

Life in Camelot

Grade Level or Special Area: 4th grade

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Length of Unit: Eight lessons of 30 – 40 minutes each

I. ABSTRACT

This unit provides an opportunity to examine several of the most famous legends of King Arthur. For convenience sake the stories used are the ones in *What Your 4th Graders Needs to Know*, E.D Hirsch, Jr. The students use Venn diagrams, art, writing skills, etc. to show their understanding of the material. The legends are put in historical context and examined for how they have held up even today.

II. OVERVIEW

A. Concept Objectives

1. The student will understand that legends have a basis in truth.
2. The student will understand that legends change over time.
3. The student will read and recognize literature as a record of human experience. (CO State Reading and Writing Standard 6)
4. The student will express themselves clearly in writing.

B. Content from the *Core Knowledge Sequence*

1. Language Arts, 4th grade, page 89
 - a. Fiction
 - i. Myths and Mythical Characters
 - a) Legends of King Arthur and the Knights of the Round Table
 - 1) How Arthur Became King
 - 2) The Sword in the Stone
 - 3) The Sword Excalibur
 - 4) Guinevere
 - 5) Merlin and the Lady of the Lake
 - 6) Sir Launcelot

C. Skill Objectives

1. The student will read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading. (CO State Reading and Writing Standard 6)The student will read, respond to, and literature as a way to explore the similarities and differences among stories and the ways in which those stories reflect the ethnic background of the author and the culture in which they are written. (CO State Reading and Writing Standard 6)
2. The student will recognize the concept of classic or enduring literature, and reading and listening to classic works. (CO State Reading and Writing Standard 6)
3. The student will use literary terminology such as setting, plot, character, problem, and solution. (CO State Reading and Writing Standard 6)
4. The student will use new vocabulary from literature in other context. (CO State Reading and Writing Standard 6)
5. The student will construct a paragraph that is organized and grammatically correct.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. *Malory's Le Morte d'Arthur*, Keith Baines
 - 2. *Arthurian Myth and Legend* Mike Dixon-Kennedy
- B. For Students
 - 1. Medieval History (4th grade)

IV. RESOURCES

- A. *Malory's Le Morte d'Arthur*, Keith Baines (Lesson One)
- B. *King Arthur Coloring Book*, Thomas Crawford (Culminating Activity)
- C. *What Your 4th Graders Needs to Know*, E.D Hirsch, Jr. (Lessons Two, Four, Five, Six, and Seven)
- D. *King Arthur and the Knights of the Round Table*, Sir Thomas Malory retold by Catherine Hernandez (Lesson Two)
- E. *King Arthur and the Legends of Camelot*, Molly Perham (Lesson Two)
- F. *King Arthur and His Knights* (audio tape), Jim Weiss (Lesson Two)

V. LESSONS

Lesson One: The Legend Begins

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. The student will understand that legends have a basis in truth.
 - b. The student will read and recognize literature as a record of human experience.
 - 2. Lesson Content
 - a. Legends of King Arthur and the Knights of the Round Table
 - i. How Arthur Became King
 - ii. The Sword in the Stone
 - iii. The Sword Excalibur
 - iv. Guinevere
 - v. Merlin and the Lady of the Lake
 - vi. Sir Launcelot
 - 3. Skill Objective(s)
 - a. The student will read, respond to, and literature as a way to explore the similarities and differences among stories and the ways in which those stories reflect the ethnic background of the author and the culture in which they are written.
- B. *Materials*
 - 1. Chalkboard or whiteboard with writing tools
 - 2. Appendix A
 - 3. Appendix B
 - 4. *Malory's Le Morte d'Arthur*, Keith Baines
- C. *Key Vocabulary*
 - 1. Legend: a story based in true but that has grown larger than life
 - 2. Briton: a ethnic tribe that lived in the British Isles
- D. *Procedures/Activities*
 - 1. Begin by playing the game, Telephone. Whisper to the first student the following statement: "King Arthur was a real man that lived in southwestern England in the late fifth century." That student whispers the statement to the next student. The students continue whispering it to the next student until all

- students have heard the statement. The last student repeats the statement out loud. Usually, the statement will be greatly altered.
2. Use that activity to lead into a discussion of what a legend is and how they were passed on in the medieval tradition.
 3. Explain that like most legends, King Arthur was a real person, but the reality is very different than what we think of when discussing King Arthur.
 4. Brainstorm on the board what the students know about King Arthur.
 5. Tell the students: The real Arthur was a Briton of Roman heritage. He led an army in the late 5th and early 6th centuries to hold off invasions of many groups from the west, north and east. With his excellent leadership and military skills, the Roman civilization flourished in Southwestern Britain much longer than in other parts of Europe.
 6. Show the students the pictures of Glastonbury Abbey (Appendix A) which was the original burial site of King Arthur and Queen Guinevere. They were buried in two locations, outside the abbey itself and then they were moved behind the high altar. When the Abbey was closed by Henry VIII, the remains were moved to an unknown place.
 7. Show the students the pictures of the castle at Tintagel (Appendix B). This was thought to be the location of Arthur's birth and possible castle when he was an adult. The castle in the pictures could not be Arthur's castle. It was built much later than Arthur's time.
 8. The first version of the legend was written by Sir Thomas Malory in 1485. Malory was a noble and landowner who had actively participated in several battles and showed himself to be an excellent and brave knight.
 9. Have the students list all the versions of the legend that they have seen or heard of.
- E. *Assessment/Evaluation*
1. Track whether they were participating in the brainstorming

Lesson Two: The Sword in the Stone

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student will understand that legends change over time.
 - b. The student will read and recognize literature as a record of human experience.
 2. Lesson Content
 - a. Legends of King Arthur and the Knights of the Round Table
 - i. How Arthur Became King
 - ii. The Sword in the Stone
 - iii. Merlin
 3. Skill Objective(s)
 - a. The student will read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.
 - b. The student will read, respond to, and literature as a way to explore the similarities and differences among stories and the ways in which those stories reflect the ethnic background of the author and the culture in which they are written.
 - c. The student will recognize the concept of classic or enduring literature, and reading and listening to classic works.

- d. The student will use literary terminology such as setting, plot, character, problem, and solution.
- B. *Materials*
1. *What Your 4th Graders Needs to Know*, E.D Hirsch,. Jr. (class set)
 2. *King Arthur and the Legends of Camelot*, Molly Perham or *King Arthur and the Knights of the Round Table*, Sir Thomas Malory retold by Catherine Hernandez
 3. *King Arthur and His Knights* (audio tape), Jim Weiss
 4. Appendix C (class set)
- C. *Key Vocabulary*
1. Counsel: advice
 2. Predict: tell what you think is going to happen in the future
 3. Realm: kingdom
- D. *Procedures/Activities*
1. Pass out Appendix C to the class and explain that we are going to read or hear three different versions of “The Sword in the Stone.” This sheet is to allow the students to take notes on each version so we can complete another exercise later on.
 2. Popcorn read the story of the “Sword in the Stone” on page 56 in *What Your 4th Graders Needs to Know*, E.D Hirsch,. Jr. with the class. Popcorn reading is done by having one student begin reading with everyone else following along in their books. When the student has read at least two complete sentences, they can at any time call on another student to read. If that called upon student is unable to pick up the story immediately, they must stand and the first student calls on someone else. This continues until the time is up, the reading is done, or the entire class has read.
 3. Listen to the first part of side one of *King Arthur and His Knights* (audio tape), Jim Weiss. It includes the story of “The Sword in the Stone.”
 4. Read either Chapter 1 and 2 of *King Arthur and the Legends of Camelot*, Molly Perham or Chapter 1 of *King Arthur and the Knights of the Round Table*, Sir Thomas Malory retold by Catherine Hernandez. I love reading the first one because it is so beautifully illustrated, but it is much, much longer.
- E. *Assessment/Evaluation*
1. Collect and check over their notes to be sure they are complete.

Lesson Three: Versions: Same and Different

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student will understand that legends change over time.
 - b. The student will read and recognize literature as a record of human experience.
 2. Lesson Content
 - a. Legends of King Arthur and the Knights of the Round Table
 - i. How Arthur Became King
 - ii. The Sword in the Stone
 - iii. The Sword Excalibur
 - iv. Merlin
 3. Skill Objective(s)
 - a. The student will read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.

- b. The student will read, respond to, and literature as a way to explore the similarities and differences among stories and the ways in which those stories reflect the ethnic background of the author and the culture in which they are written.
 - c. The student will recognize the concept of classic or enduring literature, and reading and listening to classic works.
 - d. The student will use literary terminology such as setting, plot, character, problem, and solution.
- B. *Materials*
- 1. Appendix C (pass back Lesson Two's class set)
 - 2. Appendix D (class set)
- C. *Key Vocabulary*
- 1. Venn diagram: a way of classifying information visually using overlapping circles
- D. *Procedures/Activities*
- 1. Ask: "Isn't it amazing that the same story can be told so many different ways?"
 - 2. Pass back Appendix C and go over what were some of the important details that needed to be included.
 - 3. Pass out Appendix D. Explain what a Venn diagram is and how to fill one out. On the board fill out a two-circle Venn diagram on oranges and apples with student input.
 - 4. Explain how a three-circle Venn diagram works and then as a class begin filling in Appendix D.
 - 5. Give the students time to finish the Venn diagram.
- E. *Assessment/Evaluation*
- 1. Collect and grade the Venn diagram.

Lesson Four: Excalibur

- A. *Daily Objectives*
- 1. Concept Objective(s)
 - a. The student will read and recognize literature as a record of human experience.
 - 2. Lesson Content
 - a. Legends of King Arthur and the Knights of the Round Table
 - i. The Sword Excalibur
 - ii. Merlin and the Lady of the Lake
 - 3. Skill Objective(s)
 - a. The student will read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading
- B. *Materials*
- 1. *What Your 4th Graders Needs to Know*, E.D Hirsch,. Jr. (class set)
 - 2. White 9 x 12 construction paper (class set)
 - 3. Blue 4.5 x 6 construction paper (class set)
 - 4. Glue (class set)
 - 5. Scissors (class set)
 - 6. Crayons, colored pencils, and markers (enough for all students)
 - 7. Gold and/or silver glitter glue (enough for all students)
 - 8. Appendix E (class set)
- C. *Key Vocabulary*
- 1. Scabbard: case that a sword is carried in

- D. *Procedures/Activities*
1. Ask the students if they know what Excalibur is. Make sure that they understand that this sword is not the one pulled out of the stone.
 2. Popcorn read the story of “The Sword Excalibur” on page 58 in *What Your 4th Graders Needs to Know*, E.D Hirsch, Jr. with the class. Popcorn reading is done by having one student begin reading with everyone else following along in their books. When the student has read at least two complete sentences, they can at any time call on another student to read. If that called upon student is unable to pick up the story immediately, they must stand and the first student calls on someone else. This continues until the time is up, the reading is done, or the entire class has read.
 3. Pass out the construction paper, glue, and scissors to the students. Tell them that they are going to make a picture of the Lady of the Lake giving Arthur Excalibur. The blue paper is to be cut into the shape of the lake and glued to the white paper. The students will then use the crayons, colored pencils, and markers to draw in all of the details. Use the glitter glue to accent the sword.
- E. *Assessment/Evaluation*
1. Use Appendix E to grade the picture.

Lesson Five: A Love Story

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student will read and recognize literature as a record of human experience.
 2. Lesson Content
 - a. Legends of King Arthur and the Knights of the Round Table
 - i. Guinevere
 - ii. Sir Launcelot
 3. Skill Objective(s)
 - a. The student will read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.
- B. *Materials*
1. *What Your 4th Graders Needs to Know*, E.D Hirsch, Jr. (class set)
 2. Appendix F (class set)
 3. Appendix G
- C. *Key Vocabulary*
1. Dowry: a payment given with the bride to the groom used to make her more acceptable
 2. Lance: a long wooden stick used to knock a heavily armored knight off his horse
 3. Defy: to not follow the commands or instructions
 4. Slew: killed
 5. Plunder: go through and steal and/or destroy everything
- D. *Procedures/Activities*
1. Tell the class that we are now going to read a love story. This should have a very predictable reaction from fourth graders. Remind them that courtly love was a very important part of the medieval mythology.
 2. Popcorn read the story of “Guinevere” on page 59 and “Sir Launcelot” on page 62 in *What Your 4th Graders Needs to Know*, E.D Hirsch, Jr. with the class. Popcorn reading is done by having one student begin reading with everyone else following along in their books. When the student has read at least two complete

sentences, they can at any time call on another student to read. If that called upon student is unable to pick up the story immediately, they must stand and the first student calls on someone else. This continues until the time is up, the reading is done, or the entire class has read.

3. Have the students complete Appendix F on these stories.

E. *Assessment/Evaluation*

1. Collect and grade Appendix F using Appendix G.

Lesson Six: The Power Behind the Throne

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student will read and recognize literature as a record of human experience.
2. Lesson Content
 - a. Legends of King Arthur and the Knights of the Round Table
 - i. Merlin and the Lady of the Lake
3. Skill Objective(s)
 - a. The student will read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.
 - b. The student will construct a paragraph that is organized and grammatically correct.
 - c. The student will use new vocabulary from literature in other context.

B. *Materials*

1. *What Your 4th Graders Needs to Know*, E.D Hirsch,. Jr. (class set)
2. Appendix H (class set)

C. *Key Vocabulary*

1. Enchantress: a woman that cast a spell that would force a person to do her will

D. *Procedures/Activities*

1. Ask the students what they have learned about Merlin's role in the legend of King Arthur so far. Spend a few minutes discussing. Refer back to the previous stories as necessary to make sure that they remember everything.
2. Discuss with the students the need for magic in the medieval mentality. Magic is what was used to explain the unexplainable. Magic, good and bad, was blamed for everything that the people's knowledge base didn't understand.
3. Popcorn read the story of "Merlin and the Lady of the Lake" on page 61 in *What Your 4th Graders Needs to Know*, E.D Hirsch,. Jr. with the class. Popcorn reading is done by having one student begin reading with everyone else following along in their books. When the student has read at least two complete sentences, they can at any time call on another student to read. If that called upon student is unable to pick up the story immediately, they must stand and the first student calls on someone else. This continues until the time is up, the reading is done, or the entire class has read.
4. Ask the students if they can think of one thing that they want to change or get or get rid of. Wouldn't it be wonderful if magic could do that for them?
5. Assign the students to write a paragraph describing what they would like magic to change, get or get rid of and why.

E. *Assessment/Evaluation*

1. Collect and grade the paragraph using Appendix H.

Lesson Seven: Review

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student will read and recognize literature as a record of human experience.
 - b. The student will understand that legends have a basis in truth.
 - c. The student will understand that legends change over time.
 2. Lesson Content
 - a. Legends of King Arthur and the Knights of the Round Table
 - i. How Arthur Became King
 - ii. The Sword in the Stone
 - iii. The Sword Excalibur
 - iv. Guinevere
 - v. Merlin and the Lady of the Lake
 - vi. Sir Launcelot
 3. Skill Objective(s)
 - a. The student will read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.
 - b. The student will read, respond to, and literature as a way to explore the similarities and differences among stories and the ways in which those stories reflect the ethnic background of the author and the culture in which they are written.
 - c. The student will recognize the concept of classic or enduring literature, and reading and listening to classic works.
 - d. The student will use literary terminology such as setting, plot, character, problem, and solution.
 - e. The student will use new vocabulary from literature in other context.
- B. *Materials*
1. *What Your 4th Graders Needs to Know*, E.D Hirsch,. Jr. (class set)
 2. Appendix I (class set)
 3. Appendix J
- C. *Key Vocabulary*
- None new
- D. *Procedures/Activities*
1. Tell the students that we have barely read any of the legends of King Arthur. If they are interested in reading more they should look at the list of books on page 64 of *What Your 4th Graders Needs to Know*, E.D Hirsch,. Jr.
 2. Pass out Appendix I which is a crossword puzzle that the students will complete as a review over the legend of King Arthur.
 3. Give the students time to complete the crossword puzzle.
 4. Grade the crossword puzzle together and discuss the answers and any questions that come up.
- E. *Assessment/Evaluation*
1. The crossword puzzle will be graded using Appendix J.

Lesson Eight: Formal Assessment

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student will read and recognize literature as a record of human experience.

- b. The student will understand that legends have a basis in truth.
- c. The student will understand that legends change over time
- 2. Lesson Content
 - a. Legends of King Arthur and the Knights of the Round Table
 - i. How Arthur Became King
 - ii. The Sword in the Stone
 - iii. The Sword Excalibur
 - iv. Guinevere
 - v. Merlin and the Lady of the Lake
 - vi. Sir Launcelot
- 3. Skill Objective(s)
 - a. The student will read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.
 - b. The student will read, respond to, and literature as a way to explore the similarities and differences among stories and the ways in which those stories reflect the ethnic background of the author and the culture in which they are written.
 - c. The student will recognize the concept of classic or enduring literature, and reading and listening to classic works.
 - d. The student will use literary terminology such as setting, plot, character, problem, and solution.
 - e. The student will use new vocabulary from literature in other context.
- B. *Materials*
 - 1. Appendix K (class set)
 - 2. Appendix L
- C. *Key Vocabulary*
None new
- D. *Procedures/Activities*
 - 1. Ask the students if they have any questions before the test.
 - 2. Give the students time to complete the formal assessment.
- E. *Assessment/Evaluation*
 - 1. Grade formal assessment using Appendix L.

VI. CULMINATING ACTIVITY

- A. I copy each page of the *Dover King Arthur Coloring Book*. I give each student one or two pages to color. When everyone is done coloring, the students read the text in order, and we hang their pages on the wall.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Pictures of Glastonbury Abbey
- B. Appendix B: Pictures of Tintagel
- C. Appendix C: Notes on the three versions of “The Sword in the Stone”
- D. Appendix D: Venn diagram on “The Sword in the Stone”
- E. Appendix E: Checklist to grade Excalibur and the Lady in the Lake picture
- F. Appendix F: Worksheet on the stories of Guinevere and Sir Launcelot
- G. Appendix G: Answer key for Appendix F
- H. Appendix H: Rubric to grade paragraph
- I. Appendix I: Review crossword puzzle
- J. Appendix J: Answer key for Appendix I
- K. Appendix K: Formal Assessment on Legend of King Arthur

- L. Appendix L: Answer key for Appendix K

VIII. BIBLIOGRAPHY

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Appendix A, page 1

Pictures of Glastonbury Abbey

Original burial site of King Arthur and Queen Guinevere







Appendix B, page 1

Pictures of Tintagel



Appendix B, page 2



Merlin was said to use the caves below.



| | |
|---|--|
| <p><i>King Arthur and the Legends of Camelot,</i> Molly Perham or <i>King Arthur and the</i> <i>Knights of the Round Table,</i> Sir Thomas Malory retold by Catherine Hernandez</p> | |
| <p>Audio tape</p> | |
| <p><i>What Your 4th Graders Needs to Know,</i> E.D Hirsch, Jr.</p> | |

Notes on “The Sword in the Stone” Answer Key

| | |
|--|--|
| <p><i>King Arthur and the Legends of Camelot</i>, Molly Perham or <i>King Arthur and the Knights of the Round Table</i>, Sir Thomas Malory retold by Catherine Hernandez</p> | <ul style="list-style-type: none"> • Uther Pendragon • Lady Igraine • Uther announced that his son Arthur was to be king • Merlin • Ector • Kay • Arthur squire to Kay • Sword in stone • Kay claimed to have pulled the sword out of the stone • Arthur loved and respected Ector and Kay • Kay forgot sword for tournament • Feast and tournament at Christmas • It was a year before Arthur was crowned |
| <p>Audio tape</p> | <ul style="list-style-type: none"> • Told in first person • Uther Pendragon • Merlin • Ector • Kay • Arthur squire to Kay • Sword in stone • Kay claimed to have pulled the sword out of the stone • Arthur loved and respected Ector and Kay • Merlin was his teacher • Arthur’s mother was the queen of Uther • Uther died when Arthur was 18 • No one knew that Arthur existed except Merlin and Ector • Kay’s sword was broken in the tournament • Half-sisters of Arthur mentioned <div data-bbox="1110 978 1373 1146" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>These are just a few possible answers</p> </div> |
| <p><i>What Your 4th Graders Needs to Know</i>, E.D Hirsch., Jr.</p> | <ul style="list-style-type: none"> • Uther Pendragon • Merlin • Ector • Kay • Arthur squire to Kay • Sword in stone • Kay claimed to have pulled the sword out of the stone • Arthur loved and respected Ector and Kay • Kay’s sword was broken in the tournament |

These are just a few possible answers

Audio Tape

- Arthur’s parents were married
- Uther died when Arthur was 18
- Uther’s sword in the stone
- Merlin was Arthur’s teacher

- Arthur doesn’t want to be King if that means Sir Ector isn’t his father

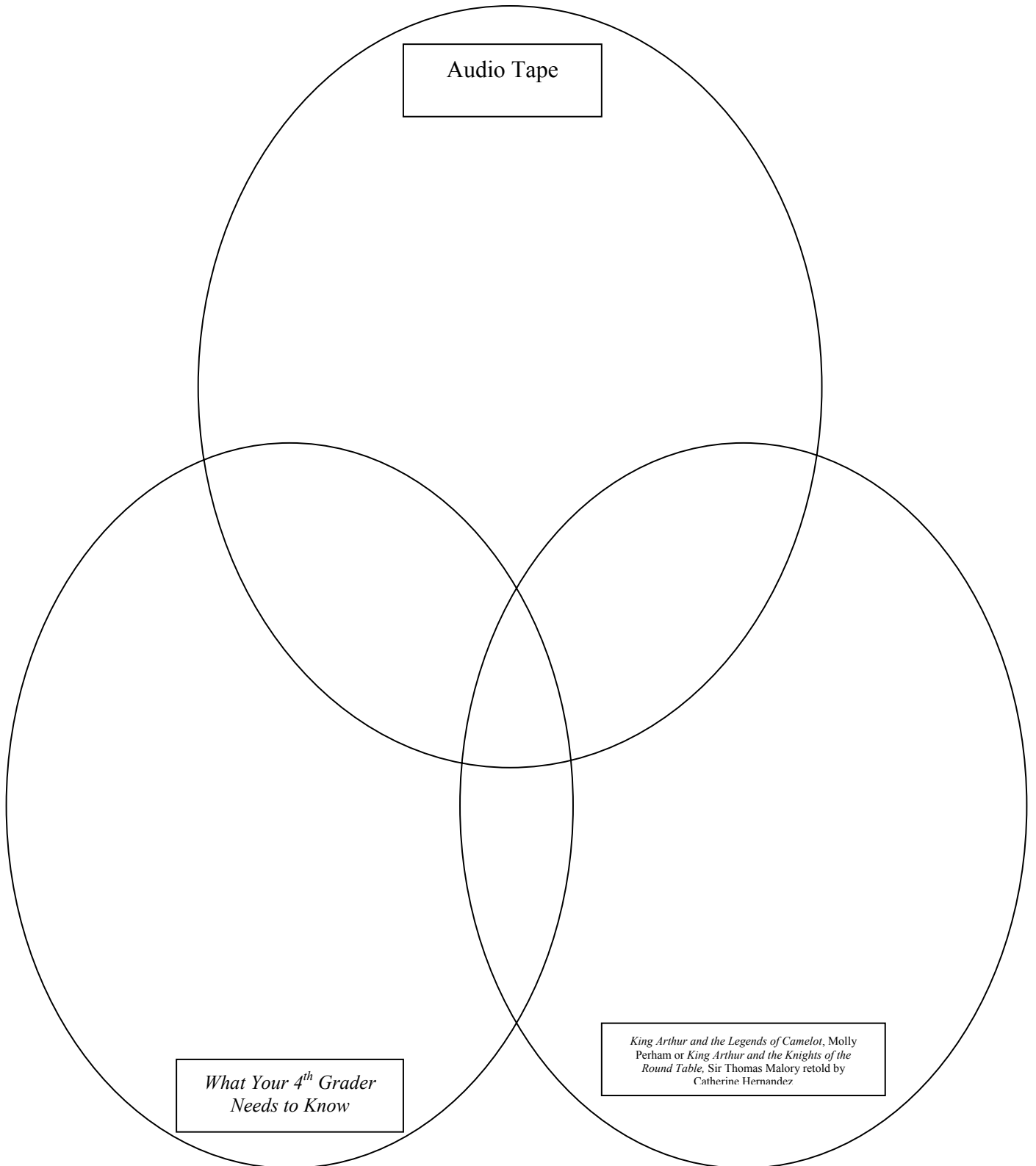
- Arthur, Kay, Ector, Merlin, Uther
- Sword in the stone and anvils
- Many years of strife
- Half sisters

- Lady Igraine
- 3 half sisters
- Forgotten sword
- Feast and tournament at Christmas
- Over a year after pulling stone out before Arthur crowned
- Uther announces that Arthur will be King after his death

What Your 4th Grader Needs to Know

King Arthur and the Legends of Camelot, Molly Perham or King Arthur and the Knights of the Round Table, Sir Thomas Malory retold by Catherine Hernandez

“Sword in the Stone” Venn Diagram



Appendix E

Excalibur and the Lady of the Lake picture

| | |
|---------------------------------|--------------------------|
| Lake | <input type="checkbox"/> |
| Excalibur with ornate detailing | <input type="checkbox"/> |
| Lady of the Lake | <input type="checkbox"/> |
| Merlin | <input type="checkbox"/> |
| King Arthur | <input type="checkbox"/> |
| Background in drawing | <input type="checkbox"/> |
| Colorful | <input type="checkbox"/> |
| Neat | <input type="checkbox"/> |
| Effort | <input type="checkbox"/> |
| Used entire sheet | <input type="checkbox"/> |

TOTAL

Appendix F

A Love Story: Guinevere and Sir Launcelot NAME _____

Directions: Answer all questions in complete sentences. Fill-in the blank statements require only the word.

Who was Guinevere's father? _____

How did King Arthur hide from Guinevere when he was first there? _____

What was Guinevere's dowry? _____

How were knights chosen to sit at the Round Table? _____

Would you say that Sir Launcelot believes in love at first sight? Why?

How would Launcelot find Sir Turquine?

The battle between Launcelot and Turquine was won by _____.

What finally tore apart Camelot? Why? _____

Appendix G
Answer Key for Appendix F

Who was Guinevere's father? Guinevere's father was King Leodegrance, a friend of King Arthur.

How did King Arthur hide from Guinevere when he was first there? Arthur was so shy around Guinevere that he had Merlin make him a magical cap that would make him look like an ordinary gardener's boy when he wore it. He got hired to work in Guinevere's garden so he could be near her and not seen.

What was Guinevere's dowry? Guinevere's dowry was a large round table at which could sit 50 knights.

How were knights chosen to sit at the Round Table? When a worthy knight appeared in Camelot, his name would magically appear at a vacant seat at the table. At his death his name vanished.

Would you say that Sir Launcelot believes in love at first sight? Why? Yes; Sir Launcelot fell in love with his king's wife, Guinevere, at first sight.

How would Launcelot find Sir Turquine? Less than a mile from where Sir Launcelot was was Sir Turquine's castle. Next to it is a tree covered with shields of captured knights and a large copper basin. When Sir Launcelot hit that basin, Sir Turquine would approach.

The battle between Launcelot and Turquine was won by Launcelot.

What finally tore apart Camelot? Why? The love of Queen Guinevere and Sir Launcelot tore Camelot apart. King Arthur and Sir Launcelot became bitter enemies and fought many times.

Appendix H

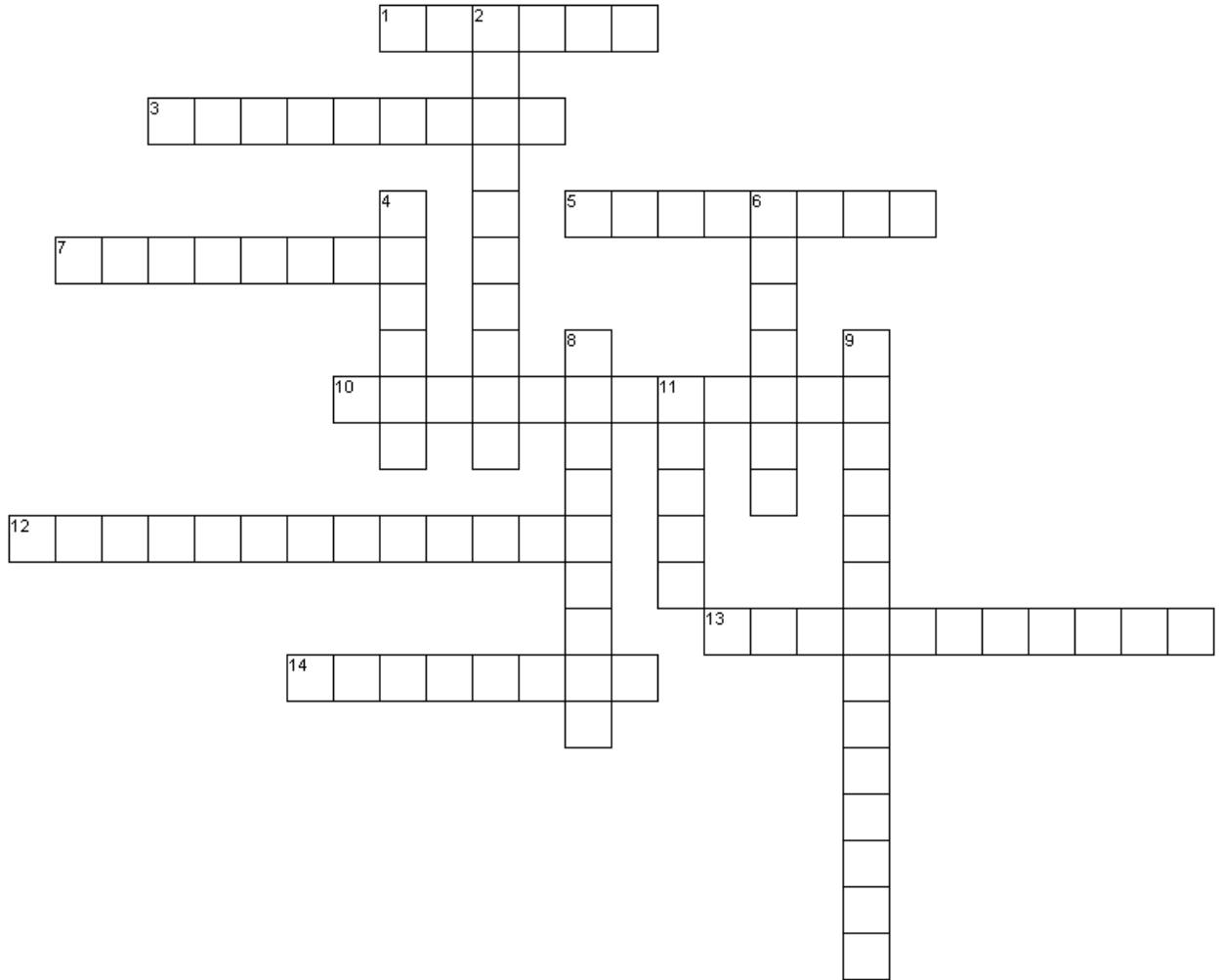
Paragraph Writing Rubric

| Criteria | | | | | Points |
|---|---|--|---|--|--------|
| | 4 | 3 | 2 | 1 | |
| Topic Sentence (green) | Topic sentence is clear, correctly placed, and is restated in the closing sentence. | Topic sentence is either unclear or incorrectly placed, and is restated in the closing sentence. | Topic sentence is unclear and incorrectly placed, and is restated in the closing sentence. | Topic sentence is unclear and incorrectly placed, and is not restated in the closing sentence. | — |
| Supporting Detail Sentence(s) (yellow) | Paragraph(s) have three or more supporting detail sentences that relate back to the main idea. | Paragraph(s) have two supporting detail sentences that relate back to the main idea. | Paragraph(s) have one supporting detail sentence that relate back to the main idea. | Paragraph(s) have no supporting detail sentences that relate back to the main idea. | — |
| Elaborating Detail Sentence(s) (red) | Each supporting detail sentence has an elaborating detail sentence that directly relates back to supporting detail sentence and topic sentence. | Each supporting detail sentence has an elaborating detail sentence that usually relates back to supporting detail sentence and topic sentence. | Each supporting detail sentence has an elaborating detail sentence that rarely relates back to supporting detail sentence and topic sentence or has few elaborating detail sentences. | Each supporting detail sentence has no elaborating detail sentence. | — |
| Legibility | Legible handwriting | Marginally legible handwriting | Writing is not legible in places. | Writing is not legible. | — |
| Mechanics and Grammar | Paragraph has no errors in punctuation, capitalization, and spelling. | Paragraph has one or two punctuation, capitalization, and spelling errors. | Paragraph has three to five punctuation, capitalization, and spelling errors. | Paragraph has six or more punctuation, capitalization, and spelling errors. | — |
| | | | | Total----> | — |

Teacher Comments:

Adapted from Teach-nology rubric making website

The Legend of King Arthur



Across

1. He lied about pulling the sword out of the stone
3. The name of Arthur's magic sword
5. He was given Arthur to raise
7. The Lady of the Lake
10. Fell in love with Queen Guinevere
12. Who raised Launcelot
13. Who Arthur had to defeat to protect Guinevere

14. Which was more valuable: the sword or the scabbard?

Down

2. Guinevere's dowry
4. Who the Lady of the Lake wanted at her side forever
6. Name of Arthur's Kingdom
8. The daughter of King Leodegrance
9. Father of Arthur
11. What Arthur did when he realized that Sir Ector was not his father

Appendix J

Answer Key for Appendix I

ACROSS

1. He lied about pulling the sword out of the stone **SirKay**
3. The name of Arthur's magic sword **Excalibur**
5. He was given Arthur to raise **SirEctor**
7. The Lady of the Lake **Vivianne**
10. Fell in love with Queen Guinevere **SirLauncelot**
12. Who raised Launcelot **LadyoftheLake**
13. Who Arthur had to defeat to protect Guinevere **DukeofUmber**
14. Which was more valuable: the sword or the scabbard **scabbard**

Down

2. Guinevere's dowry **RoundTable**
4. Who the Lady of the Lake wanted at her side forever **Merlin**
6. Name of Arthur's Kingdom **Camelot**
8. The daughter of King Leodegrance **Guinevere**
9. Father of Arthur **UtherPendragon**
11. What Arthur did when he realized that Sir Ector was not his father **cried**

Directions: Circle T if the statement is true and F if the statement is false based on the *What Your 4th Grader Needs to Know* version of the legend.

- T F 1. Arthur was thrilled when he found out that Sir Ector wasn't his father.
- T F 2. Launcelot was raised by the Lady of the Lake.
- T F 3. Guinevere and Arthur had an arranged marriage that had been set up when they were children.
- T F 4. Sir Kay was a good and honest knight.
- T F 5. Excalibur's scabbard had magical powers.
- T F 6. Arthur originally pulled the sword out of the stone to prove that he should be king.
- T F 7. Merlin stayed with Arthur as he grew up to watch over him.
- T F 8. King Arthur had to defeat the Duke of Umber, an enemy of Guinevere before they could marry.
- T F 9. Sir Launcelot defeated Sir Turquine after a long battle.
- T F 10. Merlin created the round table.
- T F 11. The Lady in the Lake was named Vivianne.
- T F 12. Sir Launcelot was always one of Arthur's friends and supporters.
- T F 13. Merlin could see everyone's future including his own.
- T F 14. The Knights for the Round Table were chosen when their name appeared at one of the seats at the table.
- T F 15. Merlin fell in love with Vivianne

Setting

What is the setting of the legends of King Arthur?

_____ (complete sentences)

Characters

Directions: Put the letter of the correct description in front of the characters name.

- | | | |
|----------|----------------------|---|
| _____ 1. | King Arthur | A. This person gave the king a sword in exchange for a gift to be given at a later date. |
| _____ 2. | Guinevere | B. This person was the father of Arthur. |
| _____ 3. | Merlin | C. This person raised Arthur as his son to keep him safe. |
| _____ 4. | The Lady in the Lake | D. This person was a real Saxon king that helped to keep the Roman civilization strong in southwestern England. |
| _____ 5. | Sir Launcelot | E. This person claimed to have pulled the sword from the stone. |
| _____ 6. | Sir Kay | F. This person used his magical powers to keep Arthur safe and strong. |
| _____ 7. | Sir Ector | G. This person married one man but loved another man. |
| _____ 8. | Uther Pendragon | H. This person killed Sir Tanquine. |

Plot

Directions: Choose one of the legends that we read in *What Every 4th Grader Needs Know* and fill out the plot line for that legend.

Appendix L

Answer Key for Appendix K

TRUE/FALSE

1. FALSE
2. TRUE
3. FALSE
4. FALSE
5. TRUE
6. FALSE
7. FALSE
8. TRUE
9. TRUE
10. FALSE
11. TRUE
12. FALSE
13. FALSE
14. TRUE
15. TRUE

CHARACTERS:

1. D
2. G
3. F
4. A
5. H
6. E
7. C
8. B

SETTING: The answers will vary but should include something about medieval England.

PLOT: The answers will vary.