Vale of Avalon by the Lady of the Lake
- 8  Mordred betrays King Arthur and tries to marry Guinevere
- 9  Guinevere escapes to a convent and sends a message to King Arthur
- 6  King Arthur takes Guinevere back; Lancelot goes into exile

## Appendix I

# Study Guide

Know the definitions of the following words:

- Myth
- Scabbard
- Perilous
- Enchantment
- Exile

Know about the following characters from the stories we have read:

- King Arthur
- Guinevere
- Merlin
- Lancelot
- The Lady of the Lake

Know and be able to explain your favorite version (our of the two read in class) of “The Sword and the Stone”

**\*\*\*Use your copybook to study!!!\*\*\***

Appendix J, page 1  
**Final Quiz**

Matching (1 point each). Match the following terms to the correct definition:

- |                   |    |  |
|-------------------|----|--|
| _____ Enchantment | a. | a sheath or cover for the blade of a sword                   |
| _____ Exile       | b. | a traditional story that explains a certain culture or event |
| _____ Myth        | c. | involving risk or danger                                     |
| _____ Perilous    | d. | hiding   |
| _____ Scabbard    | e. | a spell cast over someone                                    |

Fill in the blank (1 point each). Fill in the blanks with the correct character from the legend of King Arthur.

\_\_\_\_\_ was a powerful wizard and one of \_\_\_\_\_ closest advisers.

He fell in love with \_\_\_\_\_ who cast a powerful spell over him.

King Arthur married the beautiful \_\_\_\_\_. She also loves \_\_\_\_\_, who was a powerful Knight of the Round Table.

Short answer (10 points). Answer as thoroughly as possible. Be sure to use complete sentences!

Explain how Arthur became king.



Appendix J, page 2  
**Final Quiz with Word Bank**

Matching (1 point each). Match the following terms to the correct definition:

- |                   |    |  |
|-------------------|----|--|
| _____ Enchantment | a. | a sheath or cover for the blade of a sword                   |
| _____ Exile       | b. | a traditional story that explains a certain culture or event |
| _____ Myth        | c. | involving risk or danger                                     |
| _____ Perilous    | d. | hiding   |
| _____ Scabbard    | e. | a spell cast over someone                                    |

Fill in the blank (1 point each). Fill in the blanks with the correct character from the legend of King Arthur, using the word bank below.

|             |           |        |          |                      |
|-------------|-----------|--------|----------|----------------------|
| King Arthur | Guinevere | Merlin | Lancelot | the Lady of the Lake |
|-------------|-----------|--------|----------|----------------------|

\_\_\_\_\_ was a powerful wizard and one of \_\_\_\_\_ closest advisers.

He fell in love with \_\_\_\_\_ who cast a powerful spell over him.

King Arthur married the beautiful \_\_\_\_\_. She also loves \_\_\_\_\_, who was a powerful Knight of the Round Table.

Short answer (10 points). Answer as thoroughly as possible. Be sure to use complete sentences!

Explain how Arthur became king.

Appendix L  
**Final Quiz Answer Key**

Matching (1 point each). Match the following terms to the correct definition:

- |                      |    |  |
|----------------------|----|--|
| <u>E</u> Enchantment | a. | a sheath or cover for the blade of a sword                   |
| <u>D</u> Exile       | b. | a traditional story that explains a certain culture or event |
| <u>B</u> Myth        | c. | involving risk or danger                                     |
| <u>C</u> Perilous    | d. | hiding   |
| <u>A</u> Scabbard    | e. | a spell cast over someone                                    |

Fill in the blank (1 point each). Fill in the blanks with the correct character from the legend of King Arthur.

Merlin was a powerful wizard and one of King Arthur's closest advisers.

He fell in love with the Lady of the Lake who cast a powerful spell over him.

King Arthur married the beautiful Guinevere. She also loves Lancelot, who was a powerful Knight of the Round Table.

Short answer (10 points). Answer as thoroughly as possible. Be sure to use complete sentences!

Explain how Arthur became king.

**Either answer is correct. Give five points for having the correct information and five points for writing in complete sentences:**

**Young Arthur was looking for a sword for his brother Kay. He pulled one out of a stone in a churchyard. He has to pull the sword out several times in front of many people. This feat proves he is the rightful king. He is revealed as the true son of King Pendragon and is crowned King after the tournament of Whitsun.**

**At a tournament, Arthur takes his turn trying to pull the sword out of an anvil on a stone. This proves he is the rightful king. However, once he pulls the sword out, he has to kill many men who challenge him. Arthur is revealed as the true son of King Pendragon. He is crowned king at Easter.**