

# Arthurian Legend

Content Area: **English Language Arts**  
Course(s): **Language Arts Literacy IV**  
Time Period: **2 weeks**  
Length: **2 Weeks**  
Status: **Published**

## Unit Overview

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Read and analyze examples of Arthurian legend (Sir Gawain and the Green Knight, Morte d' Arthur). The stories of King Arthur and his Court have entertained young and old alike for over a thousand years. In this unit, students will discover how historical events gradually merged with fantasy to create the memorable tales we enjoy today.

## Transfer

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Students will be able to independently use their learning to...

- Examine the society of medieval England the fascination with myth and legend that permeated that time period.
- Demonstrate the impact of the code of chivalry on modern society.
- Understand how stereotypes and archetypes inform our understanding of people and/or characters.
- examine the legend of King Arthur as an ever-evolving myth, depicted through the centuries in various media and interpretations.
- discuss the nature of myth; distinguish between and compare the stories of real people and myths that grew from those stories.
- study the central themes of an Arthurian legend through a modern lens.
- investigate whether the ideas of chivalry, honor, and courtly love has been internalized into contemporary art and culture.
- Identify and examine characteristics of medieval literature.

## Meaning

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## Understandings

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Students will understand that...

- The historic and mythical aspects of the Arthurian legend.
- How to evaluate and classify characters by stereotype/archetype.
- Identify specific characteristics of medieval literature.
- The importance of making character inferences based on character's actions, thoughts, and words.

- To effectively support a claim you must support inferences with textual evidence.

## **Essential Questions**

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Students will keep considering...

- Does a code of honor or chivalry exist in our modern world?
- How does society define heroism across time?
- What is the role of women in medieval England?
- Why are legends and legendary figures important cultural components of society?
- Who is King Arthur and how did his legend evolve?
- What were the ideals of the knights of the Round Table?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- Describe King Arthur and the knights of the Round Table.
- Explain the historic and the mythical aspects of the Arthurian legend.
- Discuss the rules of chivalry honored by Arthur's knights.
- Relate several familiar tales associated with King Arthur.
- Explain the significance of the quest for the Holy Grail.

### **Students will be skilled at...**

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Students will be skilled at...

- Reading a text silently and aloud for comprehension and fluency.
- Identifying literary devices in a work of literature.
- Investigate the historic and mythical aspects of the Arthurian legend.
- Integrating the code of chivalry into modern society.

- Integrating the text with an exploration of current social, economic, and political issues.

## **Academic Vocabulary**

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Key terms to know...

- chivalry
- satire
- medieval
- Middle English
- myth
- archetype
- round table
- Camelot
- Holy Grail

## **Learning Goal 1**

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Students will understand...

- Cite textual evidence to support analysis of what the texts in the Arthurian legends unit say explicitly as well as to support inferences drawn from the text, including determining where the text leaves matters uncertain.

## **Objective 1 - Levels 3 and 4**

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SWBAT:

- Analyze words with figurative and connotative contextual meaning while reading The Arthurian legends.
- Compare and contrast modern words/ideas and the language of The Arthurian legends.

	analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.11-12.CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.6	Assess how point of view or purpose shapes the content and style of a text.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.10	Read and comprehend complex literary and informational texts independently and proficiently.

## Learning Goal 2

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Students will understand...

- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact over the course of the Arthurian legends unit.

## Objective 3 -- Level 3

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SWBAT:

- Cite evidence of how the code of chivalry and other medieval conventions are portrayed throughout the different Arthurian legends in a variety of written responses.

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.11-12.CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.6	Assess how point of view or purpose shapes the content and style of a text.
LA.11-12.CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

## **Summative Assessment**

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- End of Unit Response
- Extended Written Response
- Formal Written Assignments
- Group Presentation
- Performance Assessment
- Portfolios
- Research Project

## **Career Ready Practice and Awareness Standards**

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CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.

## **Formative Assessment and Performance Opportunities**

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- Class discussion
- Exit slips
- Learning/Response Logs
- Observations
- Peer/Self Assessments
- Practice Presentations
- Questions
- Quizzes
- Reading Check Quizzes
- Think Pair Share
- Visual Presentations

## **Accommodations/Modifications**

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- Audio Story Version
- Film Version of Text
- Modify length of written work
- peer support/peer review
- reading aids/notes summaries
- study guides
- Visual/graphic organizers

## **Interdisciplinary Connections**

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- Code of Chivalry
- Medieval English Society
- Medieval Knights
- Society of Medieval England

- The Legend of King Arthur

SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.2.1	Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.
SOC.9-12.1.2.2	Relate current events to the physical and human characteristics of places and regions.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.

## Unit Resources

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- audio reading
- copies of individual tales
- Modern translation
- study guides
- textbook

## Recommended Texts

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- excerpts from Morte d'Arthur
- excerpts from Sir Gawain and the Green Knight