



I got friends in the Middle  
Ages, where Arthur rules  
and Guinevere chases  
...Lancelot.

Or

Your cheatin' heart  
will tell on you.

A view of the Life and Times  
of  
King Arthur



An Integrated, Interdisciplinary Thematic Unit Exploring  
Arthurian Legend and the Middle Ages.

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## OVERVIEW

### **I. CONTENT:**

C.S. Lewis described the legend of Arthur by comparing it to a medieval cathedral: "I am thinking of a great cathedral, where Saxon, Norman, Gothic, Renaissance, and Georgian elements all co-exist, and all grow together into something strange and admirable which none of its successive builders intended or foresaw."

The Medieval Period is important because its influences on society and culture throughout the world are still prevalent today. The study of the legend of King Arthur encompasses literature, history, romance, relationships, politics, religion, social structure, war, intrigue and more. What better way to study the time period and its people? Many literary works and customs of today are influenced by Arthurian legend. Through the study of the Arthurian legend students will gain insight into the foundations of many literary plots and cultural practices easily recognized in their time and apply that knowledge to become more culturally aware.

In addition, this unit addresses many National Education Standards. The authors chose National Standards because we were from different states. Match state standards with the National Standards found in the goals section below.

### **II. PROCESS:**

Students will gain thinking skills through study using activities, which promote:

- critical/analytic reasoning
- moral/ethical/philosophical reasoning
- productive/creative reasoning by analyzing human activities and interdisciplinary connections of
- History/Politics
- Literature/Theatre
- Religion/Philosophy/Learning
- Visual Arts
- Music
- Science/Technology Growth
- Daily Life

Through the use of:

- activities that promote understanding of cultural diversity
- working individually, in small groups and in large groups
- employing research skills
- activities that foster an understanding of the interdisciplinary connections
- creation of various products that lead to a better understanding of legends and their role in cultures of the past and present
- journal entries
- creative decision making

### **III. PRODUCT:**

Students will know the importance of the Arthurian legend and its role in literature, history, fine arts and social studies, as well as the effects of the middle Ages on cultures of today.

**Unit Overview Alignment with  
National Education Standards for Pupil Performance Outcomes**

**National Standards Covered in this Curriculum**

GOAL 1: Social Studies, National Standard #1. Students will understand and use complex cultural concepts such as adaptation, assimilation, acculturation, diffusion, and dissonance drawn from anthropology, sociology and other disciplines to explain how culture and cultural systems function.

GOAL 2: Social Studies, National Standard #2. Students engage in analysis and reconstruction of the past, examining its relationship to the present and extrapolating into the future. They integrate individual stories about people, events, and situations to form a more holistic a more holistic conception, in which continuity and change are linked in time and across cultures. Students also learn to draw on their knowledge of history to make informed choices and decisions in the present.

GOAL 3: Social Studies, National Standard #3. Students apply geographic understanding across a broad range of fields, including the fine arts, sciences, and humanities. Geographic concepts become central to learner's comprehension of global connections as they expand their knowledge of diverse cultures, both historical and contemporary. The importance of core geographic themes to public policy is recognized and should be explored as students address issues of domestic and international significance.

GOAL 4: Social Studies, National Standard #5. Students must understand the paradigms and traditions that under gird social and political institutions. They should be provided opportunities to examine, use, and add to the body of knowledge related to the behavioral sciences and social theory as it relates to the ways people and groups organize themselves around common needs, beliefs and interests.

GOAL 5: Social Studies, National Standard #6. Students develop their abilities in the use of abstract principles. They study various systems that have been developed over the centuries to allocate and employ power and authority in the governing process. Learners should have the opportunity to apply their knowledge and skills to and participate in the workings of the various levels of power, authority, and governance.

GOAL 6: Social Studies, National Standard #7. Students develop economic perspectives and deeper understanding of key economic concepts and processes through systematic study of a range of economic and sociopolitical systems, with particular emphasis on the examination of domestic and global economic policy options related to matters such as health care, resource use, unemployment, and trade.

GOAL 7: Social Studies, National Standard #8. Students begin to explore the complex relationships among technology, human values, and behavior. They will find that technology brings changes that surprise us and even challenge our beliefs, as in the case of discoveries and their applications related to our universe, the genetic basis of life, atomic physics, and others.

GOAL 8: Social Studies, National Standard #9. Students are able to think systematically about personal, national, and global decisions, interactions, and consequences, including addressing critical issues such as peace, human rights, trade, and global ecology.

GOAL 9: Social Studies, National Standard #10. Students increasingly recognize the rights and responsibilities of citizens in identifying societal needs, setting directions for public policies, and working to support both individual dignity and the common good. They learn by experience how to participate in community service and political activities and how to use democratic process to influence public policy.

GOAL 10: Science, National Standard B. Teachers of science guide and facilitate learning. In doing this, teachers focus and support inquiries while interacting with students, orchestrate discourse among students about scientific ideas.

GOAL 11: Math, National Standard: Data Analysis and Probability. Instructional programs should enable all students to formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them; select and use appropriate statistical methods to analyze data; develop and evaluate inferences and predictions that are based on data; understand and apply basic concepts of probability.

GOAL 12: Math, National Standard: Problem Solving. Students should be able to make and investigate mathematical conjectures; develop and evaluate mathematical arguments and proofs; select and use various types of reasoning and methods of proof.

GOAL 13: Math, National Standard: Connections. Students should be able to recognize and apply mathematics contexts outside of mathematics.

GOAL 14: National Standards for Arts Education, Dance (9-12) #5. Students demonstrate and understand dance in various cultures and historical periods.

GOAL 15: National Standards for Arts Education, Music (9-12) #6. Students listen to, analyze, and describe music.

GOAL 16: National Standards for Arts Education, Music (9-12) #8. Students understand relationships between music, the other arts, and disciplines outside the arts.

GOAL 17: National Standards for Arts Education, Music (9-12) #9. Students will understand music in relation to history and culture.

GOAL 18: National Standards for Arts Education, Theatre (9-12) #1. Script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history.

GOAL 19: National Standards for Arts Education, Theatre (9-12) #2. Acting by developing, communicating, and sustaining characters in improvisations and informal and formal productions.

GOAL 20: National Standards for Arts Education, Theatre (9-12) #3. Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions.

GOAL 21: National Standards for Arts Education, Theatre (9-12) #4. Directing by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions.

GOAL 22: National Standards for Arts Education, Theatre (9-12) #5. Researching by evaluating and synthesizing cultural and historical information to support artistic choices.

GOAL 23: National Standards for Arts Education, Theatre (9-12) #6. Comparing and integrating art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.

GOAL 24: National Standards for Arts Education, Theatre (9-12) #8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present.

GOAL 25: National Standards for Arts Education, Visual Arts (9-12) #4. Understanding the visual arts in relation to history and cultures.

GOAL 26: National Standards for Arts Education, Visual Arts (9-12) #6. Making connections between visual arts and other disciplines.

GOAL 27: Geography, National Standard #1. Students will use maps and other geographic representations, tools and technologies to acquire, process, and report information from a spatial perspective.

GOAL 28: Geography, National Standard #6. Students will understand how culture and experience influence people's perception of places and regions.

GOAL 29: Geography, National Standard #12. Students will understand the process, patterns, and functions of human settlement.

GOAL 30: English Language Arts, National Standard #1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

GOAL 31: English Language Arts, National Standard #2. Students read a wide range of literature from many periods in many genres to build an understanding of many dimensions of human experience.

GOAL 32: English Language Arts, National Standard #7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

GOAL 33: English Language Arts, National Standard #8. Students use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.

## **I-SEARCH INDEPENDENT RESEARCH PROJECTS FOR GIFTED AND TALENTED STUDENTS**

1.     **PARADOXES:**  
Chivalry is considered one of the highest forms of social behavior. Why then did it develop in a time considered barbaric by modern standards? Create your own modern rules of chivalry. Compare and contrast with those of the Arthurian legends.
  
2.     **ATTRIBUTES:**  
Research modern social systems that have feudal characteristics. Create a presentation outlining one of these systems.
  
3.     **ANALOGIES:**  
King Arthur's character can be found in many works of literature. Through research, choose a character from Modern literature, movies, comics, etc. that is like Arthur. Write an essay or create a presentation that answers the question, "How is \_\_\_\_\_ like King Arthur?"  
Example: How is Luke Skywalker like King Arthur?
  
4.     **DISCREPANCIES:**  
Many scholars have tried to answer the question of King Arthur's true existence. Chose a point of view, real man or myth. Write an essay and prepare an oral defense of your point of view.
  
5.     **PROVOCATIVE QUESTIONS:**  
Women and their role in society began to change with the introduction of the Code of Chivalry and Courtly Love.  
Write and produce a short scene of Courtly Love demonstrating the power of women. Then do the same scene as if in modern times.
  
6.     **EXAMPLES OF CHANGE:**  
Writing instruments have undergone tremendous changes over the centuries since the Middle Ages. Create a power point presentation outlining the major changes in writing instruments over the ages.
  
7.     **EXAMPLES OF HABIT:**  
In the movie "The Name of the Rose," the monks were responsible for copying great works of literature and scientific information. Works that directly conflicted with the religious teachings of the day were copied with poisonous ink. The result was death to anyone who read these writings. Research articles from the modern arguments of science versus religion. (i.e. the debate on evolution vs. creationism.) Form a panel and role-play the differing opinions being debated today. You will need a moderator and a format for the discussion.
  
8.     **ORGANIZED RANDOM SEARCH:**  
Medieval music tells us a lot about the people and their culture. If music defines the time, then what does the music of today say about your generation? Search for themes in today's music, which will tell future generations about the beginning of the 21<sup>st</sup> century.  
You are creating a time capsule with music of your choice. Remember you are defining your generation with your choices. What do you want the future generations to understand about growing up now? Be prepared to defend your choices.
  
9.     **SKILLS OF SEARCH:**  
Today we are being faced with diseases and infections that are immune to modern medical treatments. Search for diseases that existed in the middle ages. What measures were taken to help curb the spread of these diseases? What were the results of these outbreaks? How do we handle outbreaks of viruses now? What parallels can you draw between diseases and their treatments now and in the Middle Ages? Present your findings and document your research.
  
10. **TOLERANCE FOR AMBIGUITY:**

King Arthur is a “legendary” figure and Babe Ruth performed “legendary” feats. What is the difference?

Write a biography of a “legendary” figure and a person who has done something “legendary.”

11. **INTUITIVE EXPRESSION:**

Choose a lyrical poem from the Middle Ages. Create music, dance, art or some other media to go with the poem. Perform or exhibit your piece for the class.

12. **ADJUSTMENT TO DEVELOPMENT:**

As custom and technology changes so do the way people dress. Research changes in costume from the beginning of the Middle Ages to the end. What changes occurred? Were those changes purely cosmetic or functional? What new technologies and advances in travel effected costume? Create a slide show or power point presentation illustrating the changes along a timeline.

13. **STUDY CREATIVE PEOPLE AND PROCESS:**

Heraldry played a significant part in the Middle Ages. Through creative symbolism a shield could carry much information about the owner. Create a resume shield. This shield should contain at least ten elements that say who you are and what you can do.

14. **EVALUATE SITUATION:**

Political scandal is alive and well today just as in Arthur’s and Guinevere’s time.

Create a tabloid cover and article covering the scandal of Guinevere and Lancelot.

15. **CREATIVE READING SKILL:**

Choose a short story from the Arthurian legends.

Create a puppet show, interactive CD Rom, rebus book, or pop up book retelling the story as you have interpreted it.

16. **CREATIVE LISTENING SKILL:**

The Round Table is an important symbol in Arthurian legend. The purpose was to let no man sit at the head of the table so that all could speak freely and work together to solve problems.

Create a round table discussion to address concerns about rules and regulations at the school. Decide on at least five issues to work on. In discussion, come up with ways to improve the system and a plan to implement changes.

17. **CREATIVE WRITING SKILL:**

Recently medieval romance has made resurgence in romance novels. Courtly love and chivalry are not dead.

Write a short story medieval romance.

18. **VISUALIZATION SKILL:**

During the Middle Ages tile were placed in the floor and on walls. These tiles were not only decorative, but usually told a story. Using blank tiles and acrylic paints create a tile picture reflecting an element of Arthurian legend.

## **CRITICAL THINKING SKILLS**

### **[ACADEMIC]**

### **ANALYZING HUMAN ACTIVITIES! (AHA!)**

(The 10 Foundational Activities of Humans)

### **NATIONAL STANDARDS:**

Social Studies, National Standard #1. Students will understand and use complex cultural concepts such as adaptation, assimilation, acculturation, diffusion, and dissonance drawn from anthropology, sociology and other disciplines to explain how culture and cultural systems function.

Social Studies, National Standard #2. Students engage in analysis and reconstruction of the past, examining its relationship to the present and extrapolating into the future. They integrate individual stories about people, events, and situations to form a more holistic a more holistic conception, in which continuity and change are linked in time and across cultures. Students also learn to draw on their knowledge of history to make informed choices and decisions in the present.

Social Studies, National Standard #6. Students develop their abilities in the use of abstract principles. They study various systems that have been developed over the centuries to allocate and employ power and authority in the governing process. Learners should have the opportunity to apply their knowledge and skills to and participate in the workings of the various levels of power, authority, and governance.

Social Studies, National Standard #9. Students are able to think systematically about personal, national, and global decisions, interactions, and consequences, including addressing critical issues such as peace, human rights, trade, and global ecology.

National Standards for Arts Education, Theatre (9-12) #2. Acting by developing, communicating, and sustaining characters in improvisations and informal and formal productions.

Geography, National Standard #6. Students will understand how culture and experience influence people's perception of places and regions.

English Language Arts, National Standard #7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

English Language Arts, National Standard #8. Students use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.

**ESSENTIAL QUESTION:** How does the Universal Theme of **PRODUCING, EXCHANGING, AND DISTRIBUTING** [ECONOMICS] create mastery learning of essential in this unit?

Through the study of production, exchanging and distributing during the Middle Ages the student will gain an understanding of the feudal system and the social culture.

## 1. **PRODUCING, EXCHANGING, AND DISTRIBUTING** [ECONOMICS]

### KNOWLEDGE:

**Anticipatory Set:** Show film clip from Braveheart portraying feudal daily life.

**Students will:** be able to identify the history and economics of feudalism and how it impacted England.

### COMPREHENSION:

**Anticipatory Set:** Show film clips demonstrating noble life from The Mists of Avalon

Activity:

1. Students will divide into groups. Through discussion the groups will develop their own social and economic system. Groups then will debate the advantages of their system as opposed to the other groups.

2. Create a visual representation of the elements of a feudal village.

**Class/team product:** Visual representation of the elements of a feudal village.

### APPLICATION:

**Anticipatory Set:** Show clips from Robin Hood depicting the dire straits of the common man.

**Students will:** demonstrate an understanding of feudal government systems.

1. Students will divide into groups establishing a high king and several kings and courts. With given assets the groups will deal with the economic demands of the high king.

2. Students will compare and contrast the challenges and opportunities people experienced during the Middle Ages with people today, e.g. homelessness, hunger.

**Class/team product:** construct an economic treaty

### **MULTICULTURAL and/or ESL and/or BILINGUAL LINK:**

**Anticipatory Set:** Film clip from The Seven Samurai showing the contrast of Japanese feudal classes with the European system.

**Students will:** examine feudal societies in Native American Culture, Japanese Shogun culture, ect.

**Activity:** Make a chart showing the parallel roles of two of the feudal systems.

### **MATHEMATICS/SCIENCE LINK and/or HUMANITIES LINK:**

**Anticipatory Set:** Show Robin Hood: Prince of Thieves scene where Marian comes to forest while they are engineering tools and weapons.

**Activity:** Create a wheel and axle, pulley and counterweight, or lever and fulcrum.

### **SCHOOL-TO-CAREER/TECH PREP LINK:**

Activity: Analyze your name and what that meant you would do.

### **HIGHER ORDER THINKING SKILLS (H.O.T.S.):**

**Anticipatory Set:** Play the Pink Floyd song “Money”

**Students will:** show an understanding of the barter system by applying it to daily life today.

Activity: Students will be divided into family groups. They must earn credits by establishing some merchandise to trade with other family groups. Each group should be located in a specific geographic area that will produce certain types of products. Basic human needs must be met, such as food, housing, water. Supply and demand will play a role in the bartered merchandise’s worth.

**Class/team/individual product:** Each group will produce an advertising campaign for their product.

### **INDIVIDUAL JOURNAL ASSIGNMENT:**

How do you perceive your life as being different from that of someone in the Middle Ages in the same economic strata as you today?

### **HOMELINK:**

Go home and ask someone to describe a time when they may have been discriminated against based on their social status.

### **NATIONAL STANDARDS:**

Social Studies, National Standard #3. Students apply geographic understanding across a broad range of fields, including the fine arts, sciences, and humanities. Geographic concepts become central to learner’s comprehension of global connections as they expand their knowledge of diverse cultures, both historical and contemporary. The importance of core geographic themes to public policy is recognized and should be explored as students address issues of domestic and international significance.

Math, National Standard: Data Analysis and Probability. Instructional programs should enable all students to formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them; select and use appropriate statistical methods to analyze data; develop and evaluate inferences and predictions that are based on data; understand and apply basic concepts of probability.

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Math, National Standard: Connections. Students should be able to recognize and apply mathematics contexts outside of mathematics.

Geography, National Standard #1. Students will use maps and other geographic representations, tools and technologies to acquire, process, and report information from a spatial perspective.

Geography, National Standard #6. Students will understand how culture and experience influence people’s perception of places and regions.

Geography, National Standard #12. Students will understand the process, patterns, and functions of human settlement.

ESSENTIAL QUESTION: How does the Universal Theme of **Transportation** create mastery learning of essential in this unit?

## **2. TRANSPORTATION**

In Great Britain itself, internal travel was quite dangerous. Travel meant dealing with thieves, rogues, and murderers. As for international travel, many people perished on the journey across the English Channel.

### **KNOWLEDGE:**

**Anticipatory Set:** Show video clips from Robin Hood, Prince of Thieves depicting medieval transportation.

**Students will:** acquire knowledge of the geographical areas involved in the Arthurian legends. Students will draw and label a map to show major economic and social centers, rivers, and borders. Students will also indicate on the map major transportation routes and what mode of transportation would be used in that journey. The map will include a legend to indicate cities, rivers, and routes.

COMPREHENSION:

Students will devise an explanation of how transportation has impacted their lives. Using medieval modes of transportation, plot how you would travel from your hometown to the next largest city. The student must include the mode of travel, how they will get through water, protect themselves, and carry passengers/merchandise.

APPLICATION:

**Anticipatory Set:** Show clip from Monty Python and The Holy Grail where the knights are trying to cross the bridge.

**Students will:** During Arthur's time, if it took many days to travel from Paris to London, students will calculate how many miles a day they traveled, how many hours a day they were physically capable of traveling. What factors affected the travel time?

**Class/team product:** Students will either make a travel brochure or a miniature boat emulating that of one used during the Arthurian times. Students may also complete an artistic representation of a medieval mode of transportation, after having done extensive research to insure accuracy.

**MULTICULTURAL and/or ESL and/or BILINGUAL LINK:** Each group of students will illustrate the ship styles from different European and Mediterranean countries during the Middle Ages.

**MATHEMATICS/SCIENCE LINK and/or HUMANITIES LINK:**

Set up a classroom experiment, dividing the class into four groups and give them the task of locating the Northwest corner of the campus. One group has no tools, one group has a compass, one group has a crudely drawn map, and one has a pin, a leaf and some water. Students will then compare and contrast the time involved, the obstacles encountered, and the reliability of their navigational method. Discuss mathematical and astrological skills used during this time period, which led to the invention of improved navigational aids.

**SCHOOL-TO-CAREER/TECH PREP LINK:**

Research careers in travel and transportation. Have a travel agent come and talk to the class or take a field trip to a local marina or airport to learn about navigation.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

**Anticipatory set:** Read an excerpt from *The Canterbury Tales* to show the different kinds of people one would meet while on a journey during the Arthurian times.

**Students will:** In a role-playing game, set up a journey, assigning secret parts and personas to groups. The major groups must emulate those of the medieval society. The groups will set up an experience for spectators' enrichment of Arthurian history using terminology, chronology, and props.

**Class/team/individual product:** Students will create an advertisement brochure for the museum.

INDIVIDUAL JOURNAL ASSIGNMENT:

Create three diary entries from the perspectives of the king, a lord, and a serf, all traveling from London to Paris.

HOMELINK:

Ask a senior citizen about travel during their days as a child or a younger person.

**NATIONAL STANDARDS:**

National Standards for Arts Education, Theatre (9-12) #8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present.

National Standards for Arts Education, Visual Arts (9-12) #4. Understanding the visual arts in relation to history and cultures.

National Standards for Arts Education, Visual Arts (9-12) #6. making connections between visual arts and other disciplines.

Geography, National Standard #12. Students will understand the process, patterns, and functions of human settlement.

English Language Arts, National Standard #7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

English Language Arts, National Standard #8. Students use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.

ESSENTIAL QUESTION: How does the Universal Theme of **Communications** create mastery learning of essential concepts in this unit?

Communication develops as civilization changes. Observing the past and the changes that led to our communication abilities today will give the student the opportunity to explore technology and its effect on society.

### 3. COMMUNICATIONS

#### KNOWLEDGE:

**Anticipatory Set:** Show a clip from the movie Braveheart depicting the messenger scene. Brainstorm forms of communication common during the Medieval Age. Show coats of arms to students to establish forms of identification and color symbolism. Show artistic representation of the battle of 1066 to illustrate the art of story telling.

**Students will:** List and define forms of communication during the Medieval Age such as: trumpeter, herald, Coats of Arms, body language, letter writing, and story telling.

#### COMPREHENSION:

**Anticipatory Set:** Show clip from Shogun that shows sending messages via pigeons. The scene reveals how pigeons were killed so that messages could be intercepted. To illustrate the lack of communication that occurred, one might show the clip from the Robin Hood, Prince of Thieves King Richard has returned. King John was allowed to take over because Richard was assumed dead.

**Activity:** The student will take on the role of King Arthur. King Arthur has created a new edict. Develop a detailed plan, as king, to distribute the new law to the people of England.

#### APPLICATION:

**Anticipatory Set:** To show how communication has vastly changed show a clip from The Net demonstrating the main character's loss of privacy through technology.

**Students will:** Students keep a log of every form and event of communication during a full day. (Including non-verbal forms.)

**Class/team product:** Crunch the numbers and make a graph of the entire class communication logs.

#### **MULTICULTURAL and/or ESL and/or BILINGUAL LINK:**

If your classroom has multilingual students, get with them early. Have these students speak loudly in another language (gibberish will work) during the following class period. At some point stop and have a discussion about the problems of communication between groups not having a common language.

Discuss how the elite ruling class kept the poor uninformed because they were not educated in Latin  
**MATHEMATICS/SCIENCE LINK and/or HUMANITIES LINK:** Using the United States Postal Service as an example, discuss how technology has changed communication. What are the future implications of mass communication?

**SCHOOL-TO-CAREER/TECH PREP LINK:** Visit a museum or local art gallery, or have a local artist speak with the class about symbolism in his/her work.

#### HIGHER ORDER THINKING SKILLS (H.O.T.S.):

**Anticipatory Set:** Show examples of tapestry, and illuminated text from the Middle Ages.

**Students will:** Learn about the importance of historical literature that can still be found today.

**Class/team/individual product:** Create a tapestry or illuminated text that tells a story.

### INDIVIDUAL JOURNAL ASSIGNMENT:

Create diary entries for a King, a Merchant, and a serf.

### HOMELINK:

Ask a senior citizen how communication has changed in their lifetime. What things do they miss? How do they view modern communication?

### **NATIONAL STANDARDS:**

Social Studies, National Standard #2. Students engage in analysis and reconstruction of the past, examining its relationship to the present and extrapolating into the future. They integrate individual stories about people, events, and situations to form a more holistic a more holistic conception, in which continuity and change are linked in time and across cultures. Students also learn to draw on their knowledge of history to make informed choices and decisions in the present.

Math, National Standard: Connections. Students should be able to recognize and apply mathematics contexts outside of mathematics.

English Language Arts, National Standard #7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

English Language Arts, National Standard #8. Students use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.

ESSENTIAL QUESTION: How does the Universal Theme of **Protecting and Conserving** create mastery learning of essential concepts in this unit?

The need for protection exists today as in the Middle Ages. Students will examine the need for protecting and conserving as a culture and how it affects society.

## 4. PROTECTING AND CONSERVING

### KNOWLEDGE:

**Anticipatory Set:** Show several clips of castles from various movies (Camelot, Robin Hood, etc.) Review the functions of the feudal system. Discuss different views of castles: beauty, protection, etc.  
**Students will:** Students will think, pair, share on the functions of Medieval castles.

### COMPREHENSION:

Students will identify the protective elements of a castle.

### APPLICATION:

**Anticipatory Set:** Show scene from Monty Python and the Holy Grail when the characters sing Camelot. (just for fun)

**Students will:** Students will make a chart comparing protection purposes of a castle compared to the protective purposes of modern homes.

**Class/team product:** Students will break into groups and create a visual representation of various types of castles.

### **MULTICULTURAL and/or ESL and/or BILINGUAL LINK:**

**Anticipatory Set:** Show the scene from Anna and the King depicting the palace and the grounds as they prepare for the journey. Compare castles with Imperial Palaces, such as those found in Anna and the King.

**MATHEMATICS/SCIENCE LINK and/or HUMANITIES LINK:** Discuss geometrical castle shapes using the book Castles by David MacCauley.

**SCHOOL-TO-CAREER/TECH PREP LINK:** Have an architect come in and discuss castle architecture found in modern works.

### HIGHER ORDER THINKING SKILLS (H.O.T.S.):

**Anticipatory Set:** play various castle related songs such as Castles in the Sand by David Allan Coe or Stevie Wonder.

**Student will:** show an understanding of castle architecture through the creation of castle “blueprints.”

**Class/team/individual product:** create their own modern day “castle” by drawing or creating with design software blueprints for their “modern day castle”. They should assume that money is no object.

#### INDIVIDUAL JOURNAL ASSIGNMENT:

Assume you are a teenager in Medieval times who is confined to the family’s castle. Write a journal describing what you would do around the castle to pass the time.

#### HOMELINK:

What elements of protection does your home (apt., house, etc.) provide?

#### **NATIONAL STANDARDS:**

National Standards for Arts Education, Theatre (9-12) #1. Script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history.

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English Language Arts, National Standard #7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

English Language Arts, National Standard #8. Students use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.

ESSENTIAL QUESTION: How does the Universal Theme of **Providing Education** create mastery learning of essential concepts in this unit?

Education was denied to many in the Middle Ages. Students will learn that by understanding the roots of words they can increase their power to understand meaning. Students will see the effect of public education from the perspective of someone from the Middle Ages who was denied this freedom.

#### 5. PROVIDING EDUCATION

##### KNOWLEDGE:

**Anticipatory Set:** A) Play video clips from Dead Poet’s Society where Robin Williams is using Latin. Or Braveheart scene where Mel Gibson is negotiating with the French.

**Anticipatory Set:** B) Show a transparency of something written in Latin. Ask students to find words they think they recognize and guess what the writing means.

**Students will:** list and define Latin roots and affixes.

##### COMPREHENSION:

Given a list of Latin and Greek roots and affixes, students will combine them to form new words and write a definition for the new words formed.

##### APPLICATION:

**Anticipatory Set:** Play Tribond, giving 3 words with the same root or affix.

**Students will:** Students verbally identify the common bond among the words.

**Class/team product:** In teams students will produce 10 original word Tribonds, using Latin and Greek roots and affixes.

**MULTICULTURAL and/or ESL and/or BILINGUAL LINK:** Which other languages have Latin and/ or Greek roots?

**MATHEMATICS/SCIENCE LINK and/or HUMANITIES LINK:** Students will list scientific names for 5 plants and animals.

**SCHOOL-TO-CAREER/TECH PREP LINK:** A pharmacist will visit to discuss how Latin and Greek are used in his work.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

**Anticipatory Set:** Play CD of Gregorian Chants.

**Students will:** work in teams to write a rap using words with Latin and Greek roots and affixes.

**Class/team/individual:** Performance of the rap song.

INDIVIDUAL JOURNAL ASSIGNMENT:

*Carpe Diem!* If you were to “seize the day,” what would you do?

HOMELINK:

Identify 2 items from your home that have names originating in Latin.

**NATIONAL STANDARDS:**

Social Studies, National Standard #8. Students begin to explore the complex relationships among technology, human values, and behavior. They will find that technology brings changes that surprise us and even challenge our beliefs, as in the case of discoveries and their applications related to our universe, the genetic basis of life, atomic physics, and others.

Science, National Standard B. Teachers of science guide and facilitate learning. In doing this, teachers: focus and support inquiries while interacting with students, orchestrate discourse among students about scientific ideas.

National Standards for Arts Education, Music (9-12) #6. Students listen to, analyze, and describe music.

**ESSENTIAL QUESTIONS:** How does the Universal Theme of **Making and Using Tools and/or Technology** create mastery learning of essential concepts in this unit?

Students will be able to identify the technology and tools available to citizens of the Middle Ages, and how the growth in technology changed their lives.

6. **MAKING AND USING TOOLS AND/OR TECHNOLOGY**

KNOWLEDGE:

**Anticipatory Set:** Play the song “If I Had A Hammer.”

**Students will:** recognize tools and technology found in Medieval England, the sources of the technology and the uses.

**Activity:** Choose a tool or technology from the Middle Ages identifying the tool or technology that accomplishes the same job today. Note changes in design.

COMPREHENSION:

**Anticipatory Set:** Show a video clip compilation of many tools and technologies from the middle ages.

**Activity:** Develop an infomercial for a tool or technology summarizing the advantages of its use and how it differs from the old technology.

APPLICATION:

**Anticipatory Set:** Show the clip from Men of Honor where the Father is plowing.

**Students will:** demonstrate an understanding of the growth of technology and how it affects society as a whole.

**Class/team product:** Create a classical harness and a breast strap harness. Demonstration of the advantages of the breast strap harness.

MULTICULTURAL and/or ESL and/or BILINGUAL LINK:

**Anticipatory Set:** Show the clip of Robin Hood’s escape with the Moor using horses from Robin Hood: Prince of Thieves.

**Students will:** Discuss the introduction of the stirrup into Europe. How did the stirrup change the way Europeans fought?

MATHEMATICS/SCIENCE LINK and/or HUMANITIES LINK:

**Anticipatory Set:** Teacher read a selection on how the number zero came to be.

**Students will:** Divide into groups and answer the question, "How would you count objects and keep records of your belongings without using numbers?"

SCHOOL-TO-CAREER/TECH PREP LINK:

Engineer an improvement to an existing technology or tool you use everyday.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

**Anticipatory Set:** Show the timeline of epochs found at:

(<http://scholar.chem.nyu.edu/~tekpages/Timeline.html>)

**Students will:** Diagram the evolution of a tool or technology and how it effected production.

**Class/team/individual product:** design a futuristic tool or technology, which would come from the evolution of the tool you diagramed.

INDIVIDUAL JOURNAL ASSIGNMENT:

Answer the question, "How has math played a roll in my life today."

HOMELINK:

Talk to an agriculture industry person. Find out about the evolution of the plow.

**NATIONAL STANDARDS:**

National Standards for Arts Education, Dance (9-12) #5. Students demonstrate and understand dance in various cultures and historical periods.

National Standards for Arts Education, Music (9-12) #9. Students will understand music in relation to history and culture.

National Standards for Arts Education, Visual Arts (9-12) #4. Understanding the visual arts in relation to history and cultures.

National Standards for Arts Education, Visual Arts (9-12) #6. making connections between visual arts and other disciplines.

English Language Arts, National Standard #7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

**ESSENTIAL QUESTION:** How does the Universal Theme of **Providing Recreation** create mastery learning of essential concepts?

By studying the recreation of the Middle Ages, students will understand the need for recreation in all time periods and see the connections between recreational activities then and now.

7. **PROVIDING RECREATION**

KNOWLEDGE:

**Anticipatory Set:** Show video clips of the following:

Lancelot jousting for the first time in First Knight, Guinevere playing a ballgame with her community in First Knight, and a feasting or dancing scene from Camelot. Students will read about "Morris Dancing." Students will also listen to Gregorian chants from the medieval period.

**Students will:** pay particular attention to dance methods. Students will also note any anachronisms or discrepancies in the depiction of medieval history thus studied.

COMPREHENSION:

Explain background relating why tournaments and festivals were such an important part of medieval life. Give examples of the training for warfare, the chivalric code, and socialization. Students will perform in groups in the "Morris" style of dancing.

APPLICATION:

**Anticipatory Set:** Have a knight from a local medieval restaurant or club visit the class in full costume and deliver information on jousting.

**Students will:** Some students will produce a weapon that a knight would use in a jousting tournament and some students will prepare a musical or dance performance relative to the medieval time period.

**Class/team product:** Students will prepare a feast, dance "Morris" style, and participate or become a spectator in a mock joust.

MULTICULTURAL and/or ESL and/or BILINGUAL LINK:

Students will view a videotape of Morris dance teams that now include participants from America, Australia, New Zealand, Hong Kong, and Canada.

MATHEMATICS/SCIENCE LINK and/or HUMANITIES LINK:

Research the logistics of a knight's armor including its weight and effectiveness. Possibly read reality-based poem, "The Knight" by Adrienne Rich.

SCHOOL-TO-CAREER/TECH PREP LINK:

Research the requirements of being a role-playing character at Medieval Times.

HIGHER ORDER THINKING SKILLS (H.O.T.S.)

**Anticipatory Set:** All students will take notice of the all male participation requirements in all activities surrounding the jousts

**Students will:** Students will take on the opposite persona of their sex (males=females and females=males), they will write a letter to Arthur (males) defending why women should be allowed joust and (females) why women should not participate in jousts. The reasons in their letter must be specific to medieval age customs and laws.

**Class/team product:** Letters to Arthur

INDIVIDUAL JOURNAL ASSIGNMENT:

Write a diary entry as if you had attended the fair during a jousting tournament at Camelot.

HOMELINK:

Make a list of the kinds of entertainment you enjoy with your family.

**NATIONAL STANDARDS:**

Social Studies, National Standard #5. Students must understand the paradigms and traditions that undergird social and political institutions. They should be provided opportunities to examine, use, and add to the body of knowledge related to the behavioral sciences and social theory as it relates to the ways people and groups organize themselves around common needs, beliefs and interests.

Social Studies, National Standard #6. Students develop their abilities in the use of abstract principles. They study various systems that have been developed over the centuries to allocate and employ power and authority in the governing process. Learners should have the opportunity to apply their knowledge and skills to and participate in the workings of the various levels of power, authority, and governance.

Social Studies, National Standard #10. Students increasingly recognize the rights and responsibilities of citizens in identifying societal needs, setting directions for public policies, and working to support both individual dignity and the common good. They learn by experience how to participate in community service and political activities and how to use democratic process to influence public policy.

English Language Arts, National Standard #7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

English Language Arts, National Standard #8. Students use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.

**ESSENTIAL QUESTION:** How does the Universal Theme of **Organizing and Governing** create mastery learning of essential concepts in this unit?

It is important to understand the processes by which governments are developed. By studying the Middle Ages students will analyze their own government and that of other cultures.

## 8. ORGANIZING AND GOVERNING

### KNOWLEDGE:

**Anticipatory Set:** a) Show clip from The Lion in Winter where all her sons join Eleanor in chambers.  
b) Show a scene from Becket depicting the role of the church in state affairs.

**Students will:** Outline the governing style of the Middle Ages as opposed to the republic we live in.

### COMPREHENSION:

Compare the modern English monarchy to the governing powers of the middle ages.

For example:

1. What groups played the role of parliament?
2. Compare the role of women.

### APPLICATION:

**Anticipatory Set:** Show a video clip of the coronation of Arthur in The Mists of Avalon. Show a video clip of the coronation of Elizabeth II.

**Students will:** Understand the symbolism of the coronation ceremony and its ties to ancient customs.

**Class/team product:** role-play the coronation ceremony.

### MULTICULTURAL and/or ESL and/or BILINGUAL LINK:

Compare the role of the royal family of England to the Japanese royal family.

### MATHEMATICS/SCIENCE LINK and/or HUMANITIES LINK:

Write a description of America today as if George Washington had been made King instead of President.

### SCHOOL-TO-CAREER/TECH PREP LINK:

Have a Priest (well versed in church history) speak to the class on the role of the Catholic Church in English government and the split that created the Church of England.

### HIGHER ORDER THINKING SKILLS (H.O.T.S.):

**Anticipatory Set:** Show clip from Becket and/or A Man for All Seasons depicting arguments for and against the church's involvement in government.

**Student's Will:** Divide into teams and debate the pros and cons of monarchy, dictatorship, republics, socialism, and fascism.

**Class/team/individual:** Each team should produce a written outline for their argument.

### INDIVIDUAL JOURNAL ASSIGNMENT:

Explain what system of government you would choose to live under and why.

### HOMELINK:

Interview someone who has participated in a civil disobedience to effect change in a governmental policy.

## **NATIONAL STANDARDS:**

Social Studies, National Standard #2. Students engage in analysis and reconstruction of the past, examining its relationship to the present and extrapolating into the future. They integrate individual stories about people, events, and situations to form a more holistic a more holistic conception, in which continuity and change are linked in time and across cultures. Students also learn to draw on their knowledge of history to make informed choices and decisions in the present.

National Standards for Arts Education, Music (9-12) #9. Students will understand music in relation to history and culture.

**ESSENTIAL QUESTION:** How does the Universal Theme of **Moral, Ethical and Spiritual Behavior** create mastery learning of essential concepts in this unit?

In studying the marriage ceremony the students will be able to see the value of tradition in cultures and how those traditions affect moral, ethical and spiritual behaviors.

## 9. MORAL, ETHICAL, AND SPIRITUAL BEHAVIOR

### KNOWLEDGE:

**Anticipatory Set:** After viewing the clip of Arthur and Guinevere's marriage in the movies First Knight and Merlin with a contrast of a clip of Charles and Diana's wedding.

**Students will:** discuss the similarities and differences with modern weddings as well as the symbolism involved in the customs and attire.

### COMPREHENSION:

Write an essay explaining the vows of the bride and groom during the medieval ages and how they reflected the role each served in their societal hierarchy.

### APPLICATION:

**Anticipatory Set:** Listen to Wagner's ... (Otherwise known as *Here Comes the Bride*) and The Dixie Chicks' *Ready to Run*.

**Students will:** Change traditional vows, attire, and customs for a bride and groom so they reflect modern society

**Class/team product:** Students will divide into two groups and organize two weddings: one traditional and one modern.

### MULTICULTURAL and/or ESL and/or BILINGUAL LINK:

Study weddings from other cultures such as Indian, Oriental, and Hispanic.

### HUMANITIES LINK:

Create a class quilt with each student depicting a wedding couple from a different culture and time period on a block.

### SCHOOL-TO-CAREER/TECH PREP LINK:

View beginning of the movie, The Wedding Planner that shows the main character as a well paid wedding planner.

### HIGHER ORDER THINKING SKILLS (H.O.T.S.):

**Anticipatory Set:** Listen to a tape of the wedding vows between a bride and groom. Be cognizant of the words they say to each other and to whom they are speaking other than themselves.

**Students will:** Write an essay that analyzes the purpose of wedding vows, why there is an audience, and to whom the vows are said.

### INDIVIDUAL JOURNAL ASSIGNMENT:

Students will write in their journal how they view the concept of marriage as a theory.

### HOMELINK:

Ask a senior citizen couple and a middle-aged couple about the traditions and customs they observed in their wedding ceremony.

## **NATIONAL STANDARDS:**

Social Studies, National Standard #2. Students engage in analysis and reconstruction of the past, examining its relationship to the present and extrapolating into the future. They integrate individual stories about people, events, and situations to form a more holistic a more holistic conception, in which continuity and change are linked in time and across cultures. Students also learn to draw on their knowledge of history to make informed choices and decisions in the present.

National Standards for Arts Education, Dance (9-12) #5. Students demonstrate and understand dance in various cultures and historical periods.

National Standards for Arts Education, Music (9-12) #6. Students listen to, analyze, and describe music.

National Standards for Arts Education, Music (9-12) #8. Students understand relationships between music, the other arts, and disciplines outside the arts.

National Standards for Arts Education, Music (9-12) #9. Students will understand music in relation to history and culture.

National Standards for Arts Education, Theatre (9-12) #5. Researching by evaluating and synthesizing cultural and historical information to support artistic choices.

National Standards for Arts Education, Theatre (9-12) #6. Comparing and integrating art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.

National Standards for Arts Education, Visual Arts (9-12) #4. Understanding the visual arts in relation to history and cultures.

National Standards for Arts Education, Visual Arts (9-12) #6. making connections between visual arts and other disciplines.

ESSENTIAL QUESTION: How does the Universal Theme of **Aesthetic Needs** create mastery learning of essential concepts in this unit?

Students will understand the importance of aesthetic needs in any culture and how by identifying these we understand more about the culture.

## **10. AESTHETIC NEEDS**

### KNOWLEDGE:

**Anticipatory Set:** Show film clips from First Knight, Camelot, The Lion in Winter, and or Braveheart depicting the clothing of the time, music, architecture, and foods from the Medieval times. As students watch clip, pass around samples of material worn during period.

**Students will:** discuss such visuals as stained glass, wood carvings, tapestries, paintings, illuminated manuscripts and various relics. Also, discuss the importance of various foods.

### COMPREHENSION:

Discuss the beauty, skill, and craftsmanship of the architecture, clothing, and artifacts of this period.

### APPLICATION

**Anticipatory Set:** View books, illustrations, websites, and/or video clips of the Medieval period.

**Students will:** Sketch various architecture, clothing worn by various social classes, and chart important food of the period.

**Class/team product:** sketches

### MULTICULTURAL and/or ESL and/or BILINGUAL LINK:

Research fabric, architecture, and historical artifacts from other countries such as Japanese.

### MATHEMATICS/SCIENCE LINK and/or HUMANITIES LINK:

Without a Wal-Mart, what had to be done for the Medieval Martha Stewart to create an object of beauty?

### SCHOOL-TO-CAREER/TECH PREP LINK:

Discuss how technology has hindered or enhanced the ability to produce aesthetically pleasing products.

### HIGHER ORDER THINKING SKILLS (H.O.T.S.):

**Anticipatory Set:** View samples of illuminated manuscripts.

**Students will:** Students will create their own illuminated letter.

**Class/team/individual product:** Individually or with a group, students will build a reliquary out of wood big enough to hold student projects. The outside should have a design of medieval design.

### INDIVIDUAL JOURNAL ASSIGNMENT:

How is technology affecting handcrafts?

HOMELINK:

What handcrafted/homemade materials does your family own or make?

**NATIONAL STANDARDS:**

Social Studies, National Standard #5. Students must understand the paradigms and traditions that undergird social and political institutions. They should be provided opportunities to examine, use, and add to the body of knowledge related to the behavioral sciences and social theory as it relates to the ways people and groups organize themselves around common needs, beliefs and interests.

Social Studies, National Standard #6. Students develop their abilities in the use of abstract principles. They study various systems that have been developed over the centuries to allocate and employ power and authority in the governing process. Learners should have the opportunity to apply their knowledge and skills to and participate in the workings of the various levels of power, authority, and governance.

Social Studies, National Standard #9. Students are able to think systematically about personal, national, and global decisions, interactions, and consequences, including addressing critical issues such as peace, human rights, trade, and global ecology.

**ESSENTIAL QUESTION:** How does the discipline/sub-discipline of Politics relate to mastery learning of Arthurian Legend?

Politics plays an important role in all cultures. By studying the politics of the Middle Ages and comparing it to contemporary politics students will draw parallels.

**11. POLITICS**

KNOWLEDGE:

**Anticipatory Set:** Show a scene from The Lion in Winter depicting political negotiations between King Henry and King Phillip.

**Student will:** Identify the role of the church in Medieval politics.

COMPREHENSION:

**Anticipatory Set:** Show the clip from Excalibur where the affair is discovered.

**Student will:** Summarize the political conflicts in the story of Arthur and Guinevere.

APPLICATION:

**Anticipatory Set:** Present a montage of Clinton/Condit scandal stories.

**Student will:** relate the recent political upheaval to the Arthur and Guinevere story.

**Class/team product:** Create a “National Enquirer” cover for the Arthurian scandal.

MULTICULTURAL and/or ESL and/or BILINGUAL LINK:

What cultures still maintain the importance of royal lineage?

MATHEMATICS/SCIENCE LINK and/or HUMANITIES LINK:

Why a round table? What was its purpose?

**Class/team product:** Design the perfect classroom.

SCHOOL-TO-CAREER/TECH PREP LINK:

What is the role of the Press Secretary? What is a spin-doctor?

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

**Anticipatory Set:** show a clip from Primary Colors

**Students will:** debate the right to privacy of political figures.

**Class/team/individual product:** outline your argument for or against full disclosure.

INDIVIDUAL JOURNAL ASSIGNMENT:

Choose Lancelot, Guinevere or Arthur. Write a speech in character explaining your actions and reasons you should be given mercy.

HOMELINK:

Speak with an elected official or media member about how political scandals are handled in the media.

**NATIONAL STANDARDS:**

English Language Arts, National Standard #1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

English Language Arts, National Standard #2. Students read a wide range of literature from many periods in many genres to build an understanding of many dimensions of human experience.

English Language Arts, National Standard #7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

English Language Arts, National Standard #8. Students use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.

**ESSENTIAL QUESTION:** How does the discipline/sub-discipline of Literature relate to mastery learning of concepts in the Middle Ages?

Through the identification of the elements of a work of literature, students will be able to analyze reading material from the Middle Ages and contemporary Arthurian legend.

**12. Literature**

**KNOWLEDGE:**

Students will be able to identify elements of a short story: plot, characters, setting, theme, symbols and archetypes.

**Anticipatory Set:** Show video clip from Walt Disney's The Sword and the Stone where Arthur draws the sword from the stone.

**Students will:** read and identify characters and setting in a King Arthur story.

**COMPREHENSION:**

Students will summarize the plot of an Arthurian tale.

**APPLICATION:**

**Anticipatory Set:** Show transparency from the website: [camelot4colors.tripod.com](http://camelot4colors.tripod.com) (comics.)

**Students will:** produce an eight-frame cartoon representation of the Arthurian tale.

**Individual/Class/team product:** A comic book collection of the class cartoons.

**MULTICULTURAL and/or ESL and/or BILINGUAL LINK:**

Are there Arthur-type legends in other cultures?

**MATHEMATICS/SCIENCE LINK and/or HUMANITIES LINK:**

Find some other ways the Arthur story has been told. (i.e. dance, music, paintings etc.)

**SCHOOL-TO-CAREER/TECH PREP LINK:**

Examine newspaper reports for the 5W's (who, what, when where and why.) Relate the W's to plot, character, setting, and theme.

**HIGHER ORDER THINKING SKILLS (H.O.T.S.):**

**Anticipatory Set:** Show video clip from The Paper Chase where John Houseman is explaining his Socratic teaching method to a first year law class.

**Students will:** generate original multiple-choice questions about the Arthurian tale.

**Class/team/individual product:** distribute test questions among classmates and take the test.

### INDIVIDUAL JOURNAL ASSIGNMENT:

Pretend you were present when Arthur drew Excalibur from the stone. Write a diary entry about what you saw. Be sure to include the 5 W's.

### HOMELINK:

Retell the Arthurian story to someone at home.

### **NATIONAL STANDARD:**

Social Studies, National Standard #1. Students will understand and use complex cultural concepts such as adaptation, assimilation, acculturation, diffusion, and dissonance drawn from anthropology, sociology and other disciplines to explain how culture and cultural systems function.

Social Studies, National Standard #2. Students engage in analysis and reconstruction of the past, examining its relationship to the present and extrapolating into the future. They integrate individual stories about people, events, and situations to form a more holistic a more holistic conception, in which continuity and change are linked in time and across cultures. Students also learn to draw on their knowledge of history to make informed choices and decisions in the present.

Social Studies, National Standard #8. Students begin to explore the complex relationships among technology, human values, and behavior. They will find that technology brings changes that surprise us and even challenge our beliefs, as in the case of discoveries and their applications related to our universe, the genetic basis of life, atomic physics, and others.

Social Studies, National Standard #9. Students are able to think systematically about personal, national, and global decisions, interactions, and consequences, including addressing critical issues such as peace, human rights, trade, and global ecology.

National Standards for Arts Education, Music (9-12) #8. Students understand relationships between music, the other arts, and disciplines outside the arts.

**ESSENTIAL QUESTION:** How does the discipline/sub-discipline of Religion/Philosophy/Learning relate to mastery learning of Arthurian legend?

Understanding religion and philosophy and their importance to cultures will help students analyze the importance of religion and philosophy in world events today. The quest for world peace is an example of an endless journey today.

### **13. Religion/Philosophy/Learning**

#### KNOWLEDGE:

**Anticipatory Set:** Read in the Bible, Matthew Chapter 26:26-35 to establish the origin of the Grail Legend.

**Students will:** Students will brainstorm why the cup that Jesus drank from in the story has significance to those that searched for it during the Arthurian times.

#### COMPREHENSION:

Give examples of Christian and other religion's symbols that have significance to people and cultures today.

#### APPLICATION:

**Anticipatory Set:** Watch movie clip from Excalibur where Arthur is ill and Guinevere has already gone away to a nunnery and Mordred has waged war. Gawain is sent to find the grail and comes back to let Arthur drink from it and be revived.

**Students will:** Students will make an illustration of an item from which they draw inspiration.

#### MULTICULTURAL and/or ESL and/or BILINGUAL LINK:

Bring in a statue of Buddha and discuss concepts of Buddhism and why statue of Buddha would be significant to those that subscribe to that particular religion.

#### MATHEMATICS/SCIENCE LINK:

Discuss how scientific discoveries have altered church doctrine through history (discovery of Noah's ark, cloning).

SCHOOL-TO-CAREER/TECH PREP LINK:

Students go to a religious leader of an unfamiliar religion and ask what he/she went through to acquire that position.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

**Anticipatory Set:** Go over the journey archetype and review plot of The Odyssey and view a clip from Indiana Jones and the Last Crusade.

**Students will:** In groups, students will create a game that involves a quest that includes a hero, pitfalls, religious symbols, etc.

INDIVIDUAL JOURNAL ASSIGNMENT:

Students will describe an object that has deep symbolic significance.

HOMELINK:

Go home and ask guardian, parent, or close adult about an item they hold sacred.

**NATIONAL STANDARDS:**

National Standards for Arts Education, Visual Arts (9-12) #4. Understanding the visual arts in relation to history and cultures.

National Standards for Arts Education, Visual Arts (9-12) #6. Making connections between visual arts and other disciplines.

ESSENTIAL QUESTION: How does the discipline/sub-discipline of **Visual Arts** relate to mastery learning of King Arthur legends?

Since the printing press had not yet been invented, visual arts were important methods of communicating with the population. Churches told religious stories with stained glass, paintings, illuminated manuscripts and tapestries. Important historical events were recorded in paintings. Royal women were taught elaborate embroidery and tapestry weaving.

14. Visual Arts

KNOWLEDGE:

**Anticipatory Set:** Show transparencies of current examples of writings in which the first letter of the article/ story is larger and more decorated than the remainder of the article. Ask if students know why and when the practice started.

**Students will:** be able to recognize the 4 main types of medieval visual art and its characteristics.

COMPREHENSION:

The student will distinguish Medieval art from other periods of art history through the use of a concentration-type game.

APPLICATION:

**Anticipatory Set:** Place a reproduction of an artwork on student's desk. Students walk around the room as if it were a museum, looking at the artwork.

**Students will:** Students sit at their desks and identify the artwork on it as Medieval or not Medieval. They must justify their classification based on the common forms and characteristics of Medieval art.

**Individual/Class/team product:** arrange the artwork on a wall like a museum exhibit.

MULTICULTURAL and/or ESL and/or BILINGUAL LINK:

Does the visual art of India, China and Africa during this same time period resemble European art?

MATHEMATICS/SCIENCE LINK and/or HUMANITIES LINK:

Find an example of each type of angle and geometric shape in a stained glass window.  
What makes glass different colors?

SCHOOL-TO-CAREER/TECH PREP LINK:

What visual art careers were made possible by the invention of the personal computer?

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

**Anticipatory Set:** Show video The Hunchback of Notre Dame, scenes featuring the views of the stained glass windows.

**Students will:** work in teams to design and construct a mock stained glass window using theatrical light gels and see through tape. Use markers to make the lead lining.

**Class/team/individual product:** Find a sunny place to display the stained glass windows created by the class.

INDIVIDUAL JOURNAL ASSIGNMENT:

Describe your stained glass in your journal.

HOMELINK:

Write an invitation to view your family to view a special exhibit of the class's window projects.

**NATIONAL STANDARDS:**

National Standards for Arts Education, Dance (9-12) #5. Students demonstrate and understand dance in various cultures and historical periods.

National Standards for Arts Education, Music (9-12) #6. Students listen to, analyze, and describe music.

National Standards for Arts Education, Music (9-12) #8. Students understand relationships between music, the other arts, and disciplines outside the arts.

National Standards for Arts Education, Music (9-12) #9. Students will understand music in relation to history and culture.

National Standards for Arts Education, Theatre (9-12) #6. Comparing and integrating art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.

ESSENTIAL QUESTION: How does the discipline/sub-discipline of **Music** relate to mastery learning of Arthurian Legend?

Music is the universal language. Examining cultures music brings understanding of that culture and our own.

15. MUSIC

KNOWLEDGE:

**Anticipatory Set:** Students will watch a clip of Dick Clark's *American Bandstand* and listen to a recording of a *Gregorian chant*.

**Students will:** Students will note the differences between the two styles of music.

COMPREHENSION:

Show slides and pictures of instruments that were developed in the Medieval Ages. Play music from the time period and have students predict which instruments are being played by its sound. Students will also apply the definition of polyphony (chanting) to the Gregorian chant.

APPLICATION:

**Anticipatory Set:** Show the film clip from Becket where the monks are chanting while assembling for worship.

**Students will:** Students will prepare and present a Gregorian chant.

MULTICULTURAL and/or ESL and/or BILINGUAL LINK:

Students will research Grecian Odes that were sung during tragedy plays and note its similarities/differences to the polyphony Gregorian chant.

HUMANITIES LINK:

Students are to research where any local monasteries are in the United States.

SCHOOL-TO-CAREER/TECH PREP LINK:

Organize a field trip to either an instrument maker or an instrument retail store for a tour.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

**Anticipatory Set:** Students will listen to a Gregorian chant silently noting how the music affects their mood.

**Students will:** Students will write a poem, create a collage, paint or draw a picture, or create a sculpture that depicts the mood the chant creates.

INDIVIDUAL JOURNAL ASSIGNMENT:

Students will reflect in their journals on how music has evolved since the Gregorian chant.

HOMELINK:

Talk with senior citizens about the meaning of music, talk with middle-aged adults about the meaning of music, and talk with peers about the meaning of music noting how each age group differs in their perceptions.

**NATIONAL STANDARD:**

National Standards for Arts Education, Theatre (9-12) #2. Acting by developing, communicating, and sustaining characters in improvisations and informal and formal productions.

National Standards for Arts Education, Theatre (9-12) #3. Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions.

National Standards for Arts Education, Theatre (9-12) #4. Directing by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions.

National Standards for Arts Education, Theatre (9-12) #5. Researching by evaluating and synthesizing cultural and historical information to support artistic choices.

National Standards for Arts Education, Theatre (9-12) #6. Comparing and integrating art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.

National Standards for Arts Education, Theatre (9-12) #8. Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present.

**ESSENTIAL QUESTION:** How does the discipline/sub-discipline of **Theatre** relate to mastery learning of Arthurian culture? Some form of theatre has existed since the first man danced around a fire to recreate the hunt. A culture's theatre can show much about how that culture lived and what they believed.

**16. THEATRE**

KNOWLEDGE:

The Middle Ages had a theatrical scene much different from the way we view plays today. Discuss the three main types of medieval drama, the mystery play depicting episodes from the bible, the miracle play dealing with the lives of saints and martyrs and the morality play presenting personified virtues and vices in dramas depicting the moral struggle of the soul.

**Anticipatory Set:** Play the scene from Mel Gibson's Hamlet depicting the play.

**Students will:** will be able to identify themes associated with each type of medieval theatre.

COMPREHENSION:

Medieval theatre grew out of religious ritual. Around 925 the singing of hymns telling the story of Christ's Resurrection was transformed into dramatic dialogue delivered by priests. This brief drama was the source of the mystery play.

Identify elements of the mystery play, the miracle play and the morality play in modern drama.

APPLICATION:

**Anticipatory Set:** Read “The Second Shepard’s Play”

**Students will:** Gain an understanding of medieval drama through the study of the play.

**Class/team product:** Produce scenes from the play.

MULTICULTURAL and/or ESL and/or BILINGUAL LINK:

Explore Noh theatre in Japan.

MATHEMATICS/SCIENCE LINK and/or HUMANITIES LINK:

Look at the design of theatre scenery, costumes and props.

**Class/team product:** Divide into groups responsible for the different elements of design in The Second Shepard’s Play. Create drawings to depict these elements.

SCHOOL-TO-CAREER/TECH PREP LINK:

Have an actor from a Medieval club explain their costume and props.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

**Anticipatory Set:** Show the scene from Hamlet where the main character has to make a moral decision.

**Students will:** show an understanding of the morality play.

**Class/team/individual product:** Create a modern day one act morality play dealing with a common moral dilemma facing young people today.

INDIVIDUAL JOURNAL ASSIGNMENT:

Review a movie or book with one of the themes found in Medieval drama.

HOMELINK:

Discuss the origin of medieval drama at home and try to recognize the themes in your family’s choice of movies or television shows.

### **NATIONAL STANDARD:**

Social Studies, National Standard #1. Students will understand and use complex cultural concepts such as adaptation, assimilation, acculturation, diffusion, and dissonance drawn from anthropology, sociology and other disciplines to explain how culture and cultural systems function.

Social Studies, National Standard #2. Students engage in analysis and reconstruction of the past, examining its relationship to the present and extrapolating into the future. They integrate individual stories about people, events, and situations to form a more holistic a more holistic conception, in which continuity and change are linked in time and across cultures. Students also learn to draw on their knowledge of history to make informed choices and decisions in the present.

Social Studies, National Standard #3. Students apply geographic understanding across a broad range of fields, including the fine arts, sciences, and humanities. Geographic concepts become central to learner’s comprehension of global connections as they expand their knowledge of diverse cultures, both historical and contemporary. The importance of core geographic themes to public policy is recognized and should be explored as students address issues of domestic and international significance.

National Standards for Arts Education, Theatre (9-12) #1. Script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history.

**ESSENTIAL QUESTION:** How does the discipline/sub-discipline of **Daily Life** relate to mastery learning of Arthurian Culture?

Studying the daily lives of a culture brings greater understanding of a culture and an empathy with the people of another time.

### **17. DAILY LIFE**

KNOWLEDGE:

**Anticipatory Set:** Show video clip of scenes of daily life such as the first scene in Braveheart when Mel Gibson returns as a young man.

**Students will:** Identify the different activities portrayed in this clip.

COMPREHENSION:

Students will compare and contrast daily activities of a typical Middle Ages commoner.

APPLICATION:

**Anticipatory Set:** Show a clip of a modern sitcom that addresses daily life (Friends, Seinfeld, Drew Carey, etc.)

**Students will:** demonstrate an understanding of the daily life of the Middle Ages through role-playing.

**Class/team product:** Students will write and perform a skit in the style of a modern sitcom with the action, props, clothing, music, etc. indicative of the Medieval period.

MULTICULTURAL and/or ESL and/or BILINGUAL LINK:

Research daily life in other cultures during the Middle Ages.

MATHEMATICS/SCIENCE LINK and/or HUMANITIES LINK:

Consider the living conditions and diseases of the time. Discuss survivor health skills without access to antibiotics.

SCHOOL-TO-CAREER/TECH PREP LINK:

Consider our life today. List 5 jobs that have a direct affect on the quality of your life.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

**Anticipatory Set:** Play Billy Joel's song "We didn't Start the Fire".

**Students will:** create a song showing the understanding of features of Medieval daily life.

**Class/team/individual product:** write a song to the tune of the Billy Joel song, which depicts daily life in the Middle Ages.

INDIVIDUAL JOURNAL ASSIGNMENT:

What would you have done in the Middle Ages for fun or to relax?

HOMELINK:

Ask an older person you know, who was a teenager/kid before video games or VCR's or televisions or even cars, what they did when they were younger for fun or to relax.

**MORAL/ETHICAL/SPIRITUAL  
REASONING AND DILEMMAS**

**TEN ETHICAL DILEMMAS**

**ESSENTIAL QUESTION:** How does the content of this unit reflect character education through Moral and Ethical dilemmas?

1. **Producing, Exchanging, and Distributing** [Economics]

**DILEMMA:** You are a feudal lord and the time has come to collect your share of the peasant's gross agricultural product. However, the farmers have had a bad year and if they give you what they truly owe you, there will be next to nothing left for the peasant's and their families to store for the winter. If you do not let them keep more of their harvest, most of them will starve and you will have no workers for next season. Unfortunately, if you do not take what is rightfully yours, regardless of the peasants' situation; neighboring lords may see you as weak and try to take your land by force. What do you do? If you let the peasant keep some of their food, they will survive the winter and be stronger (and grateful) for next year's harvest and may produce even more for you. On the down side, your neighbor's may look at you as weak and try to usurp your land. Make a decision.

Similarly, your company has had a horrible year. If you give your loyal employees their customary year-end bonus, yearly profits will suffer and leave your company ripe for a hostile take-over. However, your employees live off commissions and with such a bad year, some of them might be financially destroyed if they do not receive the bonus they have been counting on. Do you give them the bonus and save their collective financial butts and. Therefore, insure great loyalty on their side yet face the possibility of being eaten up by a larger corporate fish or do you let them suffer financially and know that your business will be safe from a corporate raider?

## 2. Transportation

**DILEMMA:** At your village, a man on horseback has ridden in to warn you that a caravan of foreigners is on its way to your area. The caravan is full of men, women and children, some of whom are sick and others just simply exhausted and starving. You round up the village elders to make a decision: Do you let the caravan in and try to help those you can, or do you turn them away, which may result in the death of everyone in the group? Do you try to save some, even at the risk that the sick may infect your people and, thus, result in the sickness and/or death of many?

The Coast Guard is made aware that a raft carrying the sick from Cuba is bound from Florida. In Cuba, they do not have the resources to help the people so they are coming to a "better life" in America. These people do not have insurance and if they land, any medical will be provided free of charge and, even worse, those that are infected may take off once they hit land and infect others. If you let them drift, not only will they all die, but also they will die long, painful deaths from exposure and starvation. What do you do?

## 3. Communications

**DILEMMA:** You are a devout young priest and you realize the Bishop is only pretending to read from the Gospels. Instead, he is preaching that the peasants should pay their lords even more taxes, thereby insuring that the Bishop will be able to ask for more donations to line his own pockets. The congregation cannot speak Latin, so they do not realize that the "translation" is pure bull. Do you turn the Bishop into the order for such behavior, therefore preventing the gauging of the pockets of the already poor peasants? This could possibly mean that you, as a priest, will be sent to a Church on the edge of nowhere by the Bishop's powerful friends. Or do you simply let the activity slide and vow to never do such malicious things when you become a Bishop?

On the first day of school, you notice that a group of kids are standing by the restrooms sending foreign male students to the women's bathroom and vice versa and then sitting back and laughing at the bewildered and embarrassed newcomers. Do you try and reach the foreign students first and tell them what is what, but risk being ridiculed by your "own" group of students?

## 4. Protecting and Conserving

**DILEMMA:** It is the Middle Ages and invaders have been running rampant over the countryside. The Lord and brought all the peasant inside the manor walls and the group is waiting out the sacking and pillaging. However, this has been going on all winter and the supplies are getting low. You are guarding the drawbridge when a group of scraggly women and children come up, begging to be allowed inside. Invaders killed all their men and they have no place to go. By letting them in, you will undoubtedly save them from being raped, possibly murdered, by the marauding scoundrels and you also probably save them from freezing to death. However, you need to conserve your own supplies for your own people. Additionally, without any men, who will take care of these women and children come spring and the manor peasants go back to their lots?

In today's world, there are children upon children that are unwanted. They are children of all races, ages and health. It would almost seem to be a pure exercise in vanity to have your own child. However, most people want to protect their family names and genes and therefore, many kids are left in orphanages. You are of childbearing age and need to make a decision-would have your own, or adopt?

## 5. Providing Education

**DILEMMA:** Religious and nobles were the only educated people in the middle ages. The peasants (laborers) are uneducated and do not think for themselves. The jobs of the religious were to give sermons

to the peasants that miserable lives on this earth will reap many rewards in the after life. You are a monk in the Middle Ages you see that if peasants were taught and given the ability to decide from themselves they could live better lives. However, if you educate the masses there will be peasant revolts and the nobles and church will lose power over the masses. Do you educate the peasants and take the risk of revolt or do you do nothing and retain power over them.

6. **Making and Using Tools and/or Technology**

**DILEMMA:** You are an inventor of a new weapon of destruction in the middle ages. Your weapon is able to deliver firebombs from one mile away and your enemy's camp will never see it coming. However, the weapon is very powerful but lacks in accuracy. If you institute this weapon into your king's arsenal he will use it in the upcoming battle but because of the inaccuracy many women and children will perish needlessly. You know your army can win the battle without the weapon but this will result in massive casualties on your side. Do you tell the king of your new weapon?

7. **Providing Recreation**

**DILEMMA:** In the Middle Ages, knights went to tournaments and fought to the death. Your husband or best friend is a knight and has been invited to a tournament. You know the risk is death, but if he wins it is glory and monetary winnings. Do you try and talk you friend/husband out of going to the tournament because you love them, or do you let them go because you love them?

In modern times, certain professional athletes run the risk of dying, or being severely injured on the field (football players, for example). Many have quit at their family's urging. Do you agree with those that have quit the game, or do you think that they were "wimps"?

8. **Organizing and Governing**

**DILEMMA:** You are a lord of a manor and you have a contract that you peasants will give you work and taxes and you in return will let them into your castle if there are times of raiding or war. The enemy instituted a surprise raid on your peasants' village. Just a few of the peasants made it out and to your castle. The enemy is right behind and closing in fast. If you lower your drawbridge and let your peasants in there will be no time to bring it back up and your defense will be down when the enemy attacks. This could possibly be devastating to you and your family. What do you do? Do you break your promise at the possible expense of your own family, or do you save you and yours and go back on your word to your workers?

The President is being held hostage. To retrieve him or her, you will be responsible for the death of hundreds of civilians. Do you save the President at the cost of all those innocent lives, or do you let the President perish?

9. **Moral, Ethical, and Spiritual Behavior**

**DILEMMA:** Many knights treated the lower classes horribly, yet they were renowned for treating women (of their class) with kindness and the utmost respect. Were knights, then, truly honorable and chivalrous? Can you be nice to one group of people and mean to another and still be a good person?

Your best friend is one of the kindest people you know-s/he would give you the shirt off his/her back. However, s/he is racist, something you vehemently oppose. Do you confront your friend and risk losing the friendship, or do you swallow your disapproval and continue being friends?

10. **Aesthetic Needs**

**DILEMMA:** When Christianity became the dominant religion, priests and nuns demanded that all pagan art be destroyed. Not only was this work beautiful, but it was of great historical value as well. Do you try and save this artwork and thus, keep history alive for the coming generations, and risk the threat of excommunication and exile? Or do you sit back and watch the flames burn bright, but remain on good terms with your local church and community?

Yesterday, you discovered that an artist with Nazi sympathies painted your favorite piece of art. Do you disregard the aesthetic qualities of the artist because of their personal lives and stop being a fan of their work? Or, can you separate product from personality and still enjoy the art?

## **PRODUCTIVE THINKING SKILLS DIVERGENT/CREATIVE THINKING**

### **1. BRAINSTORM MODEL**

#### **A. BRAINSTORM ALL OF THE \_\_\_\_\_:**

- AHA #1. All of the tasks a lord must perform
- AHA #2. The problems associated with transportation during the Middle Ages
- AHA #3. All the problems associated with mass communication
- AHA #4. How people protected themselves without guns during the Middle Ages
- AHA #5. The advantage of dealing with superstitious, illiterate people during the Middle Ages
- AHA #6. How enough food is produced to feed the masses without technology
- AHA #7. How many types of dances you know

#### **B. BRAINSTORM AS MANY \_\_\_\_\_ AS YOU CAN THINK OF.**

- AHA #8. Countries that have a true monarchy
- AHA #9. Names of religions
- AHA #10. Expressions of art
- AHA #11. As many political scandals as you can think of
- AHA #12. How many styles/settings can you think of to tell the about the legend of King Arthur
- AHA #13. As many chants as you know
- AHA #14. Scenes that you would depict in a stained glass window

#### **C. HOW MANY WAYS CAN YOU COME UP WITH TO \_\_\_\_\_?**

- AHA #15. As many musical styles as you know
- AHA #16. As many dramas that they know of
- AHA #17. The different ways teenagers like to spend their leisure time

### **2. VIEWPOINT MODEL (Human or Animate) (Use Cultural Literacy Terms)**

#### **A. HOW WOULD \_\_\_\_\_ LOOK TO A (N) \_\_\_\_\_?**

- AHA #1. How would the New York Stock Exchange look to King Arthur?
- AHA #2. How would a thoroughbred horse look to a knight?
- AHA #3. How would email look to Merlin?
- AHA #4. How would a gun look to a knight?
- AHA #5. How would a Xerox machine look to a monk/scribe?
- AHA #6. How would a cathedral builder look at a power tool?
- AHA #7. How would the Dallas Cowboys look to King Arthur's jousting?
- AHA #8. What would King Arthur think about Congress?

#### **B. WHAT WOULD A \_\_\_\_\_ MEAN FROM THE VIEWPOINT OF A (N) \_\_\_\_\_?**

- AHA #9. Song from Eminem; Gregorian monk
- AHA #10. Sewing machine; tapestry artist
- AHA #11. Bill of Rights; serf
- AHA #12. Audio book; serf
- AHA #13. Televangelists; Medieval Age priest
- AHA #14. Graphic arts technology; monk
- AHA #15. Synthesizer; monastery choir director
- AHA #16. Lasers; a minstrel
- AHA #17. A shopping mall; a maiden/lady

- C. HOW WOULD Lancelot VIEW THIS?
1. a spot on the Jerry Springer show
  2. a tank, a F-16, a nascar
  3. a bullet proof vest
  4. condoms
  5. Brittney Spears
  6. a McDonald's drive through

3. **INVOLVEMENT MODEL (Personification/Inanimate object brought to life)**

- A. HOW WOULD YOU FEEL IF YOU WERE \_\_\_\_\_?

AHA #1. A serf's plow  
 AHA #2. Arthur's horse  
 AHA #3. A messenger pigeon  
 AHA #4. Excalibur  
 AHA #5. A quill  
 AHA #6. An artesian well  
 AHA #7. A maypole

- B. IF YOU WERE A \_\_\_\_\_, WHAT WOULD YOU (SEE, TASTE, SMELL, FEEL)?

AHA #8. King's crown  
 AHA #9. Stonehenge rock  
 AHA #10. Cathedral's stained glass window  
 AHA #11. King's signet ring  
 AHA #12. A Scribe's quill  
 AHA #13. Bible  
 AHA #14. A tile on a castle

- C. YOU ARE A \_\_\_\_\_. DESCRIBE HOW IT FEELS.

AHA #15. Violin  
 AHA #16. Mask  
 AHA #17. A suit of armor

4. **CONSCIOUS SELF-DECEIT MODEL**

- A. SUPPOSE \_\_\_\_\_. WHAT \_\_\_\_\_.

AHA #1. Choose a medieval occupation. What would you choose and why?  
 AHA #2. Suppose Arthur had a Ford Expedition. What would happen?  
 AHA #3. Suppose the court had cell phones. How would that change things?  
 AHA #4. Suppose you are a part of Camelot. How would you show chivalry?  
 AHA #5 suppose you are a left wing Monk who wanted to teach serfs how to read.  
 How would you do it without getting caught?  
 AHA #6 Suppose Medieval builders had modern tools. How would that change the building of Cathedrals?  
 AHA #7 Suppose you had a jet ski. How would that change the Saxon invasion?  
 AHA #8 Suppose serfs could read. How would that change they way the king ruled?  
 AHA #9 Suppose you found Lancelot and Guinevere together. What would you do?

- B. YOU CAN \_\_\_\_\_. WHAT \_\_\_\_\_?

AHA #10. Design a new clothing line; it looks like  
 AHA #11. Be queen or king for a day; would you change?  
 AHA #12. Get a letter from Merlin; would it say  
 AHA #13. Make all the laws you want; how do you stop religious wars  
 AHA #14. Commission a painting; would it look like  
 AHA #15. Change the sound of one musical instrument; it sound like  
 AHA #16. Write a play about a character trait; is the plot  
 AHA #17. Have King Arthur come to your village; you do to prepare

5. **FORCED ASSOCIATION MODEL (Use cultural literacy terms here)**

A. HOW IS \_\_\_\_\_ LIKE \_\_\_\_\_?

AHA #1. A serf; a marine private

AHA #2. A highwayman; a computer virus

AHA #3. Gregorian chanting; rap music

AHA #4. Invention of the crossbow; the invention of the A Bomb

AHA #5. Ability to read; the ability to breathe

AHA #6. The advent of the breast harness; the development of modern irrigation

AHA #7. The Mayday Celebration; the prom

B. GET IDEAS FROM \_\_\_\_\_ TO IMPROVE \_\_\_\_\_.

AHA #8. The Round Table; negotiations with parents

AHA #9. The rules of chivalry; the behavior of the student body

AHA #10. Tapestries; non-verbal communication

AHA #11. The Guinevere/Lancelot affair; our treatment of celebrities/politicians in the media

AHA #12. James Burkes' *Connections*; critical thinking

AHA #13 R.L. Stine; the Song of Roland

AHA #14 Martha Stewart; Castle domesticity

C. I ONLY KNOW ABOUT \_\_\_\_\_. EXPLAIN \_\_\_\_\_ TO ME.

AHA #15. Modern music; troubadours

AHA #16. Movies; religious plays

AHA #17. AIDS; the Black Plague

6. **REORGANIZATION MODEL**

A. WHAT WOULD HAPPEN IF \_\_\_\_\_ WERE TRUE?

AHA #1. Bartering were still

AHA #2. Horse transportation

AHA #3. Scribing

AHA #4. The catapult was invented

AHA #5. The clergy were still the only ones educated

AHA #6. The fact that Arthur cheated on Guinevere

AHA #7. The Holy Grail never was found

B. SUPPOSE \_\_\_\_\_ (HAPPENED)

WHAT WOULD BE THE CONSEQUENCES?

AHA #8. The Bubonic Plague had not happened, what would become of feudalism

AHA #9. The Magna Carta had never been written

AHA #10. Arthur had never come up with his Might Doesn't Make Right plan

AHA #11. The Battle of Hastings had never happened

AHA #12. Lancelot came back and took over Camelot upon Arthur's death

AHA #13. Celtic mythology never existed

AHA #14. Monks had never invented the Gregorian chant

C. WHAT WOULD HAPPEN IF THERE WERE NO \_\_\_\_\_ ?

AHA #15. Excalibur

AHA #16. Chivalry

AHA #17. Morality

**CULTURAL LITERACY/SPELLING LIST**

**KNIGHTS AND LADIES OF ARTHUR'S REALM:**

AGGRAVAINE

ARTHUR

BALIN AND BALAN

BEDIVERE

BORS

DINADAN

ELAINE OF ASTOLAT / THE LADY OF  
SHALOTT  
ELAINE OF CORBENIK  
ENID and GERAINT / EREC  
GAHERIS  
GALAHAD  
GARETH and LYNETTE  
GAWAIN  
GUINEVERE  
KAY  
THE LADY OF THE LAKE  
LANCELOT  
MARK

MELEAGANT  
MERLIN  
MORDRED  
MORGAN LE FAY  
MORGAUSE  
PALOMEDES  
PELLINORE  
PERCEVAL  
PELLEAS AND ETARRE  
TALIESSIN THE BARD  
TRISTAN and ISOLT  
VIVIEN (NINEVE, NIMUE, NINIANE)  
YVAIN (YWAIN, OWAIN)

### OTHERS:

CHRÉTIEN DE TROYES  
GEOFFREY OF MONMOUTH  
SIR THOMAS MALLORY  
KING RICHARD I

KING JOHN  
ROBIN HOOD  
ALFRED LORD TENNYSON

### Phrases

THE HOLY GRAIL  
THE ROUND TABLE  
THE SIEGE PERILOUS

EXCALIBUR AND THE SWORD IN THE  
STONE

### Dates

542-49  
688  
800

1066  
1136-38

### Ideas/Places/Events/Titles

CHIVALRY  
FEUDALISM  
AVALON  
CADBURY  
CAERLEON  
CAMELOT  
CAMLAN  
GLASTONBURY  
TINTAGEL  
MAGNA CARTA  
SQUIRES

TAPESTRY  
CASTLES  
MANOR  
KNIGHTS  
CRUSADES  
FIEF  
SIEGE  
SIEGE  
MINSTREL  
DAME  
PILGRIMAGE

BARTER  
COMMON LAW  
NOBLES  
VASSALS  
ARCHITECTURE  
SHOGUN  
LORD  
SERFS  
HERALDRY  
STONEHENGE  
FAIR MAIDEN

## RESOURCES

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2. Lawhead, Steve, *Avalon: The Return of King Arthur*, Avon-EOS, 1999.
3. *Merlin* [video recording] / Hallmark Entertainment. NBC Home Video, c1998.
4. *Excalibur* [video recording] / Orion Pictures. Warner Home Video, c1991.
5. Lanier, Sidney, illus. by Florian. Grosset & Dunlap *King Arthur and his knights of the Round Table: from Sir Thomas Malory's Le morte d'Arthur*, 1997, c1978.
6. Talbott, Hudson, *Excalibur*, Morrow Junior Books, c1996.
7. Crossley-Holland, Kevin, *The world of King Arthur and his court: people, places, legend, and lore*, Dutton Children's Books, c1998.
8. *Camelot* [video recording] Warner Home Video, 1983.
9. *King Arthur: his life and legends* [video recording] / a Satel documentary production for A&E Network. A&E Home Video, c1995.
10. *A Connecticut Yankee* [video recording] CBS/FOX Video, c1991.
11. *Monty Python and the Holy Grail* [video recording] / Python Pictures. Columbia Tri-Star Home Video, c1991.
12. *The world of Joseph Campbell*, vol. 3, prog. 11-12 h [video recording]: Transformations of myth through time: The Western way / William Free Productions/Mythology Ltd. Public Media Video, c1989.
13. Ashley, Mike. P. ed., *The Pendragon chronicles: heroic fantasy from the time of King Arthur*. Bedrick Books, c1989.
14. Karr, Phyllis Ann, *The King Arthur Companion*. Reston Pub., c1983.
15. Steinbeck, John, *The acts of King Arthur and his noble knights: from the Winchester manuscripts of Thomas Malory and other sources*. Ed. by Chase Horton. Farrar, c1976.
16. Twain, Mark, *A Yankee at the court of King Arthur*. Zodiac Press, 1957.
17. *The Sword in the Stone* [video recording] / Walt Disney. Walt Disney Home Video, c1986.

19. *King Arthur* [sound recording] Troll Associates, c1989.
20. Langley, Andrew, *Medieval life*. Photos. by Geoff Dann & Geoff Brightling. DK Pub., c2000.

### III. Educational Films/Videos

1. *Middle Ages* (VIDEO) Goldhil Home Media International, 2001
2. *Biography of the millennium, volume 1, 2, 3, 4*, [video recording] / Working Dog Productions and H-TV Productions for A & E Network. A&E Television Network/New Video Group, c1999.
3. *History of Christianity* [video recording] / Samford University and the Beeson Divinity School. Gateway Films/Vision Video, c1998.
4. *Sister Wendy's story of painting: Early art* [video recording] / a BBC production in association with WGBH/Boston. CBS/Fox Video, c1997.
5. *The world of Joseph Campbell, vol. 3*, prog. 11-12 h [video recording]: Transformations of myth through time: The Western way / William Free Productions/Mythology Ltd. Public Media Video, c1989.
6. *Civilization*, programs 3 & 4: Romance and reality; Man-- the measure of all things [video recording] / BBC. Public Media Video, [1993?], c1969.
7. *A treasury of early music, vol. 1: Music of the Middle Ages* [sound recording] Hayden Society Records, [1964]
8. *The Canterbury tales* [video recording] / S4C, Rhyngwladol International. Schlessinger Media/Library Video, c2000, c1998.
9. *King Arthur: his life and legends* [video recording] / a Satel documentary production for A&E Network. A&E Home Video, c1995.
10. *Walls of light* [video recording] / Ben Productions. Ben Productions, c1997.
11. *Sister Wendy's story of painting: Pains of glass* [video recording] / BBC. CBS/Fox Video, c1995
12. *The Vikings* [video recording] / Issembert Productions. Schlessinger Media, c2000.

### IV. Commercial Films/Videos

1. Camelot
2. Excalibur
3. First Knight
4. The Seven Samurai
5. Merlin
6. Shogun
7. Monty Python and the Holy Grail
8. The Net
9. Anna and The King
10. Prince Valiant
11. Sir Gawain and the Green Knight
12. The Lion in Winter
13. Lancelot du Lac
14. The Sword and The Stone
15. Braveheart
16. Robin Hood: Prince of Thieves
17. A Connecticut Yankee in King Arthur's Court
18. The Fisher King
19. Vikings
20. Indiana Jones: The Last Crusade
21. The Mists of Avalon
22. Dead Poets Society
23. Men of Honor
24. Becket
25. A Man for All Seasons
26. The Hunchback of Notre Dame

27. Hamlet

V. **Literature/Language Arts (available through High School Media Center)**

Fiction

1. Chaucer, Geoffrey, d. 1400, *Canterbury Tales*. Rendered into modern English by J.U. Nicolson; with illus. by Rockwell Kent and an introd. by Gordon Hall Gerould. Covici, Friede, c1934.
2. Farjeon, Eleanor, *Tales from Chaucer: (the Canterbury tales done into prose)*, illus. by Marjorie Walters. Branford, c1959.
3. Doherty, P. C., *Ghostly Murders: the priest's tale of mystery and murder as he goes on pilgrimage from London to Canterbury*. St. Martin's, c1998.
4. Bradley, Marion Zimmer, *The Mists of Avalon*. Knopf, c1982.
5. Cornwell, Bernard, *The winter king: a novel of Arthur*. Thorndike Press/Chivers, 1996, c1995.
6. Ashley, Mike, Ed., *The Pendragon Chronicles: heroic fantasy from the time of King Arthur*. by Wings Books/Random House, c1989.
7. White, T. H., *The Once and Future King*. Putnam, c1958.
8. Charrette, Robert N. *A Prince Among Men*. New York: Warner, 1994.
9. Clemens, Samuel Langhorne. *A Connecticut Yankee in King Arthur's Court*. Editor Allison Ensor. 1889. New York: W. W. Norton, 1982.
10. Cochran, Molly, and Warren Murphy. *The Forever King*. New York: Tor, 1992.
11. Gemmell, David. *The Ghost King*. New York: Del Rey, 1996.
12. Laubenthal, Sanders Anne. *Excalibur*. New York: Ballantine, 1959.
13. Stewart, Mary. *The Crystal Cave*. New York: Morrow, 1970.
14. Marshall, Paule, *The Fisher King : A Novel*
15. Anonymous, *Ode to Joy*

Non-Fiction

1. Cosman, Madeleine Pelter, *Women at Work in Medieval Europe*. Facts on File, c2000.
2. Dawson, Imogen, *Clothes and Crafts in the Middle Ages*. G. Stevens Pub., c2000.
3. Figg, K.M and J.B. Friedman, Eds., associate ed., Scott D. Westrem; collaborating ed., Gregory G. Guzman, *Trade, travel, and exploration in the Middle Ages: an encyclopedia*, Garland Pub., c2000.
4. Langley, Andrew, *Medieval life*, Photos. by Geoff Dann & Geoff Brightling. DK Pub., c2000.
5. McNeill, Sarah, *The Middle Ages*. Oxford Univ. Press, c1998
6. Hart, Avery, *Knights & castles: 50 hands-on activities to experience the Middle Ages*, Williamson Pub., c1998.
7. Macdonald, Fiona, *First facts about the Middle Ages*. Created & designed by David Salariya. P. Bedrick Books, c1997.
8. Gies, Joseph, *Leonard of Pisa and the new mathematics of the Middle Ages*, illus. by Enrico Arno. New Classics Library, Inc., [1996], c1969.
9. Edge, David, & J.M. Paddock, *Arms & Armor of the Medieval Knight: an illustrated history of weaponry in the Middle Ages*, Crescent Books/Random House, c1996.
10. Dawson, Imogen, *Food & Feasts in the Middle Ages*, New Discovery Books, c1994.
11. Hooper, Nicholas, & Matthew Bennett, *The Cambridge Illustrated Atlas: Warfare: the Middle Ages, 768-1487*, Cambridge Univ. Press, c1996.
12. Macdonald, Fiona, *How would you survive in the Middle Ages?*, Illus. by Mark Peppe; created & designed by David Salariya. Franklin Watts, c1994.
13. Gies, Frances, *Cathedral, Forge, and Waterwheel: Technology and Invention in the Middle Ages*, by Frances & Joseph Gies. HarperCollins, c1994.
14. Scarre, Chris, Ed.-in-chief, *Smithsonian Timelines of the Ancient World*, Dorling Kindersley, c1993.
15. Howarth, Sarah, *Medieval People*. Millbrook Press, c1991
16. Howarth, Sarah, *Medieval Places*. Millbrook Press, c1991

17. Barber, Richard & Juliet Barker, *Tournaments: jousts, chivalry and pageants in the Middle Ages*, Weidenfeld & Nicolson, c1989.
19. Coote, Stephen, *English Literature of the Middle Ages*, Penguin, c1988.
20. Baring-Gould, S. (Sabine), *Curious Myths of the Middle Ages*. Ed., and with an introd., by Edward Hardy. Crescent Books, c1987.
21. Fossier, Robert, Ed., *The Cambridge Illustrated History of the Middle Ages, 1250-1520*. translated by Sarah Hanbury Tension. Cambridge Univ. Press, c1986.
22. Nicholas, David, *The Domestic Life of a Medieval City: women, children, and the family in fourteenth-century, Ghent*, Univ. of Nebraska Press, c1985.
23. Swaan, Wim, *Art & Architecture of the late Middle Ages: 1350 to the advent of the Renaissance*, Crescent Books/Crown, 1982, c1977.
24. Roney, Carley, & the Eds. of the Knot, *The Knot Guide to Wedding Vows and Traditions: readings, rituals, music, dances, speeches, and toasts*, Broadway Books, c2000.

### Poetry

1. Lord, Albert Bates, *The singer of tales*. Atheneum, 1971, c1960
2. Chaucer, Geoffrey, d. 1400, *Canterbury Tales*. Rendered into modern English by J.U. Nicolson; with illus. by Rockwell Kent and an introd. by Gordon Hall Gerould. Covici, Friede, c1934.
3. *Beowulf*
4. *Exeter Anthology of Old English Poetry*, University of Exeter Press CD Rom
5. *Divine Comedy*, Dante Alighieri, 14th Century
6. *Union of Words and Music in Medieval Poetry/Book & Cassette* -- Rebecca A. Baltzer (Editor), Et Al. (Editor); Hardcover
7. Carroll, Lewis, *Jabberwocky*
8. Coleridge, Samuel Taylor, *Christabel*, 1798
9. Whitman, Walt, *Leaves of Grass*
10. Spencer, Edmund, *The Faerie Queen*

### Drama (Stage Productions)

1. *Second Shepherds Play*
2. Harris, Markham, *The Life of Meriasek. A Medieval Cornish Miracle Play* (Washington: Catholic University of America Press, 1977). [Translation only]
3. "The Death of Pilate," in *Everyman and Medieval Miracle Plays*, ed. A. C. Cawley. New York: Dutton, 1959. Pp. 235-63. [The *Mors Pilati* episode, based on the translation by Norris (1859) with corrections and revisions by J. Loth, R. L. Thomson, and R. Morton Nance]
4. *Everyman*

### Art Works

Should include a study of stained glass, tiles, tapestry, glasswork, pottery, etc. Here are a few references for pictures. There also exists some great online exhibits. These exhibit sites change frequently so just do a search on Medieval art and Arthurian legend in art.

1. Batterberry, Michael, *Art of the Middle Ages*, adapted by Michael Batterberry; foreword by Howard Conant. McGraw-Hill, c1972.
2. Corrain, Lucia, *Giotto and medieval art: the lives and works of the medieval artists*. Illus. by Sergio; with the assistance of Andrea Ricciardi. P. Bedrick Books, c1995.
3. Egbert, Virginia Wylie, *The mediaeval artist at work*. Princeton Univ. Press, c1967.
4. Robertson, D. W. (Durant Waite), *A preface to Chaucer: studies in medieval perspectives*. Princeton Univ. Press, c1962.
5. *Songs of glory: Medieval art from 900-1500: an exhibition*. Organized by David Mickenberg ... [et al.] Oklahoma Museum of Art, c1985.
6. Bahouth, Candace, *Flowers, birds, and unicorns: medieval needlepoint*. Special photos. by Clay Perry; foreword by Lindsay Clarke. H.N. Abrams, c1993.
7. Lovett, Patricia, *Calligraphy & illumination: a history and practical guide*. Harry N. Abrams, c2000.

8. *The Book of Kells: forty-eight pages and details in colour from the manuscript in Trinity College*, Dublin. Selected and introd. by Peter Brown. Thames and Hudson, c1980
9. Shaver-Crandell, Anne, *The Middle Ages*. Cambridge Univ. Press, c1982.
10. *Sister Wendy's story of painting: Pains of glass* [video recording] / BBC. CBS/Fox Video, c1995
11. Sibbett, Ed., *Historic styles stained glass pattern book: 83 designs for workable projects*. Dover, c1981.

### Music

The classes should always have some music playing when they enter themed with the lesson of the day. Choose music from the period of contemporary music of your choice. Play some of the story songs from the seventies like "I'll Give You a Daisy A Day Dear," "Honey," as examples of lyrical songs. Use creative association to set the mood. Below are suggested musical references for music of the Middle Ages.

1. *Broadway, here I'll stay: the words of Alan Jay Lerner* [CD Rom] Philips, p1994.
2. Benedictine Monks of Santo Domingo de Silos, *Chant* [CD Rom] Angel, p1993
3. Benedictine Monks of Santo Domingo de Silos, *Chant III* [CD Rom] Angel, p1996
4. Winter, Paul, *Celtic solstice* [CD Rom] / Paul Winter and friends. Living Music/Windham Hill, p1999.
5. *Dance of the Celts: a Narada collection* [CD Rom] Narada, p1997.
6. Clannad, *Landmarks* [CD Rom] Atlantic, p1997
7. *Medieval Experience* ~ by Anonymous, John Dowland, Gregorian Chant (Audio CD)
8. *Sinners & Saints - The Ultimate Medieval and Renaissance Music Collection*, Droardus Trecensis, Traditional, Michael Praetorius; Audio CD
9. *Myths from Medieval Iceland*, RCA audio CD, 1999
10. *Songs and Dances of the Middle Ages*, Dorian 1993 Audio CD
11. *Medieval English Music*, Harmonia Mundi Franc, 1992 Audio CD
12. *Canticles Of Ecstasy*, by Hildegard of Bingen, Jan Hofermann, Laurie Monahan (Audio CD)

### Reference Sources for Music

1. *MusicHound world: the essential album guide*. Ed. by Adam McGovern; photos. by Jack & Linda Vartoogian; forewords by Angelique Kidjo & David Byrne. Visible Ink Press, c2000.
2. *Anthology of Medieval Music*, by Richard H. Hoppin (Editor) W.W. Norton & Company 1978
3. <http://www.s-hamilton.k12.ia.us/antiqua/instrumt.html> A Guide to Medieval and Renaissance Instruments
4. <http://www.vanderbilt.edu/~cyrus/ORB/orbmusic.htm> Introduction to Medieval music
5. *Medieval Music (The Norton Introduction to Music History)*, Richard H. Hoppin
6. *Music in the Medieval World*, by Albert Seay, Prentice Hall Date of Publication: 1965
7. *The History of Morris Dancing, 1438-1750: Studies in Early English Drama*, by John Forrest
8. *The Morris Book : With a Description of Dances As Performed by the Morrismen of England* by Cecil James Sharp (Hardcover - May 1978)
9. <http://www.red-hedgehog.co.uk/AboutMus/EarlyMed.htm> Short description of early medieval music
10. <http://wally.rit.edu/cary/manuscripts/antiphonal27.html> medieval music manuscript

### VI. Resource People/Mentors

Priest	Musician
Travel Agent	Medieval club member
Architect	Artist
Politician	Craft Person
Farmer	Poet
Morris Dancer	

### VII. Field Trips

Medieval Fair

Art Museum  
Church or Cathedral (Stained Glass)  
Travel Agency  
Architecture Design Firm  
History Museum  
Map Department at a State or Local Agency

**VIII. Other Material (CD-ROM, Laser Disc, Internet sites, etc.)**

There is an enormous amount of information on Arthurian Legend and the Middle Ages on the internet. Internet sites change frequently. Below are a few sites of special interest.

1. <http://www.britannia.com/history/h12.html> Britannia
2. <http://www.users.globalnet.co.uk/~tomgreen/Arthuriana.htm> Arthurian Resources
3. <http://www.lib.rochester.edu/camelot/cphome.stm> The Camelot Project
4. <http://www.geocities.com/CapitolHill/4186/Arthur/htmlpages/kingarthur.html> A Man for the Ages
5. <http://www.fordham.edu/halsall/sbook.html> The Medieval Sourcebook
6. The Saxon Shore – Literary Magazine online
7. <http://dc.smu.edu/arthuriana/> official journal of the North American branch of the International Arthurian Society
8. <http://www.glastonburyabbey.com/> the official site for Glastonbury abbey
9. Chaucer, Geoffrey, d. 1400, *The Pardoner's tale and The Nun's tale* [sound recording] Caedmon, p1956. (read in Middle English)
10. *Canterbury Tales* [sound recording] Listen for Pleasure, c1981.
11. Quest For Camelot (CD Rom) Atlantic/Q Records 1998
12. *Myths & Legends Of King Arthur & The Knights Of The Round Table* -- Rick Wakeman; Audio CD
13. <http://camelot4colors.tripod.com/possible.htm> Comics with ties to Arthurian legend