## Learning Objectives

The goal of this lesson is to provide secondary students an opportunity to explore targeted passages of complex text. Students will, through close examination of romantic literature and the use of text-dependent questions, examine the heroic tradition of medieval knights. At this point, students should be developing their own text-based questions and actively defining unfamiliar words. Vocabulary is learned from context and writing fosters a deeper understanding of varying interpretations. The lesson celebrates the chivalric code of honor and culminates in an evidentiary writing activity. Teachers may need to further scaffold the activities to address individual students’ needs.

### Rationale:
In this lesson, students will explore the Arthurian codes of chivalry and courtly love as portrayed in art, modern films, books, and poetry. It culminates in a research and writing project that considers how the life and deeds of the historic King Arthur evolved into a legend based on honor, chivalry, and courtly love.

---

<table>
<thead>
<tr>
<th>Text Title(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>McDougal Littell Literature</em>, pp. 1010 – 1017 and 1027 - 1031</td>
</tr>
<tr>
<td><strong>Genre/Text Structure:</strong> Literary Fiction (Legends), Literary Nonfiction and Informational Text</td>
</tr>
</tbody>
</table>

### Targeted Text Selections

| from Le Morte d’Arthur – The Crowning of Arthur (Sir Thomas Malory), p. 1015, lines 68 - 97 |
| from a Distant Mirror: The Calamitous 14th Century (Barbara Tuchman), p. 1027 |

### Common Core State Standards (CCSS)

- [RL.9–10; RI.9–10; W.9–10; SL.9–10] |
- [http://www.corestandards.org](http://www.corestandards.org)

### Lesson Sequence

**PERFORMANCE TASK /CULMINATING INDEPENDENT WRITING ASSESSMENT:**

The Arthurian codes of chivalry and courtly love have been portrayed in art, modern films, books, and poetry. Write a 2 page essay to explain how the life and deeds of the historic King Arthur evolved into a legend. Discuss the chivalric code—which stressed, among other things, loyalty to the king, courage, personal honor, and defending those who could not defend themselves. Consider ways the romantic elements of medieval literature persist in modern literature. Identify and discuss a modern movie or book (*Twilight* series, *Batman, Star Wars, Harry Potter, The Lord of the Rings, A Knight’s Tale*) that exemplifies the chivalric code and noble deeds from Arthurian times.

#### Activity 1:

**GUIDING QUESTION(S):**

- Who was King Arthur?
- What is the Arthurian legend?
- How are the codes of chivalry demonstrated in the legend of King Arthur?

1. Each student will read Malory’s legend, first independently, then through closer analytical reading. It is essential that students grapple with challenging text on their own as frequently and independently as possible.
2. Students independently write their initial impressions and interpretations of the legend. What examples of chivalry emerge?
3. Use discussions to model and reinforce how to learn vocabulary from contextual clues; students must be held accountable for engaging in this practice.

#### Activity 2:

- What was the life of a knight really like?
- How does close reading of a specific segment of the King Arthur legend help us understand chivalry?

1. Each student will independently read “from A Distant Mirror: The Calamitous 14th Century.”
2. Returning to “The Crowning of Arthur,” the teacher will lead students through a small set of text-dependent questions. Students are urged to develop their own text-dependent questions to compel closer rereading and analysis. The targeted text should be in front of the students as they engage in their discussions.
3. During the instructional sequence, it is important to linger over Malory’s portrayal of medieval knights, his use of figurative language, and diction. If necessary, chunk information at the phrase level to provide supported practice in deciphering complex sentences.
4. The use of student created graphic organizers and summary statements are essential for organizing and collecting thoughts for the culminating writing activity.
5. Use Communication, Information and Media connections at [www.discoveryeducation.com](http://www.discoveryeducation.com) or other online resources to explore images illustrating the legend of King Arthur and his most famous knight, Sir Launcelot.

- Provide an image of Howard Pyle’s painting *King Arthur Drawing Forth the Sword* for interpretation OR
- Follow the instructions for Activity 6, Visualizations of the Arthurian Legends to explore visualizations—paintings and images—reflecting the Arthurian legends.
Activity 3:
GUIDING QUESTION(S):
- How have the life and deeds of the historic King Arthur evolved into a legend based on honor, chivalry and courtly love?
- How does the growth of King Arthur’s legend reflect the literary and cultural growth of England as a nation?
- What romantic elements, including the chivalric code and noble deeds performed by knights and other heroes, persisted in modern literature?

1. Go to the National Endowment for the Humanities site at http://edsitement.neh.gov/lesson-plan/exploring-arthurian-legend to view the lesson and resources.
2. Reserve computer time. Go to LaunchPad: Exploring Arthurian Legend to explore websites in order to answer the questions about King Arthur and the chivalry ideal OR use the activity sheet at Tales of King Arthur: Worksheet 3 - Tales of King Arthur to record information on five Arthurian stories.
3. Conclude the research by writing a short objective summary tracing the elements of myth and history in the world of the Round Table.
4. If time allows, select additional activities.
   - Activity 1. Historical Background and Review
   - Activity 2. Earliest Versions of the Arthur Legends
   - Activity 3. Medieval Romance Versions of the Arthur Legends
   - Activity 4. A Victorian Version of the Arthur Legends
   - Activity 5. Comparison of the Arthurian Legends
   - Activity 7. Modern Versions of the Arthur Legends

Activity 4:
GUIDING QUESTION(S):
- How have the Arthurian legends been adapted in modern movies and books?
- What romantic elements, including the chivalric code and noble deeds performed by knights and other heroes, persisted in modern literature?

1. Use Bob Marzano’s Power Thinking Activities at www.classzone.com to investigate the legend of King Arthur and his knights of the Round Table.
2. Follow the instructions below to create a multimedia presentation.
   **Power Thinking Activity 2: Investigation**
   - The Arthurian legends are some of the most popular tales in Western literature. Featuring knights in shining armor, damsels in distress, magicians casting spells, the legends offer an intriguing mix of adventure and romance.
   - Plan a multimedia representation of Arthur’s world, such as a “Who’s Who in the Arthurian Legends,” or “What Did They Do All Day in Arthur’s World?”
   - Use the Internet and other resources to investigate the major players, the legends, or the historical background. For your plan, create a flowchart that outlines your presentation, clearly representing each step and showing what multimedia elements (photos, drawings, film, music, etc.) occur during each step.

Activity 5:
GUIDING QUESTION(S):
- Who was King Arthur?
- What romantic elements, including the chivalric code and noble deeds performed by knights and other heroes, persisted in modern literature?

1. Conduct a final discussion of text-dependent questions and allow time for students to complete notes on the evolution of the Arthurian legend.
2. Students prepare to write an extended analysis using the prewriting graphics and summation statements created throughout the lesson.
3. Allow an extended amount of time for students to write an evidentiary response.
4. Use the 30-point mode-specific rubric to score the summative assessment.

The Arthurian codes of chivalry and courtly love have been portrayed in art, modern films, books, and poetry. Write a 2 page essay to explain how the life and deeds of the historic King Arthur evolved into a legend. Discuss the chivalric code— which stressed, among other things, loyalty to the king, courage, personal honor, and defending those who could not defend themselves. Consider ways the romantic elements of medieval literature persist in modern literature. Identify and discuss a modern movie or book (Twilight series, Batman, Star Wars, Harry Potter, The Lord of the Rings, A Knight’s Tale) that exemplifies the chivalric code and noble deeds from Arthurian times.
A few months later it was seen that Igraine was with child, and one night, as she lay in bed with King Uther, he asked her who the father might be. Igraine was greatly abashed.

"Do not look so dismayed," said the king, "but tell me the truth, and I swear I shall love you the better for it."

"The truth is," said Igraine, "that the night the duke died, about three hours after his death, a man appeared in my castle—the exact image of the duke. With him came two others who appeared to be Sir Brastius and Sir Jordanus. Naturally I gave myself to this man as I would have to the duke, and that night, I swear, this child was conceived."

"Well spoken," said the king; "it was I who impersonated the duke, so the child is mine." He then told Igraine the story of how Merlin had arranged it, and Igraine was overjoyed to discover that the father of her child was now her husband.

Sometime later, Merlin appeared before the king. "Sire," he said, "you know that you must provide for the upbringing of your child?"

"I will do as you advise," the king replied.

"That is good," said Merlin, "because it is my reward for having arranged your impersonation of the duke. Your child is destined for glory, and I want him brought to me for his baptism. I shall then give him into the care of foster parents who can be trusted not to reveal his identity before the proper time. Sir Ector would be suitable: he is extremely loyal, owns good estates, and his wife has just borne him a child. She could give her child into the care of another woman, and herself look after yours."

Sir Ector was summoned and gladly agreed to the king's request, who then rewarded him handsomely. When the child was born, he was at once wrapped in a gold cloth and taken by two knights and two ladies to the castle in his beggar's disguise. Merlin took the child to a priest, who baptized him with the name of Arthur, and thence to Sir Ector, whose wife fed him at her breast.

Possible answer.
Igraine should have defied Uther and refused him, even it cost her life, because he killed her husband. Igraine made the best of a bad situation and did well in accepting Uther's proposal. She was actually fortunate to "trade up" for a more powerful husband.

Q2 Why does Merlin keep the child's identity a secret?
Possible answer.
Hidden identity is often an important element of romance tales. Merlin may think the child, as heir to the throne, would be in danger or that others might exert undesirable influence on the child. Merlin may want the child to grow up without all the trappings of a royal childhood.

Q3 Think about Malory's depiction of Igraine up to this point. What details suggest that she is an idealized character?
Possible answer.
Igraine is beautiful and loyal. She epitomizes the medieval damsel for her lack of anger toward Uther for deceiving her and indirectly causing the duke's death. She accepts her lot in life under the protection of a chivalrous man.

Q4 Reread lines 82–97. In what way does Merlin show his loyalty to King Uther and the Britons?
Possible answer.
Merlin exemplifies the code of chivalry through his loyalty to Uther's child. He not only protects the young child from birth, he ensures an honorable upbringing by having Arthur baptized and raised in a nuclear family unit. Arthur is reared outside the feudal court to guarantee strong knightly values uncorrupted by the other lords. Finally, Merlin safeguards Arthur by concealing his identity until the prophesy is fulfilled.

Q5 Compare the behavior of Sir Kay with that of Arthur. Which character better illustrates the chivalric traits of a knight?
Possible answer.
Arthur better illustrates the chivalric traits of a knight. Sir Kay, who lies about how he got the sword (lines 152-153), wants to...
The secret of Arthur’s birth was known only to a few of the nobles surviving from the days of King Uther. The archbishop urged them to make Arthur’s cause their own; but their support proved ineffective. The tournament was repeated at Candlemas and at Easter, and with the same outcome as before.

Finally at Pentecost, when once more Arthur alone had been able to remove the sword, the commoners arose with a tumultuous cry and demanded that Arthur should at once be made king. The nobles, knowing in their hearts that the commoners were right, all knelt before Arthur and begged forgiveness for having delayed his succession for so long. Arthur forgave them and then, offering his sword at the high altar, was dubbed first knight of the realm. The coronation took place a few days later, when Arthur swore to rule justly, and the nobles swore him their allegiance.

<table>
<thead>
<tr>
<th>Cross Genre Connections:</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image_url" alt="Painting" /></td>
</tr>
</tbody>
</table>

Use Communication, Information and Media connections at [www.discoveryeducation.com](http://www.discoveryeducation.com) or other online resources to explore images illustrating the legend of King Arthur and his most famous knight, Sir Launcelot.

1. Provide an image of Howard Pyle’s painting *King Arthur Drawing Forth the Sword* for interpretation.

(Q7) Closely examine the painting from upper right corner to the lower left corner. How are the two parts of the painting different?

**Possible answer.**
The lower right half of the painting is dominated by the stone, and upper left half is dominated by people. The juxtaposition of the solid stone and a youthful Arthur emphasize the stature of Arthur as he fulfills the prophesy. The smaller images of the people reduce their importance in the legend.

(Q6) Identify details that show the solemnity and importance of the occasion depicted in the painting.

**Possible answer.**
The royalty are seated in a lavish hall, wearing their finery. Placing the nobility in the background establishes their limited role in the fulfillment of the legend. All, except for Merlin, are at a distance from Arthur. The proximity of Merlin establishes his importance in the legend. All faces, especially Arthur’s, are expressionless, indicating concentration.

**Formative Assessment/ Rubrics**
Class discussion(s) using student generated text-dependent comprehension questions and written responses (graphic organizers, summarizing, reader response journals, or prewriting activities) serve as formative assessments.

**Summative Assessment/Culminating Independent Writing Task**
The Arthurian codes of chivalry and courtly love have been portrayed in art, modern films, books, and poetry. Write a 2 page essay to explain how the life and deeds of the historic King Arthur evolved into a legend. Discuss the chivalric code—which stressed, among other things, loyalty to the king, courage, personal honor, and defending those who could not defend themselves. Consider ways the romantic elements of medieval literature persist in modern literature. Identify and discuss a modern movie or book (*Twilight* series, *Batman*, *Star Wars*, *Harry Potter*, *The Lord of the Rings*, *A Knight’s Tale*) that exemplifies the chivalric code and noble deeds from Arthurian times.

**Possible answer.** Use the 30-point mode-specific rubric to score the summative assessment.
Extension Activities/Further Resources

Technology:
www.discoveryeducation.com
www.classzone.com

Graphic Organizers at www.classzone.com

For further information regarding this document contact the Department of Language Arts/Reading, Secondary District Instructional Supervisors, Dr. Erin Cuartas, Ms. Laurie Kaplan or Dr. Sharon Scruggs-Williams, 305-995-3122; for ELL questions, contact the Division of Bilingual Education and World Languages District Supervisor, Ms. Caridad Perez, 305-995-1962.
A few months later it was seen that Igraine was with child, and one night, as she lay in bed with King Uther, he asked her who the father might be. Igraine was greatly abashed.

“Do not look so dismayed,” said the king, “but tell me the truth, and I swear I shall love you the better for it.”

“The truth is,” said Igraine, “that the night the duke died, about three hours after his death, a man appeared in my castle—the exact image of the duke. With him came two others who appeared to be Sir Brastius and Sir Jordanus. Naturally I gave myself to this man as I would have to the duke, and that night, I swear, this child was conceived.”

“Well spoken,” said the king; “it was I who impersonated the duke, so the child is mine.” He then told Igraine the story of how Merlin had arranged it, and Igraine was overjoyed to discover that the father of her child was now her husband.

Sometime later, Merlin appeared before the king. “Sire,” he said, “you know that you must provide for the upbringing of your child?”

“I will do as you advise,” the king replied.

“That is good,” said Merlin, “because it is my reward for having arranged your impersonation of the duke. Your child is destined for glory, and I want him brought to me for his baptism. I shall then give him into the care of foster parents who can be trusted not to reveal his identity before the proper time. Sir Ector would be suitable: he is extremely loyal, owns good estates, and his wife has just borne him a child. She could give her child into the care of another woman, and herself look after yours.”

Sir Ector was summoned and gladly agreed to the king’s request, who then rewarded him handsomely. When the child was born, he was at once wrapped in a gold cloth and taken by two knights and two ladies to Merlin, who stood waiting at the rear entrance to the castle in his beggar’s disguise. Merlin took the child to a priest, who baptized him with the name of Arthur, and thence to Sir Ector, whose wife fed him at her breast.

All those dukes and barons with ambitions to rule were present at the tournament on New Year’s Day. But when all of them had failed, and Arthur alone had succeeded in drawing the sword from the stone, they protested against one so young, and of ignoble blood, succeeding to the throne.

The secret of Arthur’s birth was known only to a few of the nobles surviving from the days of King Uther. The archbishop urged them to make Arthur’s cause their own; but their support proved ineffective. The tournament was repeated at Candlemas and at Easter.

Q1: Women in the Middle Ages were relatively powerless. Is Igraine’s reaction to Uther appropriate? Possible answer.

Q2: Why does Merlin keep the child’s identity a secret? Possible answer.

Q3: Think about Malory’s depiction of Igraine up to this point. What details suggest that she is an idealized character? Possible answer.

Q4: Reread lines 82–97. In what way does Merlin show his loyalty to King Uther and the Britons? Possible answer.

Q5: Compare the behavior of Sir Kay with that of Arthur. Which character better illustrates the chivalric traits of a knight? Possible answer.
and with the same outcome as before.

Finally at **Pentecost**, when once more Arthur alone had been able to remove the sword, the commoners arose with a tumultuous cry and demanded that Arthur should at once be made king. The nobles, knowing in their hearts that the commoners were right, all knelt before Arthur and begged forgiveness for having delayed his succession for so long. Arthur forgave them and then, offering his sword at the high altar, was **dubbed** first knight of the realm. The coronation took place a few days later, when Arthur swore to rule justly, and the nobles swore him their allegiance.

<table>
<thead>
<tr>
<th>Cross Genre Connections:</th>
<th>Quarter 4, Week 37: 05/20/13 – 05/24/13</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Howard Pyle's painting King Arthur Drawing Forth the Sword" /></td>
<td><strong>(Q6)</strong> Reread lines 173 – 188. How do Arthur’s actions fit the conventions of medieval romance?</td>
</tr>
<tr>
<td><strong>Possible answer.</strong></td>
<td>Use Communication, Information and Media connections at <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> or other online resources (<a href="http://164.109.104.189/lesson-plan/exploring-arthurian-legend">http://164.109.104.189/lesson-plan/exploring-arthurian-legend</a>) to explore images illustrating the legend of King Arthur and his most famous knight, Sir Launcelot.</td>
</tr>
<tr>
<td><strong>1. Provide an image of Howard Pyle’s painting <em>King Arthur Drawing Forth the Sword</em> for interpretation.</strong></td>
<td><strong>(Q6)</strong> Closely examine the painting from upper right corner to the lower left corner. How are the two parts of the painting different?</td>
</tr>
<tr>
<td><strong>Possible answer.</strong></td>
<td><strong>(Q7)</strong> Identify details that show the solemnity and importance of the occasion depicted in the painting.</td>
</tr>
<tr>
<td><strong>Possible answer.</strong></td>
<td><strong>Summative Assessment/Culminating Independent Writing Task</strong></td>
</tr>
<tr>
<td><strong>Write a 2 page essay to explain the life and deeds of the legendary King Arthur. Discuss the chivalric code—which stressed, among other things, loyalty to the king, courage, personal honor, and defending those who could not defend themselves. These romantic elements of medieval literature persist in modern literature. Identify and discuss a modern movie or book (<strong>Twilight series, Batman, Star Wars, Harry Potter, The Lord of the Rings</strong>, <strong>A Knight’s Tale</strong>) that exemplifies the chivalric code and noble deeds from Arthurian times.</strong></td>
<td></td>
</tr>
</tbody>
</table>
**Analysis of Arthurian Legends Grading Criteria - STUDENT SELF-ASSESSMENT TOOL 9 - 10 ELA**

<table>
<thead>
<tr>
<th>Student Name: ___________________________________________</th>
<th>Period: __________________</th>
<th>Final Score: ___________/30</th>
</tr>
</thead>
</table>

**Criterion**

- With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. 
- Students use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point.

<table>
<thead>
<tr>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior</td>
<td>Solid</td>
<td>Partial</td>
<td>Limited</td>
<td>Very Limited</td>
</tr>
</tbody>
</table>

**Response to Prompt/Thesis**

- **W.9-10.2a** Did you introduce the topic? Did you organize complex ideas, concepts, and information to make important connections and distinctions?
- **W.9-10.2e** Does your response establish and maintain a formal style and objective tone?
- **W.9-10.4** Is your response clear, coherent and appropriate to the task, purpose, and audience?

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

**Organization**

- **W.9-10.2a** Did you introduce the topic by organizing complex ideas, concepts, and information? Did you make important connections and distinctions?
- **W.9-10.2c** Did you use appropriate and varied transitions to link the major sections of the text?

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

**Evidence/Support**

- **W.9-10.2b** Did you develop the topic with well-chosen, relevant, and sufficient facts?

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

**Analysis**

- **W.9-10.2b** Did you include extended definitions, concrete details, quotations, or other information and examples to support your response? Did you consider the audience’s knowledge of the topic?

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

**Structure**

- **W.9-10.2f** Did you provide a concluding statement or section?

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

**Command of Language**

- **W.9-10.2d** Did you use precise language and domain-specific vocabulary?
- **W.9-10.5** Did you plan, revise, edit, and rewrite? Did you try a new approach, focusing on addressing a specific purpose and audience?
- **L.9-10.1** Did you observe the conventions of standard English grammar and usage when writing?
- **L.9-10.2** Did you observe the conventions of standard English capitalization, punctuation, and spelling when writing?
- **L.9-10.3** Did you apply your knowledge of language, make effective choices for meaning or style, and vary syntax for effect?

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>
**Informational/Explanatory Writing – Independent Writing Assignment – Analysis of Arthurian Legends**

**RUBRIC AND SELF-ASSESSMENT TOOL 9 - 10 ELA**

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and resumes. (Appendix A, p. 23 [http://www.corestandards.org/assets/Appendix_A.pdf])

| Student Name: _____________________________ | Period: ____________ | Final Score: ________/30 |

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response to Prompt/Thesis</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.9-10.2a - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</td>
<td><strong>Superior</strong></td>
<td><strong>Solid</strong></td>
<td><strong>Partial</strong></td>
<td><strong>Limited</strong></td>
<td><strong>Very Limited</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Exceeds expectations</strong></td>
<td><strong>Above expectations</strong></td>
<td><strong>Meets expectations</strong></td>
<td><strong>Approaching expectations</strong></td>
<td><strong>Does not meet expectations</strong></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>• skillful</td>
<td>• competent</td>
<td>• adequate</td>
<td>• limited</td>
<td>• inadequate</td>
</tr>
<tr>
<td></td>
<td>• purposeful style</td>
<td>• appropriate style</td>
<td>• sufficient style</td>
<td>• inconsistent style</td>
<td>• attempts, but fails at style</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.9-10.2a - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</td>
<td><strong>Superior</strong></td>
<td><strong>Solid</strong></td>
<td><strong>Partial</strong></td>
<td><strong>Limited</strong></td>
<td><strong>Very Limited</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Logical order</strong></td>
<td><strong>Appropriate order</strong></td>
<td><strong>Some order</strong></td>
<td><strong>Limited order</strong></td>
<td><strong>Lacks order</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Skillful use of transitions/syntax</strong></td>
<td><strong>Proficient use of transitions/syntax</strong></td>
<td><strong>Some use of transitions/syntax</strong></td>
<td><strong>Inappropriate use of transitions/syntax</strong></td>
<td><strong>Inadequate use of transitions/syntax</strong></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Evidence/Support</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.9-10.2b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</td>
<td><strong>Superior</strong></td>
<td><strong>Solid</strong></td>
<td><strong>Partial</strong></td>
<td><strong>Limited</strong></td>
<td><strong>Very Limited</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Insightful</strong></td>
<td><strong>Thorough</strong></td>
<td><strong>Sufficient</strong></td>
<td><strong>Inappropriate</strong></td>
<td><strong>Insufficient</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Cohesive</strong></td>
<td><strong>Cohesive</strong></td>
<td><strong>Some cohesion</strong></td>
<td><strong>Superficial</strong></td>
<td><strong>Irrelevant</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Skillful control with evidence, citations and/or quotes</strong></td>
<td><strong>Strong control with evidence, citations and/or quotes</strong></td>
<td><strong>Control with some evidence, citations and/or quotes</strong></td>
<td><strong>Lacks cohesion</strong></td>
<td><strong>No evidence of specific information, citations and/or quotes</strong></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Analysis</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>----------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>W.9-10.2b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</td>
<td>complex thinking</td>
<td>thorough</td>
<td>seamless</td>
<td>some complex thinking</td>
<td>relevant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.9-10.2f - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</td>
<td>effective conclusion</td>
<td>conclusion</td>
<td>sense of closure</td>
<td>weak closure</td>
<td>no evident closure</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Command of Language</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.9-10.2d - Use precise language and domain-specific vocabulary to manage the complexity of the topic.</td>
<td>mature language</td>
<td>skillful use of domain specific terms</td>
<td>exemplary command of conventions</td>
<td>inconsistent language</td>
<td>limited language</td>
</tr>
<tr>
<td>W.9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</td>
<td>appropriate language</td>
<td>domain specific terms</td>
<td>command of conventions</td>
<td>limited language</td>
<td>few domain specific terms</td>
</tr>
<tr>
<td>L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>appropriate language</td>
<td>domain specific terms</td>
<td>command of conventions</td>
<td>limited language</td>
<td>few domain specific terms</td>
</tr>
<tr>
<td>L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>inconsistent language</td>
<td>some domain specific terms</td>
<td>inconsistent command of conventions</td>
<td>limited language</td>
<td>few domain specific terms</td>
</tr>
<tr>
<td>L.9-10.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</td>
<td>inconsistent language</td>
<td>some domain specific terms</td>
<td>inconsistent command of conventions</td>
<td>limited language</td>
<td>few domain specific terms</td>
</tr>
</tbody>
</table>

**NOTE:** The following writing standards are not specifically addressed in this lesson.

- W.9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.9-10.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- W.9-10.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.9-10.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Learning Objectives

The goal of this lesson is to conclude a close analysis of the Arthurian legend, from Le Morte d'Arthur. Through repeated readings of targeted sections and the effective use of collaborative discussions (one-on-one, in groups, and teacher-led), students examine the heroic tradition of medieval knights. At this point, students should be developing their own text-based questions and actively defining unfamiliar words. Vocabulary is learned from context and writing fosters a deeper understanding of evolving interpretations. Varying the length and purpose for writing (objective summarization, character analysis, use of graphic organizers) develops the culminating evidentiary writing task. Teachers may need to further scaffold the activities to address individual students’ needs depending on the intent of the lesson and specific learners’ needs.

Rationale: This lesson guides students asks students to compare and contrast Gawain and Launcelot and their loyalty to Arthur, and culminates in an essay exploring characters’ differences and similarities and drawing a conclusion about which character is the most loyal and chivalrous.

Text Title(s): from Le Morte d'Arthur – Sir Launcelot du Lake (Sir Thomas Malory), p. 1018
McDougal Littell Literature, pp. 1018 – 1026

Genre/Text Structure: Literary Fiction (Legends)

Targeted Text Selections
from Le Morte d'Arthur – Sir Launcelot du Lake (Sir Thomas Malory), p. 1018

Common Core State Standards (CCSS)
RL.9–10; RI.9–10; W.9–10; SL.9–10
http://www.corestandards.org

PERFORMANCE TASK / CULMINATING INDEPENDENT WRITING ASSESSMENT:
Le Morte d’Arthur recounts the heroic deeds of noble knights renowned for their bravery, skill, and moral purity—their chivalry. Gawain and Launcelot play key roles in Sir Thomas Malory’s account. Although they have flaws, both characters demonstrate loyalty and chivalry. Identify the similarities and differences between Gawain and Launcelot and indicate which of the two best exemplifies the qualities of a chivalrous knight.

Activity 1:
GUIDING QUESTION(S):
• What examples of chivalric behavior emerge?
• How does each knight exemplify the code of chivalry?
1. Each student will read “Sir Launcelot du Lake,” first independently, then through closer analytical reading. It is essential that students grapple with challenging text on their own as frequently and independently as possible.
2. Students independently write their initial impressions and interpretations of the legend. What examples of chivalric behavior emerge?
3. Use discussions to model and reinforce how to learn vocabulary from contextual clues; students must be held accountable for engaging in this practice.

Activity 2:
GUIDING QUESTION(S):
• What distinguishes Gawain and Launcelot?
• How does each knight exemplify the code of chivalry?
1. Returning to the legend, the teacher will lead students through a small set of text-dependent questions from the targeted section. Students are urged to develop their own text-dependent questions to compel closer rereading and analysis. The targeted text should be in front of the students as they engage in their discussions.
2. During the instructional sequence, it is important to linger over Malory’s writing style, use of figurative language, and diction. If necessary, chunk information at the phrase level to provide supported practice in deciphering complex sentences.
3. Use the Carol Booth Olson’s writing activity at www.classzone.com to compare and contrast the character of Gawain and Launcelot.
4. Use the Venn diagram or Response Journals to record information about the characters’ loyalty as well as inferences about their personalities.
5. The use of graphic organizers and summation statements are essential in organizing and collecting thoughts for the culminating writing activity.

Activity 3:
GUIDING QUESTION(S):
- How is the historical legacy of the medieval chivalry depicted?

1. Use one of Bob Marzano’s Power Thinking activities at www.classzone.com
   - Activity 1: Abstraction
   - Activity 3: Examining Perspectives

OR
2. Use Communication, Information and Media connections at www.discoveryeducation.com or other online resources to explore the historical legacies of the age of chivalry.
3. Continue to use the Venn diagram or Response Journals to record information about the medieval chivalry.
4. The use of graphic organizers and summation statements are essential for organizing and collecting thoughts for the culminating writing activity.

Activity 4:
GUIDING QUESTION(S):
- What distinguishes Gawain and Launcelot?
- How does each knight exemplify the code of chivalry?

1. Conduct a final discussion of text-dependent questions and allow time for students to complete notes on the chivalric qualities of Lancelot and Gawain.
2. Students prepare to write an extended analysis using the prewriting graphics and summation statements created throughout the lesson.
3. Allow an extended amount of time for students to write an evidentiary response as a culminating assessment.
4. Use the 30-point mode-specific rubric to score the summative assessment.

Targeted Text Selection - Sir Launcelot du Lake
p. 1024, lines 171 - 191

“Sir, you will fight for me on Tuesday next?”
“Sire, I shall not fail you; but please tell me the names of the three Round Table knights whom I shall be fighting.”
“Sir Modred, Sir Madore de la Porte, and Sir Gahalantyne. I must admit that last Tuesday they defeated me and my knights completely.”
“Sire, I hear that the tournament is to be fought within three miles of the abbey. Could you send me three of your most trustworthy knights, clad in plain armor, and with no device, and a fourth suit of armor which I myself shall wear? We will take up our position just outside the tournament field and watch while you and the King of North Galys enter into combat with your followers; and then, as soon as you are in difficulties, we will come to your rescue and show your opponents what kind of knights you command.”

Vocabulary

| underlined words: |
| insufficient contextual clues |
| BOLD words: Tier Two words |

GUIDING QUESTION(S):
- How does Launcelot exemplify the code of chivalry?
- What examples of chivalric behavior emerge?

Return to the text, and ask students to write a small set of guiding questions about the document. The following set of text-based questions serves ONLY to guide the discussion toward the culminating writing activity.

(Q1) What internal and external conflicts does Launcelot face?

Possible answer.
Launcelot asks King Bagdemagus for “plain armor” (lines 177 – 179) to hide his identify from the three Round Table knights whom he will have to face when he fights for King Bagdemagus.
This was arranged on Sunday, and on the following Tuesday Sir Launcelot and the three knights of King Bagdemagus waited in a copse, not far from the pavilion which had been erected for the lords and ladies who were to judge the tournament and award the prizes.

The King of North Galys was the first on the field, with a company of \textit{ninescore} knights; he was followed by King Bagdemagus with \textit{fourscore} knights, and then by the three knights of the Round Table, who remained apart from both companies. At the first encounter King Bagdemagus lost twelve knights, all killed, and the King of North Galys six.

\textbf{GUIDING QUESTION(S):}
- What do Launcelot’s actions suggest about his sense of chivalry?

\textbf{Possible answer.}
Launcelot is confronted with a moral dilemma. Is he betraying the chivalric code by fighting against his Round Table friends? Launcelot honors the code through his promise to the noblewoman, who may have saved his life. A knight’s vow to be honest and loyal must take priority over his friendship with his fellow knights. Launcelot is betraying the code because loyalty is also part of the chivalric code. Launcelot committed his loyalty to the Round Table long before he became involved with the noblewoman. Allegiance to fellow knights takes precedence over the noblewoman.

<table>
<thead>
<tr>
<th>Targeted Text Selection</th>
<th>Vocabulary</th>
<th>Teacher Activities and Techniques</th>
</tr>
</thead>
</table>
| p. 1024 - 1025, lines 192 - 233 | line 184- \textit{copse}: a thicket of small trees  
line 188 – \textit{ninescore} and \textit{fourscore}: A score is a set of 20; this, \textit{ninescore} is 180 and \textit{fourscore} is 80  
(Q3) Which aspects of the chivalric code does Sir Launcelot uphold in his performance at the jousting tournament?  
\textbf{Possible answer.}
Launcelot upholds loyalty by supporting King Bagdemagus as promised; he upholds courage by taking on dozens of knights in battle; he upholds prowess by defeating his opponents. He is merciful by not killing any knights and he is loyal by keeping his promise to the king’s daughter. | Text-Dependent Questions |

With that, Sir Launcelot galloped on to the field, and with his first spear unhorsed five of the King of North Galys’s knights, breaking the backs of four of them. With his next spear he charged the king and wounded him deeply in the thigh.

“That was a shrewd blow,” commented Sir Madore and galloped onto the field to challenge Sir Launcelot. But he too was tumbled from his horse, and with such violence that his shoulder was broken.

Sir Modred was the next to challenge Sir Launcelot, and he was sent spinning over his horse’s tail. He landed headfirst, his helmet became buried in the soil, and he nearly broke his neck, and for a long time lay stunned.

Finally Sir Gahalantyne tried; at the first encounter both he and Sir Launcelot broke their spears, so both drew their swords and hacked vehemently at each other. But Sir Launcelot, with mounting wrath, soon struck his opponent a blow on the helmet which brought the blood streaming from eyes, ears, and mouth. Sir Gahalantyne slumped forward in the saddle, his horse panicked, and he was thrown to the ground, useless for further combat.

Sir Launcelot took another spear and unhorsed sixteen more of the King of North Galys’s knights and, with his next, unhorsed another twelve; and in each case with such violence that none of the knights ever fully recovered. The King of North Galys was forced to admit defeat, and the prize was awarded to King Bagdemagus.

That night Sir Launcelot was entertained as the guest of honor by King Bagdemagus and his daughter at their castle and before leaving was loaded with gifts.

“My lady, please, if ever again you should need my services, remember that I shall not fail you.”

The next day Sir Launcelot rode once more through the forest and by chance came to the apple tree where
he had previously slept. This time he met a young noblewoman riding a white palfrey.

“My lady, I am riding in search of adventure; pray tell me if you know of any I might find hereabouts.”

“Sir, there are adventures hereabouts if you believe that you are equal to them; but please tell me, what is your name?”

“Sir Launcelot du Lake.”

“Very well, Sir Launcelot, you appear to be a sturdy enough knight, so I will tell you. Not far away stands the castle of Sir Tarquine, a knight who in fair combat has overcome more than sixty opponents whom he now holds prisoner. Many are from the court of King Arthur, and if you can rescue them, I will then ask you to deliver me and my companions from a knight who distresses us daily, either by robbery or by other kinds of outrage.”

“My lady, please first lead me to Sir Tarquine; then I will most happily challenge this miscreant knight of yours.”

<table>
<thead>
<tr>
<th>Targeted Text Selection</th>
<th>p. 1026, lines 268 - 287</th>
</tr>
</thead>
</table>

Now the two knights hurled themselves at each other like two wild bulls; swords and shields clashed together, and often their swords drove into the flesh. Then sometimes one, sometimes the other, would stagger and fall, only to recover immediately and resume the contest. At last, however, Sir Tarquine grew faint and unwittingly lowered his shield. Sir Launcelot was swift to follow up his advantage and, dragging the other down to his knees, unlaced his helmet and beheaded him.

Sir Launcelot then strode over to the young noblewoman: “My lady, now I am at your service, but first I must find a horse.”

Then the wounded Sir Gaheris spoke up: “Sir, please take my horse. Today you have overcome the most formidable knight, excepting only yourself, and by so doing have saved us all. But before leaving, please tell me your name.”

“Sir Launcelot du Lake. Today I have fought to vindicate the honor of the knights of the Round Table, and I know that among Sir Tarquine’s prisoners are two of my brethren, Sir Lyonel and Sir Ector, also your own brother, Sir Gawain. According to the shields there are also Sir Brandiles, Sir Galyhuddis, Sir Kay, Sir Alydukis, Sir Marhaus, and many others. Please release the prisoners and ask them to help themselves to the castle treasure. Give them all my greetings and say I will see them at the next Pentecost. And please request Sir Ector and Sir Lyonel to go straight to the court and await me there.”

<table>
<thead>
<tr>
<th>line 220 – palfrey:</th>
<th>a gentle riding horse</th>
</tr>
</thead>
<tbody>
<tr>
<td>line 233 – miscreant:</td>
<td>scoundrel; villain; troublemaker</td>
</tr>
</tbody>
</table>

(Q4) What traits of chivalry does Launcelot exemplify in this section?

Possible answer.

Launcelot exemplifies the chivalric traits of grace and politeness in his words; honor and courage in not trying to hide who he is to avoid danger; prowess in his fight with Tarquine; and honor and humility in proclaiming his service to the noblewoman after beheading Tarquine.
Cross Genre Connections:

| Use Communication, Information and Media connections at www.discoveryeducation.com or other online resources to explore the historical legacies of the age of chivalry.  
| Arthur’s Legend Spreads to France  
| Sir Percival Enters the Tale  
| Death at the Hands of a Traitor  
| An Ancient Irish Arthur  
| Rummaging Through History  
| Political Implications of Arthur’s Return  
| History vs. Storytelling  
| Arthur Is Conceived Into Myth  
| King Arthur  
| Sword and the Stone  
| An Archaeological Outlook  
| Reformation Leads to Cultural Loss  
| Merlin Revealed  
| Saxons Seek Britain  
| Tintagel Castle and the Legend of King Arthur  
| Tintagel’s Early Kings and Their Arthurian Myths  
| Stonehenge and the Legend of King Arthur  
| Legends of King Arthur  
| Explanations and Another Legend  
| Legends at Brittany  
| The Invasion of the French and the Romance: Le Morte d’Arthur |

Formative Assessment/Rubrics

Class discussion(s) on text-dependent comprehension questions and written responses (graphic organizers, summarizing, reader response journals, or prewriting activities) serve as formative assessments.

Consider using Bob Marzano’s Power Thinking activities at www.classzone.com

**Activity 1: Abstraction**

- Knights who were guided by the code of chivalry swore allegiance to their lord, their religion, and one lady. Their behavior was to be governed by honesty, bravery, courtesy, and modesty.
- What is the code for young men and women today?
- Write a new code of behavior for modern life. Consider what values should and do govern daily life. Do values from the chivalric code still apply in the 21st century?
- In class, compare your code with your classmates’ and use them to design a single code for today’s young people; OR

**Activity 3: Examining Perspectives**

- The fight between Sir Launcelot and Sir Tarquine is not a simple confrontation of good and evil. Both knights have strong reasons for their battle. Why does each one think that he is right?
- With a partner, stage a verbal joust, or debate, in which you take Sir Launcelot’s or Sir Tarquine’s side. For each of the knights, clearly present his reason or reasons for fighting, his perception of his opponent, and how well he thinks he is upholding the chivalric code.
- Ask your classmates to evaluate your debate and proclaim a winner.
Summative Assessment/ Culminating Independent Writing Task

Use the Carol Booth Olson lesson plan found at www.classzone.com

Writing Situation
Both Gawain and Launcelot play key roles in Le Morte d’Arthur. Although they have flaws, both characters demonstrate loyalty and chivalry.

Writing Directions
Write a comparison-contrast essay identifying the similarities and differences between Gawain and Launcelot and indicating which of the two best exemplifies the qualities of a chivalrous knight. Support your position with details from the text.

Possible answer. Use the 30-point mode-specific rubric to score the summative assessment.

Extension Activities/Further Resources

Technology:
www.discoveryeducation.com
www.classzone.com

Graphic Organizers at www.classzone.com

For further information regarding this document contact the Department of Language Arts/Reading, Secondary District Instructional Supervisors, Dr. Erin Cuartas, Ms. Laurie Kaplan or Dr. Sharon Scruggs-Williams, 305-995-3122; for ELL questions, contact the Division of Bilingual Education and World Languages District Supervisor, Ms. Caridad Perez, 305-995-1962.
### Student Copy

<table>
<thead>
<tr>
<th>Targeted Text Selection - Sir Launcelot du Lake</th>
<th>Vocabulary</th>
<th>Student Generated Text-Dependent Questions</th>
</tr>
</thead>
</table>
| p. 1024, lines 171 - 191 | underlined words: insufficient contextual clues | GUIDING QUESTION(S):  
• How does Launcelot exemplify the code of chivalry? |
| | BOLD words: Tier Two words | Return to the text and write additional guiding questions about the legend. |
| | line 178- device: | (Q1) What internal and external conflicts does Launcelot face? Possible answer. |

“Sir, you will fight for me on Tuesday next?”
“Sire, I shall not fail you; but please tell me the names of the three Round Table knights whom I shall be fighting.”

“Sir Modred, Sir Madore de la Porte, and Sir Gahalantyne. I must admit that last Tuesday they defeated me and my knights completely.”

“Sire, I hear that the tournament is to be fought within three miles of the abbey. Could you send me three of your most trustworthy knights, clad in plain armor, and with no device, and a fourth suit of armor which I myself shall wear? We will take up our position just outside the tournament field and watch while you and the King of North Galys enter into combat with your followers; and then, as soon as you are in difficulties, we will come to your rescue and show your opponents what kind of knights you command.”

This was arranged on Sunday, and on the following Tuesday Sir Launcelot and the three knights of King Bagdemagus waited in a copse, not far from the pavilion which had been erected for the lords and ladies who were to judge the tournament and award the prizes.

The King of North Galys was the first on the field, with a company of ninescore knights; he was followed by King Bagdemagus with fourscore knights, and then by the three knights of the Round Table, who remained apart from both companies. At the first encounter King Bagdemagus lost twelve knights, all killed, and the King of North Galys six.

With that, Sir Launcelot galloped on to the field, and with his first spear unhorsed five of the King of North Galys’s knights, breaking the backs of four of them. With his next spear he charged the king and wounded him deeply in the thigh.

“That was a shrewd blow,” commented Sir Madore and galloped onto the field to challenge Sir Launcelot. But he too was tumbled from his horse, and with such violence that his shoulder was broken.

Sir Modred was the next to challenge Sir Launcelot, and he was sent spinning over his horse’s tail. He landed headfirst, his helmet became buried in the soil, and he nearly broke his neck, and for a long time lay stunned.

Finally Sir Gahalantyne tried; at the first encounter both he and Sir Launcelot broke their spears, so both drew their swords and hacked vehemently at each other.

<table>
<thead>
<tr>
<th>Targeted Text Selection</th>
<th>Vocabulary</th>
<th>Student Generated Text-Dependent Questions</th>
</tr>
</thead>
</table>
| p. 1024 - 1025, lines 192 - 233 | | GUIDING QUESTION(S):  
• What distinguishes Gawain and Launcelot?  
• How does each knight exemplify the code of chivalry? |
| | GUIDING QUESTION(S):  
• What distinguishes Gawain and Launcelot?  
• How does each knight exemplify the code of chivalry? |
| | (Q3) Which aspects of the chivalric code does Sir Launcelot uphold in his performance at the jousting tournament? Possible answer. |
But Sir Launcelot, with mounting wrath, soon struck his opponent a blow on the helmet which brought the blood streaming from eyes, ears, and mouth. Sir Gahalantyne slumped forward in the saddle, his horse panicked, and he was thrown to the ground, useless for further combat.

Sir Launcelot took another spear and unhorsed sixteen more of the King of North Galys’s knights and, with his next, unhorsed another twelve; and in each case with such violence that none of the knights ever fully recovered. The King of North Galys was forced to admit defeat, and the prize was awarded to King Bagdemagus.

That night Sir Launcelot was entertained as the guest of honor by King Bagdemagus and his daughter at their castle and before leaving was loaded with gifts.

“My lady, please, if ever again you should need my services, remember that I shall not fail you.”

The next day Sir Launcelot rode once more through the forest and by chance came to the apple tree where he had previously slept. This time he met a young noblewoman riding a white palfrey.

“My lady, I am riding in search of adventure; pray tell me if you know of any I might find hereabouts.”

“Sir, there are adventures hereabouts if you believe that you are equal to them; but please tell me, what is your name?”

“Sir Launcelot du Lake.”

“Very well, Sir Launcelot, you appear to be a sturdy enough knight, so I will tell you. Not far away stands the castle of Sir Tarquine, a knight who in fair combat has overcome more than sixty opponents whom he now holds prisoner. Many are from the court of King Arthur, and if you can rescue them, I will then ask you to deliver me and my companions from a knight who distresses us daily, either by robbery or by other kinds of outrage.”

“My lady, please first lead me to Sir Tarquine; then I will most happily challenge this miscreant knight of yours.”
Now the two knights hurled themselves at each other like two wild bulls; swords and shields clashed together, and often their swords drove into the flesh. Then sometimes one, sometimes the other, would stagger and fall, only to recover immediately and resume the contest. At last, however, Sir Tarquine grew faint and unwittingly lowered his shield. Sir Launcelot was swift to follow up his advantage and, dragging the other down to his knees, unlaced his helmet and beheaded him.

Sir Launcelot then strode over to the young noblewoman: “My lady, now I am at your service, but first I must find a horse.”

Then the wounded Sir Gaheris spoke up: “Sir, please take my horse. Today you have overcome the most formidable knight, excepting only yourself, and by so doing have saved us all. But before leaving, please tell me your name.”

“Sir Launcelot du Lake. Today I have fought to vindicate the honor of the knights of the Round Table, and I know that among Sir Tarquine’s prisoners are two of my brethren, Sir Lyonel and Sir Ector, also your own brother, Sir Gawain. According to the shields there are also Sir Brandiles, Sir Galyhuddis, Sir Kay, Sir Alydukis, Sir Marhaus, and many others. Please release the prisoners and ask them to help themselves to the castle treasure. Give them all my greetings and say I will see them at the next Pentecost. And please request Sir Ector and Sir Lyonel to go straight to the court and await me there.”

<table>
<thead>
<tr>
<th>Targeted Text Selection p. 1026, lines 268 - 287</th>
<th>Vocabulary</th>
<th>Student Generated Text-Dependent Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Q4) What traits of chivalry does Launcelot exemplify in this section? Possible answer.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Formative Assessment/Rubrics**

**Activity 1: Abstraction**

- Knights who were guided by the code of chivalry swore allegiance to their lord, their religion, and one lady. Their behavior was to be governed by honesty, bravery, courtesy, and modesty.
- What is the code for young men and women today?
- Write a new code of behavior for modern life. Consider what values should and do govern daily life. Do values from the chivalric code still apply in the 21st century?
- In class, compare your code with your classmates’ and use them to design a single code for today’s young people; OR

**Activity 3: Examining Perspectives**

- The fight between Sir Launcelot and Sir Tarquine is not a simple confrontation of good and evil. Both knights have strong reasons for their battle. Why does each one think that he is right?
- With a partner, stage a verbal joust, or debate, in which you take Sir Launcelot’s or Sir Tarquine’s side. For each of the knights, clearly present his reason or reasons for fighting, his perception of his opponent, and how well he thinks he is upholding the chivalric code.
<table>
<thead>
<tr>
<th>Summative Assessment/Culminating Independent Writing Task</th>
<th>Writing Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask your classmates to evaluate your debate and proclaim a winner.</td>
<td>Both Gawain and Launcelot play key roles in <em>Le Morte d’Arthur</em>. Although they have flaws, both characters demonstrate loyalty and chivalry.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a comparison-contrast essay identifying the similarities and differences between Gawain and Launcelot and indicating which of the two best exemplifies the qualities of a chivalrous knight. Support your position with details from the text.</td>
</tr>
<tr>
<td><strong>Criterion</strong></td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Response to Prompt/Thesis**

**W.9-10.2a**
Did you introduce the topic?
Did you organize complex ideas, concepts, and information to make important connections and distinctions?

**W.9-10.2e**
Did you establish and maintain a formal style and objective tone?

**W.9-10.4**
Did you produce clear and coherent writing?
Are the development, organization, and style appropriate to the task, purpose, and audience?

**Organization**

**W.9-10.2a**
Did you introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions?

**W.9-10.2c**
Did you use appropriate and varied transitions to link the major sections of the text? Did you clarify the relationships among complex ideas and concepts?
<table>
<thead>
<tr>
<th>Evidence/Support</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.9-10.2b</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you develop the topic with well-chosen, relevant, and sufficient facts?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.9-10.2b</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you use extended definitions, concrete details, quotations, or other information and examples? Did you consider the audience’s knowledge of the topic?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.9-10.2f</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you provide a concluding statement or section? Does your conclusion follow from and support the information or explanation you presented?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Command of Language</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.9-10.2d</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you use precise language and domain-specific vocabulary?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.9-10.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you plan, revise, edit, and rewrite? Did you try a new approach, focusing on addressing what is most significant for a specific purpose and audience?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.9-10.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you observe the conventions of standard English grammar and usage when writing?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.9-10.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you observe the conventions of standard English capitalization, punctuation, and spelling when writing?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.9-10.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you apply your knowledge of language, make effective choices for meaning or style, and to vary syntax for effect?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Informational/Explanatory Writing – Independent Writing Assignment - Chivalric Code – Gawain and Launcelot**

**Grading Criteria – TEACHER SCORING RUBRIC - 9 - 10 ELA**

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and resumes. (Appendix A, 23 [http://www.corestandards.org/assets/Appendix_A.pdf](http://www.corestandards.org/assets/Appendix_A.pdf))

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Period:</th>
<th>Final Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Criterion</strong></th>
<th><strong>Level 5</strong></th>
<th><strong>Level 4</strong></th>
<th><strong>Level 3</strong></th>
<th><strong>Level 2</strong></th>
<th><strong>Level 1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Superior</td>
<td>Solid</td>
<td>Partial</td>
<td>Limited</td>
<td>Very Limited</td>
</tr>
<tr>
<td></td>
<td>Exceeds expectations</td>
<td>Above expectations</td>
<td>Meets expectations</td>
<td>Approaching expectations</td>
<td>Does not meet expectations</td>
</tr>
<tr>
<td><strong>Response to Prompt/Thesis</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.9-10.2a - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>• skilful</td>
<td>• purposeful style</td>
<td>• competent</td>
<td>• appropriate style</td>
<td>• adequate</td>
<td>• sufficient style</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.9-10.2a - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>• logical order</td>
<td>• skilful use of transitions/syntax</td>
<td>• masterful parallel construction</td>
<td>• proficient use of transitions/syntax</td>
<td>• obvious parallel construction</td>
<td>• some order</td>
</tr>
<tr>
<td><strong>Evidence/Support</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.9-10.2b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>• insightful</td>
<td>• cohesive</td>
<td>• skilful control with evidence, citations and/or quotes</td>
<td>• thorough</td>
<td>• cohesive</td>
<td>• strong control with evidence, citations and/or quotes</td>
</tr>
</tbody>
</table>
### Analysis

**W.9-10.2b** - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>complex thinking</td>
<td>some complex thinking</td>
<td>simplistic thinking</td>
<td>flawed thinking</td>
<td>inaccurate thinking</td>
</tr>
<tr>
<td>thorough</td>
<td>relevant</td>
<td>appropriate</td>
<td>minimal</td>
<td>thinking</td>
</tr>
<tr>
<td>seamless</td>
<td></td>
<td></td>
<td></td>
<td>irrelevant</td>
</tr>
</tbody>
</table>

### Structure

**W.9-10.2f** - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>effective conclusion</td>
<td>conclusion</td>
<td>sense of closure</td>
<td>weak closure</td>
<td>no evident closure</td>
</tr>
</tbody>
</table>

### Command of Language

**W.9-10.2d** - Use precise language and domain-specific vocabulary to manage the complexity of the topic.

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>mature language</td>
<td>appropriate language</td>
<td>inconsistent language</td>
<td>limited language</td>
<td>inappropriate language</td>
</tr>
<tr>
<td>skillful use of domain specific terms</td>
<td>domain specific terms</td>
<td>some domain specific terms</td>
<td>few domain specific terms</td>
<td>insufficient use of domain specific terms</td>
</tr>
<tr>
<td>exemplary command of conventions</td>
<td>command of conventions</td>
<td>inconsistent command of conventions</td>
<td>limited command of conventions</td>
<td>weak command of conventions</td>
</tr>
</tbody>
</table>

**W.9-10.5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**L.9-10.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.9-10.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.9-10.3** - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**NOTE:** The following writing standards are not specifically addressed in this lesson.

**W.9-10.1** - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.9-10.3** - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.9-10.6** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**W.9-10.7** - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.9-10.8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.