NORTHERN ILLINOIS UNIVERSITY

History or Myth: Exploring King Arthur's Existence

A Thesis Submitted to the

University Honors Program

In Partial Fulfillment of the

Requirements of the Baccalaureate Degree

With University Honors:

Department of

Teaching and Learning

By

Angela M. LoGalbo

DeKalb, Illinois

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University Honors Program

Capstone Approval Page

Capstone Title: (print or type):

History or Myth: Exploring King Arthur's Existence

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Faculty Supervisor (print or type): Dr. Mary Beth Henning

Faculty Approval Signature: Mary Beth Henning

Department of (print or type): Teaching and Learning

Date of Approval (print or type): August 2005
Abstract
Unit Flan
<table>
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<th>Day 1:</th>
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<tr>
<td>• Watch documentary and fill out accompanying worksheet</td>
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<td>• Introduce literature circles</td>
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<td>• Start reading <em>Tales of King Arthur</em> by Felicity Brooks</td>
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<td>Day 2:</td>
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<tr>
<td>• Introduce Arthurian research with overhead projector sheets</td>
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<td>• Discuss and examine documents about King Arthur</td>
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<td>Day 3:</td>
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<td>• Land/Structure activity</td>
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<td>• Literature Circle</td>
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<td>Day 6:</td>
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<tr>
<td>• Discuss journals and different perspectives</td>
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<td>• Introduce persuasive article</td>
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<td>• Literature Circle</td>
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<td>Day 7:</td>
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<tr>
<td>• Write rough draft of persuasive article</td>
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<td>Day 8:</td>
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<td>• Explore themes and symbolism pertaining to King Arthur and the round table</td>
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<td>• Literature Circle</td>
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<td>Day 9:</td>
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<td>• Peer edit and write final copy of persuasive essay</td>
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<td>• Literature Circle</td>
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<td>Day 10:</td>
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<td>• Presentation Day!</td>
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![Image](image.png)
DAY ONE: INTRODUCTION TO KING ARTHUR

I. Type of Lesson: Language Arts and Social Studies

II. Grade Level: Intermediate (Fourth and Fifth)

III. Objectives and Assessment:

Objective #1: The students will use the information gathered in the video to develop theories about King Arthur's existence.

(Illinois Learning Standards: S.A.1b 5.B.1a 16.A.1b)

Assessment: Accurate completion of worksheet

IV. Materials:
a. Histories Mysteries: The Knights of Camelot
b. Worksheet for each child
c. Literature circle packets

V. Lesson Steps:
1. To introduce King Arthur to the students and to pique their interest the teacher will have the students create a list of Arthurian words on the board. Then they will discuss what they already know about King Arthur. Next, the teacher will tell the students that King Arthur may not have been an authentic figure in history and that a debate still rages to this day. The students will be instructed that they will be taking part in solving the mystery.

2. The students will watch the video and complete the worksheet.

Closure: The students will discuss their answers as a whole class. Then the teacher will introduce the literature circle groups and the book they will read.
1. Did King Arthur really exist? What led you to your answer?

2. If he did exist, why is it so hard to prove his existence?

3. There was a very large time gap between King Arthur’s supposed existence and when his name started to show up in documents. Can you think of a reason why this might have happened?

4. What was the most questionable evidence presented in this video?

5. Why do you think people are so interested in King Arthur?

Name: ________________________________________________________________
**LITERATURE CIRCLES FOR USE IN KING ARTHUR UNIT**

During this unit the students will be reading *Tales of King Arthur* by Felicity Brooks. While reading the novel they will be participating in literature circles to help with comprehension.

The students will be divided into groups of four and each person will be assigned a different role to prepare for before each meeting. New roles will be chosen at the end of each meeting by using a spinning wheel.

**Roles:**
- summarizer
- vocabulary finder
- question writer
- story mapper

**Structure for the Literature Circles:**

Before each meeting: Each student will be given one literature circle packet in which they will prepare their assigned section *prior to* each meeting.

During Each meeting: Each student will share the work they completed with the group so that the others may fill in the rest of their packet.

After Each meeting: Each student will be required to turn in one completed packet per meeting. Each packet will be graded according to the literature circle rubric.

The following pages are included:
- Role Descriptions
- Role Assignment Spinning Wheel
- Literature Circle Packet
- Literature Circle Grading Rubric

***Since this is a very busy unit the literature circle days may change. However, the unit is set up for them to take place on the days indicated on the daily schedule.

The format and worksheets were located at:
http://home.att.net/teaching/litcircles.htm#Literature%20Circles%20With%20Roles
Summarizer

1. Complete the summary section of your worksheet. Be sure to include only the important characters and events. Don't try to tell everything that happened!
2. Be prepared to read your summary to your team. (Practice your presentation in advance.)
3. After you read your summary to the team, help them to write their own summaries on their worksheets.

Vocabulary Finder

1. Choose 2 new words from your reading assignment.
2. Write each word and its page number on an index card.
3. Write the definition of each word on the back of the card.
4. Be prepared to teach the words to your team. To do this, read the sentence from the book and discuss the meaning of the word. Then everyone will write the words and meanings on their worksheets.

Question Writer

1. Create 3 to 5 interesting discussion questions.
2. Try to think of questions that will get your circle group to dig into the book and share their thoughts and opinions.
3. Write each question on an index card.
4. After you discuss the questions with your team, everyone will choose two to write on their worksheet, along with their answers.

Story Mapper

1. Choose a story map or graphic organizer:
   * Character Map
   * Story Elements Map
   * Venn Diagram
   * Other
2. Map the story using the graphic organizer.
3. Be prepared to explain the parts of your map to your team. Tell why you chose to use that story map. Help everyone complete this section of their worksheet.
Directions:

Cut out both the large circle and the small circle over each role for each meeting. Place the small circle over the large circle and as the circle should turn freely. Write the name section of the team member on one small circle. Turn the dial to determine their next role for each meeting.
Literature Circle Preparation

Title: ____________________________

Pages: _____ Due Date: ______________

Summary (What happened?)

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

<table>
<thead>
<tr>
<th>New Words</th>
<th>Page #</th>
<th>My Best Guess</th>
<th>Dictionary Definition</th>
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Question:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Answer:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Teacher Question:


Answer:


Draw a picture or use a graphic organizer to show something important about the story. Be ready to tell about your work.
# Literature Circle Evaluation

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Points (0 to 5)</th>
<th>Name: ____________________</th>
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<tbody>
<tr>
<td>Summary (Concise, yet Complete and Accurate)</td>
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<tr>
<td>Vocabulary (Word Choice and Definitions)</td>
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<tr>
<td>Questions (Quality of Questions and Answers)</td>
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<tr>
<td>Graphic Organizer (Completeness and Quality)</td>
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<td></td>
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<tr>
<td>Participation in Literature Circle Meeting</td>
<td></td>
<td></td>
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<tr>
<td>Total Points/Letter Grade</td>
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</tbody>
</table>

0 - 5 = F, 6 - 10 = D, 11 - 15 = C, 16 - 20 = B, 21 - 25 = A

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DAY TWO: INTRODUCTION TO RESEARCH AND DOCUMENT DISCUSSION

I. Type of Lesson: Language Arts and Social Studies

II. Grade Level: Intermediate (Fourth and Fifth)

III. Objectives and Assessment:
Objective #1: The intermediate level students will analyze and discuss a variety of original documents pertaining to King Arthur's existence.
(Illinois Learning Standard: 16.A.2c)
Assessment: The students should provide logical and well thought-out contributions to the discussion. See rubric for journal entries

Objective #2: The intermediate level students will determine the reliability of each document.
(Illinois Learning Standard: 5.8.2a)
Assessment: The students should provide logical and well thought-out contributions to the discussion. See rubric for journal entries

IV. Materials:
a. Overhead Projector Introduction Sheets
b. Document Sheet package for each group (consists of four pages)
c. Overhead Projector
d. Journal for every student

V. Lesson Steps:
1. To start off the lesson, the teacher will introduce the students to the current forms of Arthurian research. This will be done by presenting the students with the overhead projector introduction sheets. Each introduction sheet will be accompanied by a teacher's sheet which will contain facts and questions to discuss during the introduction.
2. After the introduction, the students will break up into groups to examine the document sheets. Each group will receive the four document pages. Each separate sheet contains a different Arthurian document as well as a summary of what it is, when it was written, and what it means. Each sheet also contains questions for the groups to discuss on their own.
3. After discussing the documents, the students will use their journals to record their opinions of the documents.

The students will use the following criteria to complete their journal entry:
• logical explanation about which documents they feel are the most/least useful and why
• a brief summary of what each document consists of
• any other helpful or interesting information

Closure: As a class, the group will share some of their opinions and journal entries.
(*this is a good time for the teacher to remind the students that they should use their journals often throughout the unit.*)
INTRODUCTION TO ARTHURIAN RESEARCH

There are many people who are trying to discover the truth about King Arthur. Historians, scholars, and archaeologists are all working hard to help prove whether or not King Arthur existed. There are currently two important ways to search for information.
INTRODUCTION TO ARTHURIAN RESEARCH

The first way to search for the truth is through archaeology. There are so many locations in England and Scotland that have been linked to King Arthur, like castles and battle sites. So archaeologists go to these locations and dig for clues. This is a very time consuming and difficult way to search for information.
INTRODUCTION TO ARTHURIAN RESEARCH

The second way to look for information is to search through old documents. This is also a very challenging and time consuming process. Historians and scholars have made a lot of progress and they have found a few documents that have been very helpful.
Questions for teachers to use with introduction pages:

Pg 1.
What do you think the two types of research might be?

Pg.2
What are some things an archaeologist might find?

Pg.3
What might be found in a document that could help prove King Arthur existed?
Text:  *Goddidin* (A Welsh poem from CE 603)  
Written by: Aneurin

This poem discusses a British military hero but while discussing him the poem says, "although he was no Arthur". This suggests that there was an Arthur before this who did great things.

Argument:  
The only real argument is that there is no way to prove that Aneurin meant our Arthur.

Discussion Questions:  
(1) Let's say that Aneurin did mean our Arthur. What does that suggest about Arthur?  
(2) Why might Arthur be mentioned in a poem only by his first name? Do you think that he was a well known figure?  
(3) Is this a good source to use to prove that King Arthur lived? Why or why not?
This is the earliest known text written to include the battle of Mount Badon, it was written around 520-550 CE. The date it was written is important because history is more accurate when it is written soon after the events occurred.

His writings give us a lot of history to work with, information that we would have not known by any other means.

In his work, he uses names sparingly so the fact that he mentions Mount Badon at all is a very strong indicator that this battle actually happened and that it was very important at the time very important to history.

Arguments:
One argument against the De exidio Brittaniae is that we do not have Gildas' original copy. A person named Bede recopied and translated the book years after Gildas' death. He did his best to make it very close to the original copy but he did make some guesses about what Gildas was trying to say. He changed his work a little bit and there are two changes he made that are not true.

The next important argument against the De exidio Brittaniae is that it was not meant to be a historical work. When Gildas wrote it, he was writing a religious homily (a book that he would read at his church). So this may mean that some of his information was false or over exaggerated to try and make religious points.

Another important argument is that some of the historical information in De exidio Brittaniae has been proved false by archaeology. This just means that some of Gildas' writing was not completely true.

(1) What is the main reason that this book is so important in solving our mystery? Why is it such a good book to use?
(2) When Bede copied and translated this information, he changed a few things on purpose. But what other changes could have happened accidentally when he copied the book? Hint: Think about what could happen when you copy down information.
(3) If you were a historian how would these changes in books affect your work?
This text was written around 800 CE which is obviously much later than our first text and many, many years after Arthur may have lived. While this book was written long after King Arthur's time, it is suggested that the author did have access to information that was written in the time of King Arthur that is no longer available for us to explore.

The book actually mentions a person named Arthur who fought in twelve battles. The battles and their locations are then listed as a history. This is the first time that we see a complete and documented history of King Arthur.

Arguments:
The main argument against this book is that we are unsure where the author is getting his information. By the time the book was written, legends of King Arthur were already very popular so this may include information that is fanciful or magical and yet untrue. It is suggested that this text was not written based on evidence but based on a poem about the battles.

(1) Imagine that an of the information in this true. Could this book lead us to anything else? After reading about Arthur's battles and their locations, what might a historian do next?
(2) Doesn't it seem strange that this history would be written long after King Arthur may have lived?
(3) Is this a good source to use to prove that King Arthur lived? Why or why not?
This book included twelve "chapters", three were devoted to King Arthur. They described King Arthur as we think of him today, as a King who won amazing victories and helped save Britain from savage invasions.

This book was amazingly popular at the time it was written. Fifty copies have survived which means that it was owned by many people.

This book was a starting point for all literature and legends to follow because it was the first to describe in detail the works of King Arthur.

Arguments:
It is very much agreed that this work was written mostly from the author's imagination. Geoffrey claimed that he based his book on another book about Britain's history. He claimed that he received this other book from a man at Oxford University. It is agreed that this other book never existed. It was common for people to make up sources in the past.

Another argument against this book is that it was written in 1138. This date is hundreds of years after King Arthur may have lived.

The final argument is that there was heavy criticism for Geoffrey's book very quickly after it was written. The critics suggested that it was impossible for all of this to happen and be overlooked by historians until then.

(1) If most of this book is written from one man's imagination, how could it be such an important book?
(2) Why do you think that Geoffrey made up the other book he used to write his own?
(3) Is this a good source to use to prove that King Arthur lived? Why or why not?
Later Documents:
1155 Maistre Wace wrote *Le Roman de Brut* which took Geoffrey's already imaginative story and made it even more magical. Wace introduced the round table.

1175 A French poet Chretien de Troyes then continued the legend and wrote poems about love and courtship.

Layamon was a priest who translated *Le Roman de Brut* into a basic form of English for common people to understand. He also made the story less romantic, which means that his story was less like a fairy tale.
### Journal Prompt Rubric

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<td>Addressed prompt</td>
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<tr>
<td>Obvious thought and effort included</td>
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<td>Appropriate length</td>
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Name: ___________________________  Total: ____ out of 3 points
My
King Arthur
Research Journal

Name: ____________________________
DAY THREE: LAND STRUCTURE ACTIVITY

I. Type of Lesson: Language Arts and Social Studies

II. Grade Level: Intermediate (Fourth and Fifth)

III. Objectives and Assessment:
Objective #1: The students will use several different resources to research locations linked with King Arthur. (Illinois Learning Standards: 5.A.2b and 16.A.2c)
Assessment: Accurate completion of worksheet

Objective #2: The students will record citations for the resources that they use. (Illinois Learning Standard: 5.B.2b)
Assessment: Accurate and complete citations

IV. Materials:
a. worksheet for each group of students
b. journal for each student
c. large map of Britain
d. research materials for students (books, internet, and library resources)
e. scissors for each group
f. glue stick

V. Lesson Steps:
1. The class will be broken up into groups of two or three and each group will be assigned a certain location in Britain linked to King Arthur. Each group will be given a worksheet with a picture of their location and questions to guide them through their research.
2. The groups will use the resource materials provided and they will answer the questions on their worksheets.
3. The teacher will then lead the class in discussion about their findings with the following questions:
   a. Did anyone find anything really interesting about their location?
   b. "King Arthur's true identity remains a mystery, which makes research really difficult. Sometimes we find information that cannot possibly be true, like information that has to do with Magic or the sorcerer Merlin. Did anyone find any magical information?
   c. Did anyone find research that was all fact and didn't pertain to magic?
   d. How can we use information that we find at these locations to help prove that King Arthur existed? (Application)

Closure: Finally the groups will cut out the picture of their site. Each group will plot their site on the large map and provide a brief explanation.

*The information that the students provide with their worksheets will be compiled into a "fact" sheet that the teacher will hand out for each student to have and put in their research journal.*
Your mission today is to find information about this location. It has been linked to King Arthur and the information you find may help us solve the mystery! You will be able to use books and Websites to answer the questions below. Good luck on your mission!

1. What is your site? Circle one: (a building, a hill, an outdoor location)

2. How is this location linked to King Arthur?

Find two things about this location that could help prove that a real King Arthur existed or did not exist.

a.

b.

5. Is there anything really interesting about this location?

6. Find a map that shows where your location is in Britain. Finally, cut out the picture of your location to be plotted on our classroom map.

***Turn the paper over and list citations for all of the sources you used today***
Your mission today is to find information about this location. It has been linked to King Arthur and
the information you find may help us solve the mystery! You will be able to use books and Websites
to answer the questions below. Good luck on your mission!

1. What is your site? Circle one: (a building, a hill, an outdoor location)

2. How is this location linked to King Arthur?

Find two things about this location that could help prove that a real King Arthur existed or did not exist.

a. 

b. 

5. Is there anything really interesting about this location?

6. Find a map that shows where your location is in Britain. Finally, cut out the picture of your location and be plotted on our classroom map.

***Turn the paper over and list citations for all of the sources you used today***
Castle Killibury

Your mission today is to find information about this location. It has been linked to King Arthur and the information you find may help us solve the mystery! You will be able to use books and Websites to answer the questions below. Good luck on your mission!

1. What is your site? Circle one: (a building, a hill, an outdoor location)

2. How is this location linked to King Arthur?

> Find two things about this location that could help prove that a real King Arthur existed or did not.

a.

b.

5. Is there anything really interesting about this location?

6. Find a map that shows where your location is in Britain. Finally, cut out the picture of your location and be plotted on our classroom map.

***Turn the paper over and list citations for all of the sources you used today***
Tintagel Castle

http://www.virtualtravel.freeuk.ccim/images/tintagel_castle.jpg

Your mission today is to find information about this location. It has been linked to King Arthur and the information you find may help us solve the mystery! You will be able to use books and Websites to answer the questions below. Good luck on your mission!

1. What is your site? Circle one: (a building, a hill, an outdoor location)

2. How is this location linked to King Arthur?

- Find two things about this location that could help prove that a real King Arthur existed or did not exist.
  a. 
  b. 

5. Is there anything really interesting about this location?

6. Find a map that shows where your location is in Britain. Finally, cut out the picture of your location be plotted on our classroom map.

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2. How is this location linked to King Arthur?

~ Find two things about this location that could help prove that a real King Arthur existed or did not.

a.

b.

5. Is there anything really interesting about this location?

6. Find a map that shows where your location is in Britain. Finally, cut out the picture of your location and plot it on our classroom map.

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2. How is this location linked to King Arthur?

Find two things about this location that could help prove that a real King Arthur existed or did not exist.

a.

b.

5. Is there anything really interesting about this location?

6. Find a map that shows where your location is in Britain. Finally, cut out the picture of your location to be plotted on our classroom map.

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1. What is your site? Circle one: (a building, a hill, an outdoor location)

2. How is this location linked to King Arthur?

   ... Find two things about this location that could help prove that a real King Arthur existed or did not exist,
   a.

   b.

5. Is there anything really interesting about this location?

6. Find a map that shows where your location is in Britain. Finally, cut out the picture of your location and plot it on our classroom map.

***Turn the paper over and list citations for all of the sources you used today***
DAY FOUR: LITERATURE CIRCLE GROUPS

I. Type of Lesson: Language Arts and Social Studies

II. Grade Level: Intermediate (Fourth and Fifth)

III. Objectives and Assessment:

Objective #1: The students will work within their literature circle groups to develop comprehension and appreciation of the book they are reading.

Assessment: Rubric attached to literature circle group

IV. Materials:
  a. Literature circle packets
  b. Copy of Tales of King Arthur by Felicity Brooks for every student

V. Lesson steps:
  1. The students will work in groups to complete their literature circle packet.

Closure: The students will discuss and share their work with their group members.
DAY FIVE: STATIONS

I. Type of Lesson: Language Arts and Social Studies

II. Grade Level: Intermediate (Fourth and Fifth)

III. Objectives and Assessment:

Objective #1: The intermediate level students will read an interview and write a letter to the interviewee.
(Illinois Learning Standards: 3.A.2 and 3.C.2a)
Assessment: See attached rubric

Objective #2: The intermediate level students will search for supporting research.
(Illinois Learning Standards: S.A.2b and 16.A.2c)
Assessment: Each student must acquire at least three facts that can help prove or disprove King Arthur's existence

Objective #3: The intermediate level students will complete the journal writing prompt: "What was the most interesting thing you discovered today?"
(Illinois Learning Standard: 3.C.2a)
Assessment: Rubric attached

Objective #4: The intermediate level students will write and create a book about the characters in the Tales of King Arthur
(Illinois Learning Standard: 2.8.2a)
Assessment: See attached rubric

IV. Materials:
a. Mock dig kit and accompanying worksheet
b. Websites and books for archeological research station
   Websites:
   http://www.uidaho.edu/student_orgs/arthurian_legend/england/arch/
   http://www.earlybritishkingdoms.com/archaeology/cadbury.html
   http://www.gla.ac.uk/archaeology/projects/tintagellindex.html
   http://www.jammed.com/-mlb/arthur.htm
c. Interviews from Geoffrey Ashe, Joseph Boyles, and Jacob Livingston
d. Letter writing format
e. Paper and pens
f. Book making worksheet
g. Paper
h. Stapler
i. Research journals
k. Markers/crayons/colored pencils
l. Archaeology worksheet
V. Lesson Steps:
1. The class will be divided into four groups. There will be four stations set up and each group will switch stations every 40 minutes. Each station will consist of the following:
   
   **Castle Excavation:** The students will complete a mock dig by following the directions provided at the station. (worksheet attached)
   
   **Meet the Scholars:** The students will read the interviews with Geoffrey Ashe, Joseph Boyles, and Jacob Livingston. Then they will choose one of the three scholars and write a letter to them. The letter writing format will be provided in the station. (worksheet attached)
   
   **Archeology Findings (Computer station):** The students will explore the websites and books provided. After reading through the websites and books, the students will record three facts that support their stance on the King Arthur debate. (worksheet attached)
   
   **Book Making:** The students will write a character guide using the book format provided. (worksheet attached)

**Closure:** To wrap up the stations, the students will be asked to rejoin as a whole class and the teacher will give the students a prompt for their research journals: "What was the most interesting thing you discovered today?" Then the teacher will ask a few students to share their responses.
### Journal Prompt Rubric

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<tr>
<td>Addressed prompt</td>
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<tr>
<td>Obvious thought and effort included</td>
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<tr>
<td>Appropriate length</td>
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Name: ____________________________  Total: __ out of 3 points

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Name: ____________________________  Total: __ out of 3 points

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<td>Appropriate length</td>
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Name: ____________________________  Total: __ out of 3 points
You will be writing and creating a book about the characters in the 
*Tales of King Arthur*.

1. Each person in your group should choose one of the characters in the 
   book to write about. (You may place names in a cup and pick from there 
   if you are having trouble deciding!)

2. On a blank piece of paper you should include the following:
   
   ✓ The character's name at the top of the page
   ✓ The character's role in the legend and how they are related to King 
     Arthur
   ✓ What type of person is this character? What do they stand for?
   ✓ Take a guess: What might happen to this character by the end of 
     the book? Why?
   ✓ A drawing of the character

3. After everyone completes their page, staple the pages together with a 
   title page saying: "Tales of King Arthur Character Guide Written By:"

BE CREATIVE!!!
## Rubric for Book Making Activity

<table>
<thead>
<tr>
<th>Task</th>
<th>Meet</th>
<th>Does not meet</th>
</tr>
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<tbody>
<tr>
<td>Character's Name Included</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character's Role Included</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusions about character included</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prediction about character</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drawing included</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative and colorful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Well written</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lacking grammatical errors</td>
<td></td>
<td></td>
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</tbody>
</table>

Name: _______________________________  Total: _/8  points
Archeology Findings

Use the books in your station and the Websites listed here to find archeological evidence about King Arthur. Write down at least (3) facts that you find during your research.


1. 

2. 

3. 
MEET THE SCHOLARS:
LETTER WRITING DIRECTIONS

After reading one of the interviews, you will write a letter to the scholar of your choice. Your letter must include the following:

1. A greeting and a closing
2. Correct grammar and spelling
3. Comments or questions from the interview you read
4. Organization
5. Neatness
An Interview with Jacob Livingston

Jacob Livingston was a former student of Binningham Southern University. He completed an extensive research project about King Arthur in Great Britain and created a magnificent website listing his findings. He agreed to answer questions to help with your research!

1. When you had discussions with locals, what was their overall impression of King Arthur? Did they know a lot about him? Was it a common topic for them?

For the locals, it was more of a fanciful thing: they were more in tune with the local legends than the most recent scientific evidence. We ate most of our meals at bed & breakfasts and pubs, and if we brought it up most people had at least one story. There was an Excalibur lake called Loe Pool in Cornwall, and we ate at a pub in the nearby town. The proprietor always liked to fancy that a certain tree sticking up out of the water was the sword. And we stayed at a B&B near Loch Arthur in Scotland, but the hostess there had grown up in Cornwall and was more of a fan of Dozmary Pool. I believe she said it had a better atmosphere surrounding it than Loch Arthur did. Most people were very willing to contribute to a conversation about Arthur, but I think the attitude was more of a pride in the legend rather than really being concerned with whether he was a real historical character or not.

2. Were most people eager to discuss King Arthur?

See above.

3. What do you feel is the most striking piece of evidence supporting the existence of King Arthur?

I don't know that there's one piece of evidence that argues strongly one way or the other. Basically, there's so many tantalizing historical mentions of him, but most of these have no hard-fast framework to fit into. There is nothing in the historical record contemporary with him, but so many several hundred years after the fact, when he had had time to become "fictionalized," so to speak. So, either we are looking for a guy who's name really wasn't Arthur (as Geoffrey Ashe's Riothamus (see The Discovery of King Arthur) or we're looking in the wrong time frame, or he's a conglomeration of several different historical figures and ideals. To answer the question, though, I think the most striking evidence that he DID exist, in some shape or form, is that, based on the historical and archeological record; there was a time of relative peace during the Saxon conquest that seems to coincide with the Battle of Badon Hill. This argues at least for an Arthur-figure, a leader that helped attain that time and gave hope that the native Britons would once again rule their own island. Which is why Arthur is so fondly remembered, and why stories of his death are so ambiguous ...it leaves open the romantic idea that he could return from Avalon and lead the Britons again.
4. What do you feel is the biggest setback in proving that King Arthur existed?

The lack of concrete evidence, either in archeology or literature, which is coincident with the time Arthur lived. Everything is centuries after the fact and even those accounts have elements of conflict. But, in a way, it's best that the real answer is never known...it leaves room for all kind of tantalizing ideas and theories, and leaves the ideals of the round table and chivalry intact. If we were to know THE answer, then I would bet a lot of the elements of the legend we know and respect would fallout of the picture. But it's so stimulating to try and think about, try to fit all these puzzle pieces together, that we'll never stop reading and digging.

5. During your travels, which website did you feel was most helpful for completing your project?

I really can't say one website over another. And honestly, we read more old fashioned books than we used the web. It's hard to find a good one that doesn't have a slant or theory that its purporting, but there are some good ones that we found useful. Ashe's "The Quest for Arthur's Britain" and "The Discovery of King Arthur" are good ones, the former especially for archeology of Cadbury, Tintagel, etc. Rodney Castleden's "King Arthur" was a pretty good overview as well. From a travel perspective and for the theories and evidence behind certain places, Ashe's "Traveller's Guide to Arthur's Britain" is indispensable. It helps also to have a text of Monmouth, Gildas the Mabinogion. The Welsh Triads are good too, but that's a pretty academic book and hard to find except through an interlibrary loan kind of thing. All these are in the bibliography on the website. If sites = places, I can't say one over the other, either. You'd have to hit Cadbury and Tintagel, at least.

6. On your website, there are so many places associated with King Arthur. While some of the associations are from people's imagination like the horse prints, what do you think this says about King Arthur's impact on Britain?

I think that the English love the idea of King Arthur and everybody wants to claim a little piece of the legend. And, like I was saying earlier, there's enough ambiguity in the historical record that you can argue for his influence all over the island. The concentration the more plausible sites is in Western England, southern Wales, and Cornwall, but, as you can see, we were able to find places to visit up into Southern Scotland. Like I was alluding to earlier, he's the greatest king England's ever had because he was a native fighting to keep the island for the natives, and the legend is full of honorable and daring exploits, without the stain of greed, malice, or other traits found in many sovereigns. Which goes back to why we may not want to know the whole truth...we would not be as able to romanticize him as we can now into this ideal ruler. If you've ever seen that episode of The Simpsons where Lisa finds out that Jebediah Springfield was really a pirate, that probably says it better.
7. How did it feel to meet Geoffrey Ashe?

Prof Ashe is a great guy. His wife is actually an American and knew our Medieval English professor at Birmingham-Southern. That's how we got in touch with him. They were very nice, invited us over for tea and hot cross buns while we talked. They live right at the foot of Glastonbury Tor, too. Very fitting. Probably the best part of meeting him, though, was that he offered to take us on a personal tour of Glastonbury Abbey. A rare treat indeed. He was getting on in years, walked with a cane, and was relatively soft-spoken; but his knowledge base is imposing. He's spent his life doing this and was happy to talk about it. Meeting him and getting the tour really made the whole trip.

8. Is there anything else that you think a student should know about King Arthur before they try to decide if he lived or not.

I don't know that they ever have to decide. If you're interested in the subject and the enigma, there is always more to read and you can always modify your theory. I would encourage them to seek out their own sources and try to find information that the other students may not know about. I think there's enough evidence out there exists to say that an Arthur existed, but the question may be who was he, where did he live, when did he live, was he just one person, etc.
A Conversation with Geoffrey Ashe

This interview was discovered at the Britannica Website.

These are general questions that were developed for Ashe but they will be very helpful for your project.

Since the twelfth century, a lot of creative effort has been expended on Arthur, and in recent years, that creativity has taken the form of film, video, TV games, comic books, music and scholarly research. How do you account for the amazing persistence of these stories over the centuries?

The versions that are most familiar, bringing in the Round Table and Merlin and Guinevere and Lancelot, took shape in medieval Europe. One reason for their becoming popular was that they appealed to a wide variety of interests in an age when there wasn't much in the way of imaginative fiction. They offered stories of adventure and war and love and magic and religion. They had something for everybody who read such things at all and that included women, whose tastes in literature were becoming influential.

Of course that's not the whole of it. As you point out, Arthur isn't purely a medieval character. He keeps fading out and coming back, and he has been pictured differently in different periods. I think there is a constant factor that has a great deal to do with his vitality. One way or another, his legend embodies the dream of a golden age which is found in many societies and mythologies. It's a haunting, persistent dream. Even modern novelists, well aware that there never was a real golden age, have pictured Arthur's reign as a time when people of vision and courage were on top for a while, surviving against the odds, and going down gloriously. It's something we would like to believe in.

Prior to Geoffrey of Monmouth, in the twelfth century, there were oral and written traditions, but most of what we "know" of him is due to Geoffrey, who published his highly imaginative History of the Kings of Britain in the late 1130s. Without him, would we have even heard of Arthur?

It's always risky to guess at what would have happened if things had gone otherwise. But Arthur's fame before Geoffrey was strictly among the Welsh, Cornish and Bretons, the Celtic peoples of the west, descended from Britons of his own time or apparent time. If Geoffrey hadn't expanded the saga into a "history" that was read throughout most of Europe, it might have stayed regional and never inspired authors outside. The Irish had a hero something like Arthur, Finn MacCool, and stories of Finn spread to Scotland, but that was as far as they went. No one like Geoffrey took him up, and he never attained international renown as Arthur did.

The evidence for Arthur before Geoffrey of Monmouth seems to consist mostly of sketchy entries in ancient book entries and battle poems. If King Arthur was so great, wouldn't someone have written more about him?
In dark age Britain we have to recognize various adverse factors, such as the loss and destruction of manuscripts by invading armies; the character of the early material, oral rather than written; the decline of learning and even literacy among the Welsh monks who might have kept reliable records. The whole period is plunged in obscurity from the same causes. People who were certainly real and important are no better attested.

An old Welsh text with some historical pretensions says Arthur was the leader of a national counter offensive against encroaching Saxons, and won twelve battles in widely separated parts of the country. The passage is fairly circumstantial and there is at least something in it, since counter action did happen, sporadically over four or five decades. I think it likely that Arthur played a conspicuous part in it at some stage. But his status as a long-term supremo could be a retroactive promotion inspired later by the growth of his legend. It may be factual. We must face the possibility that it isn't. Insufficient data!

When did Arthur actually live... if he did live?

He's usually imagined as living in the Middle Ages, and going around in castles with knights in armour, and magnificently dressed ladies. But he certainly didn't. As I said, his legend in its best known form was a medieval creation, and authors in those days didn't care about authenticity like a modern historical novelist. When they handled a traditional story they updated it, putting things in terms of their own time, irrespective of when it was supposed to have happened. This shows in art as well, in illustrations to the Bible, for instance. You'll see a painting of the angel appearing to Mary, and a window at the back looks out on a French chateau that couldn't possibly have existed in Nazareth. So, with the Arthur story, characters in a milieu which the authors knew quite well to be ancient were still dressed up as knights and ladies appropriate to the twelfth or thirteenth century. Neither Arthur nor any of his circle would have been like that. To answer the question he really belongs in the late fifth century or the early sixth, a mysterious phase after Britain broke away from the Roman Empire. He may indeed have been a king, but it's hard to say what kingship amounted to.

What about archaeology... do you think that can ever tell us anything about Arthur, or is it a dead end?

Archaeology may never prove anything about Arthur personally. Something might turn up: his name on a memorial stone previously overlooked, or even a coin, though no British coins for the period have been found. It's probably too much to hope for. What archaeology can do, and certainly will, is tell us more about the dark age Britain where his legend originated. In doing so, it can shed light on the literary process itself.

If it were proved beyond the shadow of a doubt that Arthur existed, would his impact on us be any greater than it already is? Or, if it were proved that he never existed, would his impact be at all diminished? Does it make any difference whether Arthur has factual basis, or not?
Personally, I'd like to see the question settled, because I've spent a good deal of time on it and would be glad to have the answer at last. So would some others who have likewise spent time on it. I'm not sure what difference an answer would make to the public at large. Very little, I suspect, for readers and movie-goers in general.
### Letter-Writing: Meet-the Scholars

**Teacher Name:** Ms. LoGalbo

<table>
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<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tr>
<td>Salutation and Closing</td>
<td>Salutation and dosing have no errors in capitalization and punctuation.</td>
<td>Salutation and dosing have 1-2 errors in capitalization and punctuation.</td>
<td>Salutation and dosing have 3 or more errors in capitalization and punctuation.</td>
<td>Salutation and/or dosing are missing.</td>
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<td>Writer makes 1-2 errors in grammar and/or spelling.</td>
<td>Writer makes 3-4 errors in grammar and/or spelling.</td>
<td>Writer makes more than 4 errors in grammar and/or spelling.</td>
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<tr>
<td>Ideas</td>
<td>Ideas were expressed in a dear and organized manner. It was easy to figure out what the letter was about.</td>
<td>Ideas were expressed in a pretty clear manner, but the organization could have been better.</td>
<td>Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.</td>
<td>The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.</td>
</tr>
<tr>
<td>Neatness</td>
<td>Letter is typed, dean, not wrinkled, and is easy to read with no distracting error corrections. It was done with pride.</td>
<td>Letter is neatly handwritten, dean, not wrinkled, and is easy to read with no distracting error corrections. It was done with care.</td>
<td>Letter is typed and is crumpled or slightly stained. It may have 1-2 distracting error corrections. It was done with some care.</td>
<td>Letter is typed and looks like it had been shoved in a pocket or locker. It may have several distracting error corrections. It looks like it was done in a hurry or stored improperly.</td>
</tr>
<tr>
<td>Content Accuracy</td>
<td>The letter contains information pertaining to the interview</td>
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**Date Created:** Aug 22, 2005 01:47 pm (COT)
Medieval Castles

Some archaeologists explore prehistoric times, the earliest days of human history. Others try to learn more about historical events for which there are written records.

History is not just a collection of names and dates. It is the story of the past. History tells of ancient lands, the people who lived there, and the things they did in their everyday lives.

Castle Dig gives you the chance to share the excitement of archaeological exploration. You will discover treasures like those found in the ruins of medieval castles. To better understand these treasures, you'll need to know something about castles and the people who lived in them.

What Medieval Means

Historians divide history into periods. In Western Europe, the powerful empire of Rome fell in the year 476 AD. But our calendar did not begin to take shape until about 1400 AD. Archaeologists and historians study the period between these two dates called the Middle Ages.

For centuries, mighty Rome ruled most of Europe. Roman law, enforced by the Roman army, kept peace in the lands bordering the Mediterranean Sea. But in the year 476 Rome fell to invading barbarians. Peoples from north of the Alps conquered lands once controlled by Rome. And their
tribal leaders fought among the newly won territories.

To protect themselves and their possessions, these leaders built strongholds fortified with sturdy walls, and other defensive structures. These fortifications were the beginnings of castles.

Early Fortifications

Before the 11th century, castles were very much like the camps of Roman armies, which were encircled by ditches and walls of dirt. Over the years, some medieval fortifications became permanent when wooden walls were built in addition to earth mounds.

Building a castle

Many yearends of work and great wealth went into the building of a castle. But a well-built castle could last a very long time. In fact, castles constructed 700 years ago still stand today!

Castles were often surrounded by a moat—a wide ditch filled with water. The moat was crossed by a drawbridge, which led to the castle's main gateway. When an enemy approached, the drawbridge could be raised, and a portcullis, or heavy iron grate, could be lowered to block the gateway. Thick stone walls surrounded the central courtyard of a castle. And towers were rebuilt to strengthen corners and key points along the castle walls.

The strongest part of a castle was the main keep. This central building was round or square and had thick walls up to 33 feet (10 meters) thick. Usually the keep was built to keep the lord of the castle, his family, and chief officials safe.
RECORD YOUR DATA

When an archaeologist digs up an artifact, he or she writes down where it was found, what it looks like, and any other information that might be important.

Fill out one Data Card (pages 14-16) for each artifact you find. You'll need to check out the Fact Sheets on pages 17-20 to answer some of the questions on the Data Cards.

WHAT do you find most interesting about this artifact?

WHAT is the artifact?

WHAT did this artifact mean to a person in medieval Europe?
What do you find most interesting about this artifact?

Describe the object.

What is the artifact?

What did this artifact tell a person in medieval Europe?
Historical Note

During the Middle Ages, the rose was a symbol of strength and purity. This was especially true for knights. A knight's banner often featured a rose, symbolizing purity in thought and deed.

The rose was also common during the 14th and 15th centuries. Two families, the House of Lancaster and the House of York, used the rose as their emblem. The Lancaster rose was a red rose, and the York rose was a white rose. The struggle between these families, known as the Wars of the Roses, began in 1455.
BURIED TREASURE FACT SHEETS

Here's some information about the treasures you've discovered.

ARROWSHEAD

The back of the artifact is inscribed with the name of a man from Greek mythology, Prometheus, who stole fire from the gods and gave it to humans. Perhaps Prometheus was the name of this nobleman's horse.

The loop at the top of a person's helmet is often used to attach a horse's bridle. You might want to thread a ribbon through the loop and wear it as a medallion.
CASTLE Excavation Site
MEET THE S O H O L A R S
Archaeology Findings
DAY SIX: DIFFERENT PERSPECTIVES

I. Type of Lesson: Language Arts and Social Studies

II. Grade Level: Intermediate (Fourth and Fifth)

III. Objectives and Assessment:
Objective #1: The intermediate level students will take part in a discussion analyzing the research they have accumulated in their journals. (Illinois Learning Standards: 5A.2b, 5.8.2a, and 16.A.2c)
Assessment: Each student will be expected to add thoughtful contributions to the discussion as well as be respectful while others are speaking.

Objective #2: The intermediate level students will complete a persuasive essay that supports their answer to the question "did an historic King Arthur exist?" (Illinois Learning Standards: 5.C.2a, 3.A.2, 3.b.2b 2.B.2d, and 3.C.2a)
Assessment: See attached rubric

IV. Materials:
a. Students' research journals
b. Persuasive essay worksheet for each student
c. Paper and pens

V. Lesson Steps:
1. The teacher will start the lesson by asking the following discussion questions:
   • Which document do you think best supports King Arthur's existence? Why? What leads you to believe this?
   • Which document do you think least supports King Arthur's existence? Why? What leads you to believe this?
   • After studying all of the documents which one do you feel has the most flaws? (Hint: Think about mistakes that we have learned about, like accidentally copying a document wrong.)
   • Think back to our assignment and discussion about the Arthurian locations. What was the most striking piece of evidence that we found that day?
   • What did everyone think about the interviews you read? Were they helpful? Why or why not?
   • Now I am going to ask you all to make a decision based on everything we have learned this past week. At this point, do you think that an actual King Arthur existed?
2. After the discussion the teacher will remind the students that they must pick one side of the argument and stick with it, Then the teacher will introduce and explain the persuasive essay.
Closure: To wrap up this class, the class will have a chance to read through the assignment and ask questions completing it,
Did a Historic King Arthur Exist?

Since you have collected so much research, you are being asked to write a persuasive essay about King Arthur. Writing a persuasive essay means that you are trying to convince the reader to agree with you. You should use your facts and notes from your research journal to help you write the essay. Using facts in a persuasive essay is a great way to prove your point.

Below are directions and questions that will be a great guide for writing your essay.

**Introduction:**
In your introduction you should say which side of the argument you are taking. Do you believe that King Arthur existed or do you think it is all a myth? While you are writing your article, after you say which side of the argument you are taking, then list three facts that support your argument. You are only listing them in the introduction because later in your paper you will write a lot more about them. To pick out your three facts, pick the ones that convinced you the most and write about them.

**Body Paragraph #1:**
In this paragraph you should only be discussing your first fact and how it supports your argument,

**Body Paragraph #2:**
In this paragraph you should only be discussing your second fact and how it supports your argument,

**Body Paragraph #3:**
In this paragraph you should only be discussing your third fact and how it supports your argument,

**Conclusion:**
This is where you wrap up your paper. Do not include any new information in your conclusion, just summarize your argument. This is your last chance to really make the reader agree with what you are saying!
**Persuasive Essay: Did King Arthur Exist?**

Teacher Name: Ms. LoGalbo

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4- Above Standards</th>
<th>3- Meets Standards</th>
<th>2- Approaching Standards</th>
<th>1- Below Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Position Statement</strong></td>
<td>The position statement provides a clear, strong statement of the author's position on the topic.</td>
<td>The position statement provides a clear statement of the author's position on the topic.</td>
<td>A position statement is present, but does not make the author's position clear.</td>
<td>There is no position statement.</td>
</tr>
<tr>
<td><strong>Support for Position</strong></td>
<td>Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.</td>
<td>Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.</td>
<td>Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.</td>
<td>Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).</td>
</tr>
<tr>
<td><strong>Evidence and Examples</strong></td>
<td>All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.</td>
<td>Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.</td>
<td>At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.</td>
<td>Evidence and examples are NOT relevant AND/OR are not explained.</td>
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<td><strong>Closing paragraph</strong></td>
<td>The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the dosing paragraph.</td>
<td>The conclusion is recognizable. The author's position is restated within the first two sentences of the dosing paragraph.</td>
<td>The author's position is restated within the dosing paragraph, but not near the beginning.</td>
<td>There is no conclusion - the paper just ends.</td>
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<td><strong>Audience</strong></td>
<td>Demonstrates a dear understanding of the potential reader and uses appropriate vocabulary and arguments. Anticipates reader's questions and provides thorough answers appropriate for that audience.</td>
<td>Demonstrates a general understanding of the potential reader and uses vocabulary and arguments appropriate for that audience.</td>
<td>Demonstrates some understanding of the potential reader and uses arguments appropriate for that audience.</td>
<td>It is not clear who the author is writing for.</td>
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| Grammar & Spelling | Author makes no errors in grammar or spelling that distract the reader from the content. | Author makes 1-2 errors in grammar or spelling that distract the reader from the content. | Author makes 3-4 errors in grammar or spelling that distract the reader from the content. | Author makes more than 4 errors in grammar or spelling that distract the reader from the content. |

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DAY SEVEN: DIFFERENT PERSPECTIVES (CONTINUED)

I. Type of Lesson: Language Arts and Social Studies

II. Grade Level: Intermediate (Fourth and Fifth)

III. Objectives and Assessment:

Objective #1: The intermediate level students will complete a persuasive essay that supports their answer to the question "did an historic King Arthur exist?" (Illinois Learning Standards: 5.C.2a, 3.A.2, 3.b.2b 2.B.2d, and 3.C.2a)

Assessment: See attached rubric

IV. Materials:

  a. Students' research journals
  b. Persuasive essay worksheet for each student
  c. Paper and pens

V. Lesson Steps:

1. The students will be given the entire time period to complete the assignment.
DAY EIGHT: THE ROUND TABLE

I. Type of Lesson: Language Arts and Social Studies

II. Grade Level: Intermediate (Fourth and Fifth)

III. Objectives and Assessment:
Objective #1: The intermediate level students will explore themes and symbolism throughout King Arthur's legends pertaining to the Round Table.
(Illinois Learning Standard: 2.B.2b)
Assessment: Accurate completion of worksheet

Objective #2: The intermediate level students will complete an art project that relates to the symbolism of King Arthur's round table.
Assessment: Completion of project

IV. Materials:
a. The World of King Arthur and His Court: People, Places, Legends, and Lore by Kevin Crossley-Holland
b. Round Table Worksheet for every student
c. Paper and pens
d. construction paper
e. crayons/markers/colored pencils
f. scissors
g. glue

V. Lesson Steps:
1. The teacher will begin the lesson by reading pages 36-37 aloud to the students. This book is geared towards children and it will offer a nice introduction to Arthur's Round Table. Then the teacher will introduce the words symbolism and theme and how they relate to today's lesson.
2. The class will then break off into groups of three or four. Each group will be given the round table worksheet to discuss and complete as a group.
3. After each group has finished, the class will come back together as one and share their answers.
Closure: To finish the lesson, each student will cut out and decorate their own round table made of construction paper. On each table the student will write the words: equality, unity, and oneness.
In Arthurian legend, when the knights gathered, those who sat at the head of table were supposed to be more important than the others. As time went on, the knights started to feel envy or jealousy of those of higher rank. Sometimes, the knights fought over who sat where.

The Round Table was given to Arthur as Guinevere's dowry when they were married. To resolve the conflict among his knights, Arthur had them sit around this circular table. Now all the knights were equal, because no seat at the table was better than the other.

The table became the place where Arthur's Knights gathered, symbolizing equality, unity, and oneness.

Read the following questions. Discuss your responses in a group, and then write your thoughts on a separate sheet of paper. When you are finished, we will discuss your answers as a class.

1. Why do you think equality, unity, and oneness were important to King Arthur?

2. How do you think Arthur's Knights felt after they began to sit at the round table?

3. Have you ever been in an unfair or unequal situation? If so, describe what happened? How did you resolve the situation?

4. Besides the Round Table, can you think of person, place, or thing that symbolizes equality, unity, and oneness? If so, what is it?
I. Type of Lesson: Language Arts and Social Studies

II. Grade Level: Intermediate (Fourth and Fifth)

III. Objectives and Assessment:

Objective #1: The intermediate level students will peer edit a persuasive essay that supports their answer to the question "did an historic King Arthur exist?" (Illinois Learning Standards: 5.C.2a, 3.A.2, 3.b.2b 2.B.2d, and 3.C.2a).

Assessment: See attached rubric

IV. Materials:

a. Students' research journals
b. Persuasive essay worksheet for each student
c. Paper and pens
d. Buddy edit form for each student

V. Lesson Steps:

1. The students will be given the entire time period to peer edit a buddy's paper and then write their final draft on the decorative paper.
DAY TEN

Presentation Day! The students will present their persuasive essays to the class.
Thesis raper
History or Myth: Exploring the Existence of King Arthur

Throughout history King Arthur has been an inspirational topic for writers, storytellers, poets, artists, architects, and more recently film makers. King Arthur has been a central figure in literature for hundreds of years. Innumerable authors have tackled the legend of King Arthur, always putting their own spin on the enduring story of the heroic leader and his valiant knights. While it is apparent that King Arthur serves a vital and lasting role in literature, his part in history remains exceptionally ambiguous. It is yet to be proven whether King Arthur existed or not, however, there are supporters for both sides of the debate.

King Arthur is believed to have lived sometime between the late fifth and early sixth centuries. He is remembered as a victorious British warrior who helped protect Britain from invasions by the ruthless Saxons, Angles, and Jutes. It is believed that he led a famous victory at Mount Badon as well as several other triumphs over the invaders. At this point in history the Romans were withdrawing from England after occupying it for nearly four centuries. Roman rule in England had lasted so long that the people of England were left with little chance of success when the Roman Empire withdrew. This was a very tumultuous and dangerous time for England. They were a newly formed and unstable people with no common language or government and little hope of protecting themselves from their aggressors. However, stories of King Arthur's victories became an object of hope for Britain. His legend was passed down from generation to generation through oral tradition. The legend of Arthur's greatness even began to spread throughout Europe, with artwork and stories about him showing up in places like Italy. Then King Arthur's legends did something even more magnificent; they continued to show
up as time went on. Hundreds of years have passed and still Arthur's name is not forgotten. The literary obsession about King Arthur and the search for his existence continue today.

The purpose of this project is multidimensional. First, the historical links to King Arthur are examined and analyzed. Then the historical research is developed into a unit plan for use in an elementary school setting. The purpose of the unit plan is to make evidence and research available to the students at a level that is cognitively appropriate. Having the appropriate resources will empower the students to evaluate and use the information about King Arthur in a way that will support their own conclusions and reasoning about his alleged existence.

In this paper there are several sections. The first section discusses the historic documents that have been a central foundation for Arthurian research. Next, the paper explains why integrated curriculum and inquiry-based teaching are important in an elementary school, as well as how they tie together when learning about King Arthur. Then follows a brief description of the unit plan, which could be used with intermediate level students to explore the evidence for and symbolism surrounding King Arthur. Finally, this paper will touch on the current national curriculum and learning goals for educating students in England.

**Historical Document Review**

The historic evidence supporting the existence of an actual King Arthur is extremely limited and mystifying. Most of the proof comes from documents and manuscripts that have been preserved throughout the years. In actuality, each document that we possess should put us one step closer to solving the mystery. However, each
document in and of itself provides its own uncertainties and vagueness. Relying on documentation from the past can be fascinating. Historians rely on primary sources because they offer a rare and intriguing glimpse into the time period. However, using primary sources can also be particularly tedious work. Historians need to be incredibly thorough and use care when referring to primary sources because the information may be unintentionally inaccurate. Recording methods were quite basic throughout most of history, which definitely left room for error. However, this applies even more to British history. Peter Ackroyd (2002), an author specializing in Britain suggests that history in England "has always been considered a manifestation of literature rather than of scholarship. There has been a blurring of formal boundaries, quite unlike the more disciplined or theoretical historical enquiries of France or Germany" (p. 266). So when historians explore the recorded details and facts about a true Arthur, they must muddle through documents that can very likely be quasi-fictional. What follows is a review of historic documents that have been linked to Arthur. These documents provide some of the best current evidence on an historical King Arthur.

A very early documented reference to King Arthur is in a long poem called *Goddidin* written in about 603 CE. This poem is attributed to Aneurin, a Welsh bard. The poem gives a historic account of battles that took place in Britain during invasions by the Saxons, Angles, and Jutes. In this poem there is a mention of a great warrior who fought well to defeat the enemy. Though, the poem goes on to say that "he was no Arthur ...", which implies that this Arthur was worthy of becoming the standard to which all other warriors were compared. While this does not prove that this is the King Arthur we are searching for; it does clearly provide the fact that there was a great man named...
Arthur in the appropriate time period and that he was renowned as a glorious fighter and leader. Some critics of the poem say that the line about Arthur was added later, around the ninth century and that it was not part of the original poem. However, one supporter of the poem's authenticity is renowned Arthurian historian and scholar Geoffrey Ashe who is considered an expert on the subject of King Arthur. Ashe (1987) has dedicated his life to proving King Arthur's existence and he suggests that there is no compelling reason to doubt or question it (p. 137). While historians have difficulty placing this line of the poem, it is completely logical that it is authentic. It seems irrational that in the ninth century, about two hundred years after the poem was written, someone would change the work to allude to King Arthur in such a small way. If their goal was to prove that Arthur was an amazing hero who should be remembered and admired for his victories, then why stop there? It seems likely that if that were the goal in mind then they would have added an entire section dedicated to Arthur and his glories, but they did not.

The next supporting documentation is more of a theory than an exact documentation. This theory, proposed by author Christopher Hibbert, is very indirect yet powerful. Around the late sixth and early seventh centuries, there was a noticeable surge in the use of the name Arthur. This may seem insignificant compared to other types of more tangible evidence. Yet, Hibbert (2004) goes on to propose that this increase of popularity can most likely be attributed to the fact that there was a famous and victorious Arthur who deserved to have sons named in his honor. Again, while this does not guarantee him as the King Arthur we are searching for, it is quite likely.

The Anales Cambriae or the Welsh Annals provide another controversial piece of evidence for King Arthur's existence. Annals are simply recordings of significant dates.
During the medieval time period monks were responsible for recording many of the Annals. If a monk did not record them, they were still usually recorded by some other Christian source. This leads to a large majority of the dates pertaining to religious observances as well as births and deaths of saints. Yet, somehow Arthur found his way into two entries in the Welsh Annals, which place him in the appropriate time period. If these entries are indeed accurate, then they provide us with a wonderful piece of history that can prove that he did exist in a historical context. However, as with all Arthurian references there is a new challenge, deciding if the entries are accurate and to be trusted. Most historians have accepted the entries as authentic and accurate with the exception of the dates (Snyder, 2000, p. 72). There is evidence to support that the documents were written in the seventh or eighth century, which of course places them a great deal of time after Arthur's alleged existence. To account for the time gap, it is proposed that the dates recorded before the seventh or eighth century were actually re-recorded from Irish Annals. While this may be true, there is no substantial evidence to support the Irish Annals accuracy either. The lack of certainty then furthers the debate of the Annals' precision and truthfulness even more.

Another document that can be added to the Arthurian mystery is Gildas' De Exidio Britannie. The monk Gildas wrote this mainly as a piece that would be used as a sermon. He unintentionally provides us with a history of events and kings while he was voicing complaints about their corruption and loss of morals. This work was meant to condemn the evils in the world; however, historians can turn to it for some pieces of history. The importance here is that it was written during the time period that Arthur allegedly lived in. It is possible that Gildas even knew Arthur (Hibbert, 2004, p. 78). Yet this text increases
the mystery of Arthur immensely. In *De Exidio*, Arthur’s name is never mentioned, not even once. Critics of course use this to try and disprove King Arthur’s existence because he surely should have been mentioned in Gildas’ writing. Yet there are a few points to remember about this sermon, which can counter that criticism. The first is that the author’s intent for composing this piece was primarily religious, not historical. His intended audience would have been churchgoers. The fact that we can use it as a history guide is a mere coincidence. There is simply a lack of documents left from that era, so historians use original pieces like Gildas’ writing because they are the only remaining documents that can provide us with an authentic picture of that time period. The second point to remember is that there are many names that Gildas never mentioned in his writing, yet there is proof that they did indeed live in that time period (Ashe, 1987, p. 67). The same may be true for King Arthur. The striking of the name Arthur from Gildas’ writing may not suggest anything more than a general lack of historical names in the entire sermon.

Following Gildas’ writings there was another document written by a monk named Bede. While Bede’s place in the Arthurian history is not a strong one, his role in British history is. He is regarded as “the true begetter of English history, precisely because of his innate antiquarianism and his obsession with past times” (Ackroyd, 2002, p. 41). He wrote the *Historia ecclesiastica gentis Anglorum* or the *Ecclesiastical History of England*. His writing was much more scholarly and less fictional than Gildas’. However, Bede did copy some of Gildas’ writing to complete his book. Bede and Gildas share two things in common, the first is that both of their historical accounts do not include Arthur. Which again can suggest either that Arthur did not exist or that he was simply left out like

LoGalbo -6-
many others in that era. The second is that both writings paved the way for another book to be written by an unknown author two hundred and fifty years later, the Historia Brittonum. Higham compares the two books by stating that the Historia Brittonum is "like Bede's Ecclesiastical History of England, to which in part it is a reaction" (2002, p. 6).

The Historia Brittonum is a less reliable chronicle because there is such a gap between the date it was written and the dates in which the events occurred. Another problem with this document is that by the time it was written, legends and myths were already swirling around King Arthur's name. He was already a hero, so anything written about him would surely add to that premise. The Historia Brittonum is a little fanciful. There are definitely some elements of myth in there, which then adds a feeling of untrustworthiness towards the information in the text. Yet this book can be a powerful guide. Actually, every document discussed here is just that, a guide. There are no clear-cut answers in the world of Arthurian history, only clues that can be linked together and then studied.

Aside from a few fictional elements, the Historia Brittonum gives us the last somewhat realistic glimpse into the life of Arthur before he is completely overtaken by myth and lore. It provides a large jumble of year's worth of somewhat random information piled together in one binding. It is a strange book that chronicles twelve battles that Arthur fought and won against the Saxons. It also provides locations for the battles, which may or may not be mythological. One problem with the locations listed in the chronicle is that they could have been derived from a Welsh poem that may or may not be accurate (Ashe, 1985, p. 69).
This document can go one way or the other. It is almost impossible to decide which information in the book is true considering we have nothing else to base it upon. It is also easy to extremely challenge because we are unsure where the information about Arthur came from. When chronicles are written hundreds of years after the events it complicates the authentic origins of the research. Speculations can be made but it is impossible to know if they are reliable. Finally, the main criticism with this document is that we are unsure how much the text had changed over the years of editing and copying. Are we looking at genuine and truthful information or are we looking at later additions? At this point in time there is absolutely no way to correctly and accurately answer that question.

The documents up until this point have given us factual and historically based glimpses into the wonderful world of the heroic king. However, as time went on everything being written about Arthur was changing. After the Historia Brittonum was written everything henceforth was so riddled with fantastical narrative that it complicates the puzzle even more. Now historians need to look much deeper into the writings to get clues and guidance. It is exceptionally harder to prove someone's existence when the majority of books written about him claim that he was born of a magical consummation and raised by a sorcerer.

One book written after the Historia Brittonum was Geoffrey of Monmouth's book, Historia Regum Britanniae or A History of the Kings of Britain. This book was originally written in Latin in 1136. This book holds an important place in the search for Arthur, yet it is hardly a historically reliable book. It is surprising that this book also holds an extremely important place in British history as a whole. Any mention of the history of
Britain and this book will surely be mentioned because it can be used as a guide to events in British history. *A History of the Kings of Britain* is a compilation of the history of over seventy-five kings of Britain. It is a very detailed book that was written in the twelfth century; and it was highly popular when it was printed. There are numerous copies of it remaining. Having so many surviving copies is rare for books of this time period, proving how popular the book was. While this may sound like a historian's dream come true there is one huge and undeniable flaw with Geoffrey of Monmouth's book, most of it was written from the author's pure imagination and fancy. Geoffrey's book is the first place that we see Arthur as the shining hero that our imagination holds him as today. In Geoffrey's account the magic is added, it seems completely unlike a history book and more like a fanciful story. Also, about a fourth of the exceptionally large book is dedicated to King Arthur.

Soon after the book was printed and released there were criticisms. One very notable criticism came from William of Newburgh who was a writer of history as well. He stated that Geoffrey had made "the little finger of his Arthur thicker than the loins of Alexander the Great" (Hibbert, 2004, p. 15). Another skeptic of the time stated that there was no way that such a large portion of history could have been overlooked by other historians (Hibbert, 2004, p. 15). However, Arthur's lack of historical documentation is a very common criticism of King Arthur in general. Today that remains one of the main supporting points of historians who try to disprove Arthur's existence.

Another major criticism of the book is that there is no written history that supports the information in the text. This provides even more inconsistencies for critics to feed off of. Geoffrey of Monmouth claimed that he received the information from the archdeacon
Wace stated, "the tales of Arthur are not all lies nor all true. So much have the storytellers told and so much have the makers of fables fabled to embellish their stories that they have made everything seem a fable" (Ashe, 1987, p. 13). This statement can at least help support that the writings were coming from a source that believed that King Arthur did exist.

While some of the documents are certainly more historically reliable than others, all of them play a crucial role in the quest for truth. They all help prove his existence in some small way or another. However, the debate will continue and the theories will continue to form because the evidence is so vague. Frank Reno, an Arthurian author, muses that "theories on the authenticity of King Arthur are almost as numerous as the scholars who have researched him" (Reno, 1996, p. 6). While the documents cannot immediately prove his existence they do show us how important Arthur was to Britain and it certainly demonstrates how important he is now to literature. King Arthur's stories have survived for hundreds of years and are going strong. The legend of King Arthur and his knights flows seamlessly between literature and history. It almost seems impossible to learn about King Arthur and not dabble in both subjects. That is why King Arthur makes an amazingly perfect topic to combine language arts and history into an integrated teaching plan.

Integrated Curriculum

Integrated teaching explores a certain topic by using more than one subject. This teaching method can be defined as "education that is organized in such a way that it cuts across subject matter lines, bringing together various aspects of the curriculum into meaningful association to focus upon broad areas of study" (Benson, n.d.). The
boundaries between the subject areas are blurred. The lessons, activities, and assignments that are developed are for both subjects being studied rather than just one at a time. Yet they are usually based on one topic, question, concept, or area being explored.

Integrating different subjects is important for children because it provides a meaningful context for language development (Hoodless, 1998, p.2). Bringing everything together into a connected and meaningful context is one of the main benefits of this method. Being able to identify connections is a difficult challenge for students. Integrated teaching allows them to see the connections with a certain level of ease that would be unavailable to them in other educational methods. Throughout many schools in America, students find that their subjects are divided and separated. Heidi Hayes Jacobs quotes a second grader who defines math as "something you do in the morning" (1989, p.1). This demonstrates an obvious separation of subjects in students' minds. The student thinks of math in the only context he has ever known it, which is completely isolated from all other parts of his day and life. Jacobs goes on to suggest that some students find school irrelevant because of this separation and that they need to learn appropriate thinking skills to be prepared for the real world (1989). Integration can provide these critical thinking skills because it allows students to be very highly active in constructing their understandings. Students are able to ask their own questions and seek out difficult answers. Using King Arthur as the topic provides a wonderful opportunity for students to develop the big picture of a rather advanced topic.

While integrated teaching as a whole has its benefits, integrating language arts and social studies has its own specific advantages. History can be a difficult subject for students to conceptualize. However, combining language arts with it provides the specific
tools that they need to understand and learn about history properly. This exact integration teaches children how to use communication to develop a better understanding of the past (Hoodless, 1998, p. 20). Children are learning the skills that they need to research the past and then discuss and reason about their findings with others. History is a subject that requires visual imagery. However, our visual images of history and the past would remain meaningless and random unless they are accompanied by thinking, talking, reading, and writing (Hoodless, 1998). In studying King Arthur the students are learning how to apply language arts skills to history while learning about a historical figure whose very existence is deeply embedded in literature. It is a perfect fit.

Students and teachers can see history as a boring subject because it is based very much on a textbook. Anthony D. Fredericks, an advocate for incorporating literature with social studies, states that social studies is often "treated as a passive subject; much factual information is fed to children with few opportunities for them to process the data actively" (2000, p. 6). However, incorporating literature into the topic can open new doors.

Exciting literature provides an opportunity for students to become interested in history. Trade books can be worked into the curriculum in a way that encourages them to think beyond the basic knowledge level, which merely requires recalling facts and dates. Historical fiction novels can provide an opportunity to put themselves into another time period and imagine what it must have been like. This can challenge the students to evaluate history on a more personal level.

**Inquiry-Based Teaching**

On the whole, King Arthur is a perfect topic for integrated teaching, because he can be linked to literature and history in so many ways. However, Arthur is also a perfect
topic for another teaching method that can be included in the integration. In teaching
history there is a method called inquiry-based teaching that is appropriate for unexplained
and puzzling topics. Inquiry as a teaching method means engaging students in a thinking
process by presenting a puzzling question, and then having the students hypothesize,
research, and finally develop conclusions about the question (Savage & Armstrong, 2004,
p. 234). This is a wonderful method to use because it helps children develop critical
thinking skills. The students are given the power, ability, and an authentic opportunity to
make a decision and then use their own research and logic to back up their thoughts. This
process teaches the student the steps used in decision-making, which is an important part
of everyone's lives, even children. Decision-making skills need to be taught early on; this
way children can use them to avoid making poor choices when presented with decisions in
all aspects of their life (Chapin & Messick, 1999, p. 75). The activities and assignments in
the unit plan will provide students with sufficient information to lead them to their own
conclusions about the heavily debated existence of King Arthur. To provide specific focus
for the students they will explore the central question "did a historic King Arthur exist?"

The Unit Plan

In this specific unit plan the two teaching methods, inquiry-based and integrated
curriculum, occur together. The actual unit plan consists of two weeks worth of
assignments and activities. Each assignment can be linked to the Illinois Learning
Standards through history or language arts. The unit plan begins with a captivating
documentary that will first introduce the students to King Arthur and his mysterious
identity. From this moment on the students will be constantly seeking the truth about
King Arthur through several other processes. They will analyze and discuss the important
Arthurian documents and Arthurian locations in Britain. Following that they will learn about the archaeology and other methods of discovery in historical research. All the while they will be exploring Arthur's literary side through a novel and literature circles. To culminate the unit, the students will present a persuasive essay that finally answers the key question and central focus of the unit: "Did a historic King Arthur exist?"

**Curriculum in England**

The book *History and English in the Primary School* has been a wonderful starting place for examining the integration of social studies and language arts in Great Britain. This book was written for implementation in England, yet it can be readily applied to education in the United States.

In England the core subject areas are math, language arts, and science. This is quite similar to the United States. However, many educators in both countries still see the importance of history and support its place in the curriculum. In England there are many supporters of a strong history education and they fear that history will become less and less important as the curriculum focuses more on the core subjects (Hoodless, 1998). This can certainly relate to the United States where Social Studies has been cut from some standardized tests because of funding. The No Child Left Behind Act does not include a requirement for testing history knowledge in this country. Yet some supporters of history in England suggest that the language arts and history can coexist simultaneously. Pat Hoodless, editor of the aforementioned book and former primary school teacher in England, suggests that by integrating the two subjects we will be "providing a richness of experience along the road to literacy" (1998, preface).

While both countries can similarly support the importance of adding more history
to the curriculum, there are some differences between the current national curriculum in England and that of the United States. The Website containing England's national goals contains links to exact lesson plans designed for every age group and specific learning goal. This framework demonstrates how the education program in England is very structured and predetermined. While the national goals in the United States are also provided, American educators still have the freedom to write their own lesson plans and design their own creative and unique ways to implement them.

Another main difference between the national curriculum in Britain and the more community or state-based curriculum in the United States is the content of the subjects. England offers subjects such as religious teaching and career preparation in the public schools. These two subjects are completely different than what is taught in the United States. Main subjects can vary between the two countries but so can the specific goals within the subjects we may actually share in common. For example, when comparing England's goals for history to the Illinois Learning Standards for history there is one major difference. Students in England are being taught more historical skills. They learn more about how to conduct research and find answers about the past than students in Illinois. The Illinois Learning Standards do address historical skills but it is in a very small way. Most of the social studies goals are based in historical content knowledge, like understanding the development of significant political events and economical systems, understanding social history, and learning about social systems in the United States. Most of these goals can even be narrowed down into even more specific and exact details. Some random examples include learning about the influences of Martin Luther King, Jr., Watt's steam engine, and Henry Ford's contributions to economic changes.
The language arts goals in England are similar to the Illinois Learning Standards. Writing, speaking, reading, and listening are all addressed in both. There is a goal in the English program of study that addresses legends, myths, and stories. The legend of King Arthur fits nicely into this section. Several lesson plans linked to England's National Curriculum can be found about King Arthur. The same is true for the United States, where lesson plans can also be found that are linked to American literature standards. The Illinois Learning standards recommend and encourage learning about all different types of literature.

Literacy in England is incredibly important. The government has set up the National Literacy Strategy. The goal of this program is to make it possible for every student to become completely literate with the hope that this will improve their overall learning. In an article about the findings of this implemented program, it is stated that "The NLS has influenced literacy in other subjects because it has raised standards in writing, enhanced pupils’ knowledge of different types of texts and heightened teachers’ expectations of pupils’ literacy in the rest of the curriculum" ("National Literacy," 2003).

However, the findings go on to say that there are indeed some negatives. The correlation to which the improved literacy program is reaching the other subject areas is not that strong. England's struggle with reaching top standards in literacy while still providing a well-rounded education continues concurrently with the same struggle in the United States. President Bush has made it a goal that all children learn to read on grade level by the third grade. The No Child Left Behind Act has brought extreme focus on gaining achievements in reading and math. Since schools and teachers must focus on meeting the standardized testing goals set out for them, there is little room to fit in other subjects.


Additional Websites
and Resources
Additional Resources and Websites

ARTHURIAN INFORMATION, LINKS, AND RESOURCES

An amazing Website created by two students at Birmingham Southern College who did an in depth study about King Arthur. All of their research is compiled in an easy to read way http://bsc.edu/-arthur/index.html

This Website contains Arthurian resources, at an advanced level http://www.arthuriana.co.uk!

This easy-to-use website provides a wonderful list of resources and links. http://www.britannia.com/history/12.html

An informational website that even has a page for children. http://www.personal.umich.edu/~Emerrie/Arthur/

An advanced professional journal of Arthurian studies http://www.smu.edu/arthuriana/

A basic informational site. http://www.public.iastate.edu/~Came1ot/arthur.html

The official site for the Camelot Project. http://www.lib.rochester.edu/camelot/cphome.stm

This site provides helpful information about the legend and its characters. http://www.legends.dm.net/kingarthur/

A basic and easy to read website with Arthurian information. http://www.ramsdale.org/legend.htm

This website contains information about documents pertaining to Arthur http://medievalwriting.50megs.com/word/chronicle3.htm

This is an easy to use and helpful website that contains a lot of information about the historical and literary Arthur. It also has a page for retrieving images and pictures. http://www.kingarthursknights.com/
..: ARTHURIAN ARCHAEOLOGY

Website about Arthurian Archaeology
http://www.earlybritishkingdoms.com/archaeology/cadbury.html

An Archeological Quest for the 'real' King Arthur
http://www.uidaho.edu/student_orgs/arthurian_legend/england/archl

Archaeological Information
http://www.gla.ac.uk/archaeology/projects/tintagellindex.html

Archaeological Information
http://www.jammed.com/-mlb/arthur.htm

..: ENGLAND CURRICULUM AND TEACHING RESOURCES

National Curriculum for England (Official Website)
www.nc.uk.net/nc_resources/html/about_NC.shtml

The National Literacy Strategy Website
http://www.standards.dfes.gov.uk/literacy/

Information about teaching in England
http://www.teachernet.gov.uk/teachinginengland/index.cfm

A teaching resource Website in England
www.teachit.co.uk

Useful teaching links in England
http://www.teachernet.gov.uk/teachinginengland/detail.cfm?id=243

..: AMERICAN CURRICULUM AND TEACHING RESOURCES

The No Child Left Behind Website
http://www.ed.gov/nclb/overview/intro/parents.html

The A&E website offers this study guide to use when learning about King Arthur
http://www.aetv.com/class/admin/study_guide/archives/aetv_guide.0135.html
Laura Candler provides literature circle structures, worksheets, and ideas.
http://home.att.net/~teaching/litcircies.htm#Literature%20Circles%20with%20Roles

A website for creating educational evaluation rubrics
http://www.rubistar4teachers.org

**IMAGES**

Goddidin Poem
http://faculty.arts.ubc.ca/sechard/GRAPHICS/GODODDIN.JPG

Historia Brittonum
http://faculty.arts.ubc.ca/sechard/GRAPHICSINENNIDS.JPG

A History of the King of Britain
http://www.koningartur.nl/hoofdstukken/afbeeldingen/monmouth.jpg

Glastonbury Abbey
http://www.guidelinestobritain.com/photos/glastonbury_abbey.jpg

Tintagel Castle
http://www.virtuaitravel.freeuk.com/images/tintagel_castle.jpg

Stonehenge
http://compu bak.net/rance/stonehenge.jpg

Cadbury Castle
http://bsc.edu/~arthur/arthurslife.html#anchor228123

Castle Killibury
http://bsc.edu/~arthur/arthurslife.html#anchor228123

Caegleon
http://bsc.edu/~arthur/arthurslife.html#anchor228123

Viroconium
http://bsc.edu/~arthur/arthurslife.html#anchor228123

General Image Selection
http://www.kingarthursknights.com/etc/pictures.asp
• DVD’s

Quest For King Arthur, A&E Television Network, 100 min.

Ancient Mysteries: Myths & Legends, A&E Television Network, 2 disc set

Histories Mysteries: The Knights of Camelot, A&E Television Network, 50 min

• CHILDREN’S BOOKS


• CHILDREN’S ACTIVITIES

This activity provides a unique opportunity to learn about medieval castles and archaeology.
Buried Treasure Castle Dig! Kit by Educational Insights available for purchase from http://www.teacherstorehouse.com/

• ADDITIONAL LESSON PLANS

United States:

A lesson plan entitled: King Arthur: Man or Legend?
http://www.legends.dm.net/kingarthur/

This website provides lesson plans about the Middle Ages
http://members.aol.com/DonnWorld/MiddleAges.html

Lesson plan activities to use when learning about King Arthur
http://www.sdcoe.k12.ca.us/score/arthur/arthur.html

This Website contains a play for children to perform: Excalibur!
http://www.classicsonstage.com/scripts/kingarthur.html
Great lesson plans for secondary education. (Adapted day three's activities from this site)

**England:**

This website has a fun Arthurian vocabulary activity
http://www.bbc.co.uk/worldservice/learningenglish/multimedia/ibtiwinchester Winchester_text.shtml

Great lesson plan activities and ideas about King Arthur and many other topics
http://www.primaryresources.co.uk/english/english7.htm

King Arthur lesson plan linked to the National Curriculum
http://www.teachit.co.uk/ks3pdf/kingart.pdf