FIRSTLINE SCHOOLS
EDUCATION FOR LIFE

DISTANCE LEARNING FOR FIRSTLINE STUDENTS

PACKET #2

Start Date: Monday, March 30, 2020

GRADE:

K 1 2 3 (4) 5 6 7 8

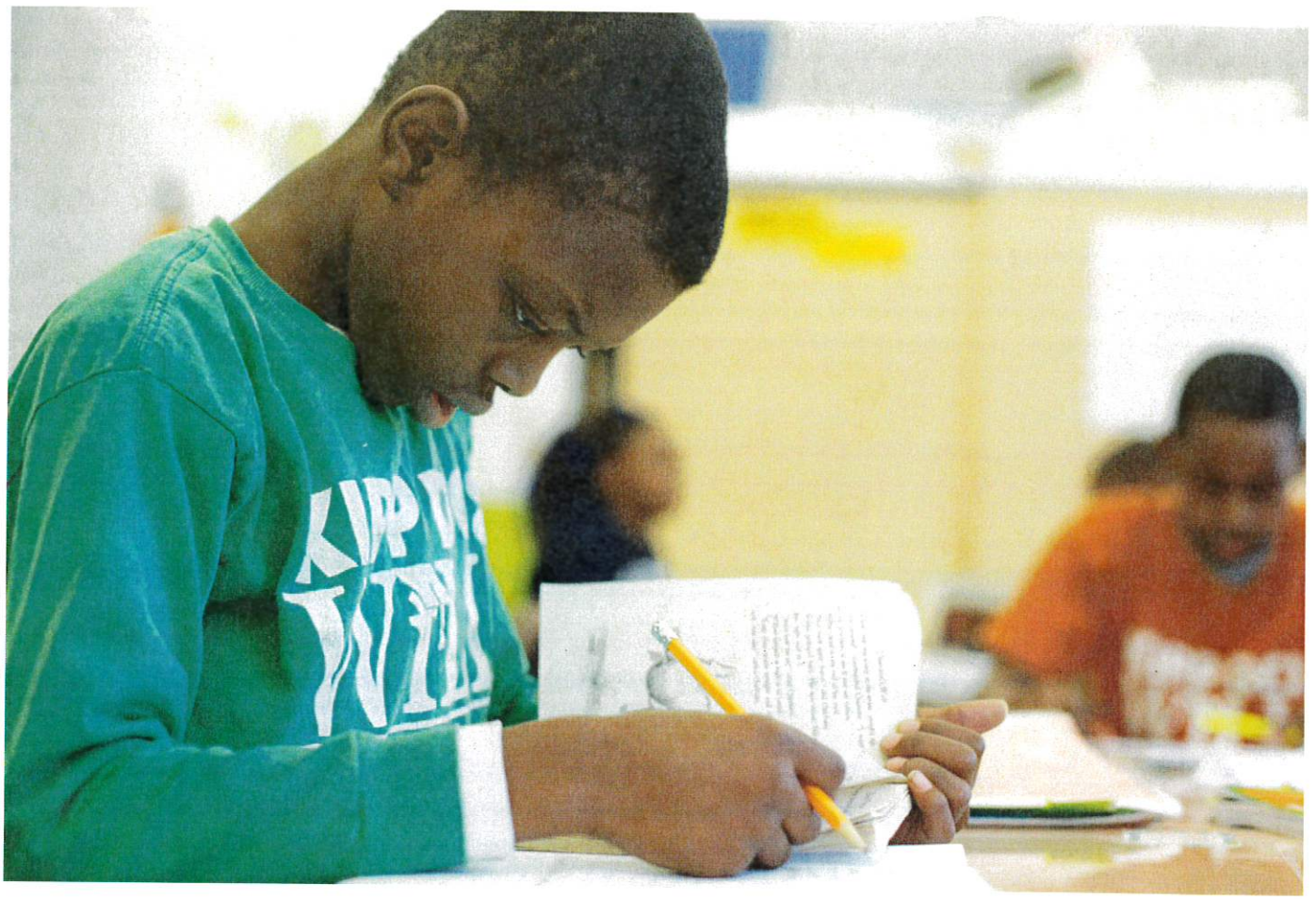
CONTENT INCLUDED:

(ELA) (MATH) SCIENCE SOCIAL STUDIES

Fourth Grade ELA		
Day	Distance Learning Scope & Sequence	Books
Monday 3/30	Lesson 1	***Arthur of Albion,*** **Day 1 pp. 12–17**
Tuesday 3/31	Lesson 2	***Arthur of Albion,*** **Day 2 pp. 13–27**
Wednesday 4/1	Lesson 3	***Arthur of Albion,*** **Day 3 pp. 10–14**
Thursday 4/2	Lesson 4	***Arthur of Albion,*** **Day 4 pp. 29–57** ***The Lightning Thief*** **(Use your book copy) pp. 138-149, 157–160, and 342–344**
Friday 4/3	Lesson 5	***Arthur of Albion,*** **Day 5 pp. 59–67**
Monday 4/6	Lesson 6	***Arthur of Albion,*** **Day 6 pp. 60–67, 69–79**
Tuesday 4/7	Lesson 7	***Arthur of Albion,*** **Day 7 pp. 14–15, 80–95**
Wednesday 4/8	Lesson 8	***Arthur of Albion,*** **Day 8 pp. 103–110, 97–110** **"Echo and Narcissus" - included in this packet**
Thursday 4/9	Lesson 9	***Arthur of Albion*** **Day 9 p. 9–10**

KIPP: WHEATLEY

RIGOROUS READING. RICH WRITING.



GRADE 4

MODULE 5 HANDOUTS

Legends of the Middle Ages

This material is derived from curricula developed and published by the non-profit Great Minds. © Great Minds 2015. Learn more at greatminds.org.

TABLE OF CONTENTS

Handout: Tier 2 and Tier 3 Words 3

Lesson 1: Handout: Gist Anchor Charts 7

Lesson 1: Handout: Text-Dependent Questions for Arthur of Albion, Day 1 7

Lesson 2: Handout: Gist Anchor Charts 10

Lesson 2: Handout: Text-Dependent Questions for Arthur of Albion, Day 2 10

Lesson 3: Handout: Gist Anchor Charts 13

Lesson 3: Handout: Text-Dependent Questions for Arthur of Albion, Day 3 13

Lesson 4: Handout: Gist Anchor Charts 16

Lesson 4: Handout: Venn Diagram 17

Lesson 5: Handout: Gist Anchor Charts 18

Lesson 5: Handout: Text-Dependent Questions for Arthur of Albion, Day 4 18

Lesson 6: Handout: Gist Anchor Charts 21

Lesson 6: Handout: Text-Dependent Questions for Arthur of Albion, Day 5 21

Lesson 7: Handout: Gist Anchor Charts 24

Lesson 7: Handout: Text-Dependent Questions for Arthur of Albion, Day 6 24

Lesson 8: Handout: Gist Anchor Charts 33

Lesson 8: Handout: Compare and Contrast Topics 34

Lesson 9: Handout: Gist Anchor Charts 35

Lesson 9: Handout: Performance Analysis 36

Lesson 9: Handout: Arthur Play Script 37

Name: Date:

Handout: Tier 2 and Tier 3 Words[1]

Directions: As you read the text, use the table below for support.

Lesson 1: *Arthur of Albion,* Day 1

TIER 2 WORDS	
errands	(p. 7): small journeys or tasks
prophecy	(p. 7): a prediction
quarrel	(p. 10): to argue
tournament	(p. 12): a contest in medieval times between knights on horseback. Each rider would try to knock the other off his horse as they rode toward each other.
amazement	(p. 14): great surprise
amid	(p. 14): among or surrounded by

TIER 3 WORDS	
hart	(p. 6): a male deer
archbishop	(p. 11): a high-ranking religious leader in certain Christian churches

Lesson 2: *Arthur of Albion*, Day 2

TIER 2 WORDS	
ornately	(p. 19): in a fancy way
donned	(p. 19): wore
fragments	(p. 21): pieces
downcast	(p. 21): looking down in an unhappy way
relinquished	(p. 24): gave up
margin	(p. 25): edge

TIER 3 WORDS	
greaves	(p. 20): a piece of armor used to protect the leg
errantry	(p. 21): the act of wandering in search of adventure
scabbard	(p. 24): a case for holding a sword or other weapon with a blade
liege lord	(p. 27): in the Middle Ages, a lord of the highest class

[1] Source: Definitions adapted from http://www.wordsmyth.net/.

Lesson 3: *Arthur of Albion*, Day 3

TIER 2 WORDS	
dismounted	(p. 29): gotten down from a horse
cease	(p. 29): to stop or come to an end
hence	(p. 30): for this reason
deceive	(p. 31): to lead someone to believe something that is not true
whence	(p. 33): from what place or origin
assent	(p. 33): agreement or approval
befell	(p. 34): took place

TIER 3 WORDS	
hart	(p. 29): a male deer

Lesson 4: *Arthur of Albion*, Day 4

TIER 2 WORDS	
reluctant	(p. 41): not willing
imperious	(p. 42): in the manner that expects obedience
haste	(p. 45): speed that is too great
damsels	(p. 49): young maidens
heed	(p. 54): careful notice or attention
dispatched	(p. 55): killed
grievous	(p. 57): causing emotional or physical suffering

TIER 3 WORDS	
quarter	(p. 50): pity or mercy shown toward an enemy
surcote	(p. 57): a loose robe worn over armor
abbey	(p. 58): a buildy where monks or nuns live

Lesson 5: *Arthur of Albion*, Day 5

TIER 2 WORDS	
omen	(p. 60): something that is believed to be a sign of future good or evil
vouch	(p. 61): to promise to be true, real, or correct
prophet	(p. 62): a person who predicts the future
guise	(p. 63): how something looks like on the outside
deception	(p. 67): the act of causing someone to believe something that is not true

cryptic	(p. 67): having a secret or hidden meaning

TIER 3 WORDS	
consul	(p. 60): a leader in ancient Rome
villa	(p. 61): a large country house
vassal	(p. 64): a person in the Middle Ages who was given the use of land in return for loyalty and service to a lord
suitor	(p. 65): a man courting or seeking to marry a woman

Lesson 6: *Arthur of Albion*, Day 6

TIER 2 WORDS	
otherworldly	(p. 69): from another world; not real
border	(p. 69): a dividing line between two properties
glamour	(p. 70): magic or enchantment
champion	(p. 74): one who represents another person in a fight
dispatched	(p. 77): killed
haven	(p. 77): a place of safety and comfort
succour	(p. 78): help or relief given in time of need

TIER 3 WORDS	
realm	(p. 69): a royal kingdom

Lesson 7: *Arthur of Albion,* Day 7

TIER 2 WORDS	
resplendent	(p. 81): shining and full of splendor
hefted	(p. 82): lifted to determine the weight of
disarm	(p. 86): to take away the weapons of
wielding	(p. 88): handling and using with control
loathe	(p. 91): to hate
breadth	(p. 93): width

TIER 3 WORDS	
haft	(p. 83): the handle of a weapon
league	(p. 87): a length of about three miles

Lesson 8: *Arthur of Albion* and "Echo and Narcissus"

TIER 2 WORDS	
unscathed	(*Arthur of Albion*, p. 99): not hurt or harmed
tethering	(*Arthur of Albion*, p. 100): chaining or tying up
accoutred	(*Arthur of Albion*, p. 105): provided with equipment, such as weapons
subterfuge	(*Arthur of Albion*, p. 110): a strategy to hide, avoid, or deceive
awestruck	("Echo and Narcissus," p. 31): overpowered by a feeling of wonder
perished	("Echo and Narcissus," p. 32): died

TIER 3 WORDS	
portcullis	(*Arthur of Albion*, p. 100): a strong, sliding grill-like gate in the entrance to a castle that can be raised or lowered
bier	(*Arthur of Albion*, p. 103): a frame on which a person's coffin is laid before being buried

Name: Date:

Lesson 1: Handout: Gist Anchor Charts

Directions: Write the gist for each section of the text.

GIST ROUTINE
Ask yourself: Is there a significant person or group of people? What was their experience? **Ask yourself:** Did an important event occur? What happened in this event? **Ask yourself:** Was there a specific location mentioned? What is its significance?

ARTHUR OF ALBION, DAY 1	
Day 1	

Lesson 1: Handout: Text-Dependent Questions for *Arthur of Albion*, Day 1

Directions: Follow your teacher's directions to answer the questions in the table below.

ARTHUR OF ALBION, DAY 1		
1	What do the authors compare Camelot to on p. 16? Why do you think they make this comparison?	

2	Why is the word you chose important to the story? What clues support its meaning?	
3	What is a "puppet king"? Do you see any restatements that support this meaning?	
4	What did you learn about kings by defining words and phrases in a text?	

EXIT TICKET: SELECTED RESPONSE QUESTIONS: Choose the letter of the best answer for the following selected response questions.

Part A: What is the meaning of unattended on p. 13?

A. forgetful
B. very quick
C. not being watched
D. without much effort

Part B: Which phrase on p. 13 best supports the answer to Part A?
A. "Arthur hurried back"

B. "there was no one nearby"
C. "one swift, easy movement"
D. "forgot about the magical sword"

Name: Date:

Lesson 2: Handout: Gist Anchor Charts

Directions: Write the gist for each section of the text.

GIST ROUTINE
Ask yourself: Is there a significant person or group of people? What was their experience? **Ask yourself:** Did an important event occur? What happened in this event? **Ask yourself:** Was there a specific location mentioned? What is its significance?

ARTHUR OF ALBION, DAY 2	
Day 2	

Lesson 2: Handout: Text-Dependent Questions for *Arthur of Albion*, Day 2

Directions: Follow your teacher's directions to answer the questions in the table below.

ARTHUR OF ALBION, DAY 2		
1	Is this text a drama, poem, or prose text? How do you know?	

2	How does King Arthur feel about Excalibur? What details support your answer?	
3	Does King Arthur stay angry at Pelles for their earlier fight? What details support your answer?	
4	What is the best inference about the relationship between Pelles and Arthur? A. Pelles and Arthur forgive each other. B. Pelles and Arthur are brothers. C. Pelles and Arthur remain enemies. D. Pelles and Arthur never see each other again.	
5	What did you learn about swords by explaining the text and drawing inferences?	

EXIT TICKET: Describe two values of King Arthur's time based on pp. 24–27 of *Arthur of Albion*. Support their ideas using accurate quotes from the text.

Lesson 3: Handout: Gist Anchor Charts

Directions: Write the gist for each section of the text.

GIST ROUTINE
Ask yourself: Is there a significant person or group of people? What was their experience? **Ask yourself:** Did an important event occur? What happened in this event? **Ask yourself:** Was there a specific location mentioned? What is its significance?

ARTHUR OF ALBION, DAY 2	
Day 3	

Lesson 3: Handout: Text-Dependent Questions for *Arthur of Albion*, Day 3

Directions: Follow your teacher's directions to answer the questions in the table below.

ARTHUR OF ALBION, DAY 3		
1	Why do the authors include details about Queen Isolt?	

2	What are some theme topics on pp. 29–39? What details support your answer?	
3	What does Palomides learn by the end of the story?	
4	What did you learn about magical creatures by determining a theme?	
5	Who is the old man on p. 35? What clues support your inference?	

EXIT TICKET: Write two to three sentences describing a theme from the legend of "How King Arthur Met the Questing Beast."

Lesson 4: Handout: Gist Anchor Charts

Directions: Write the gist for each section of the text.

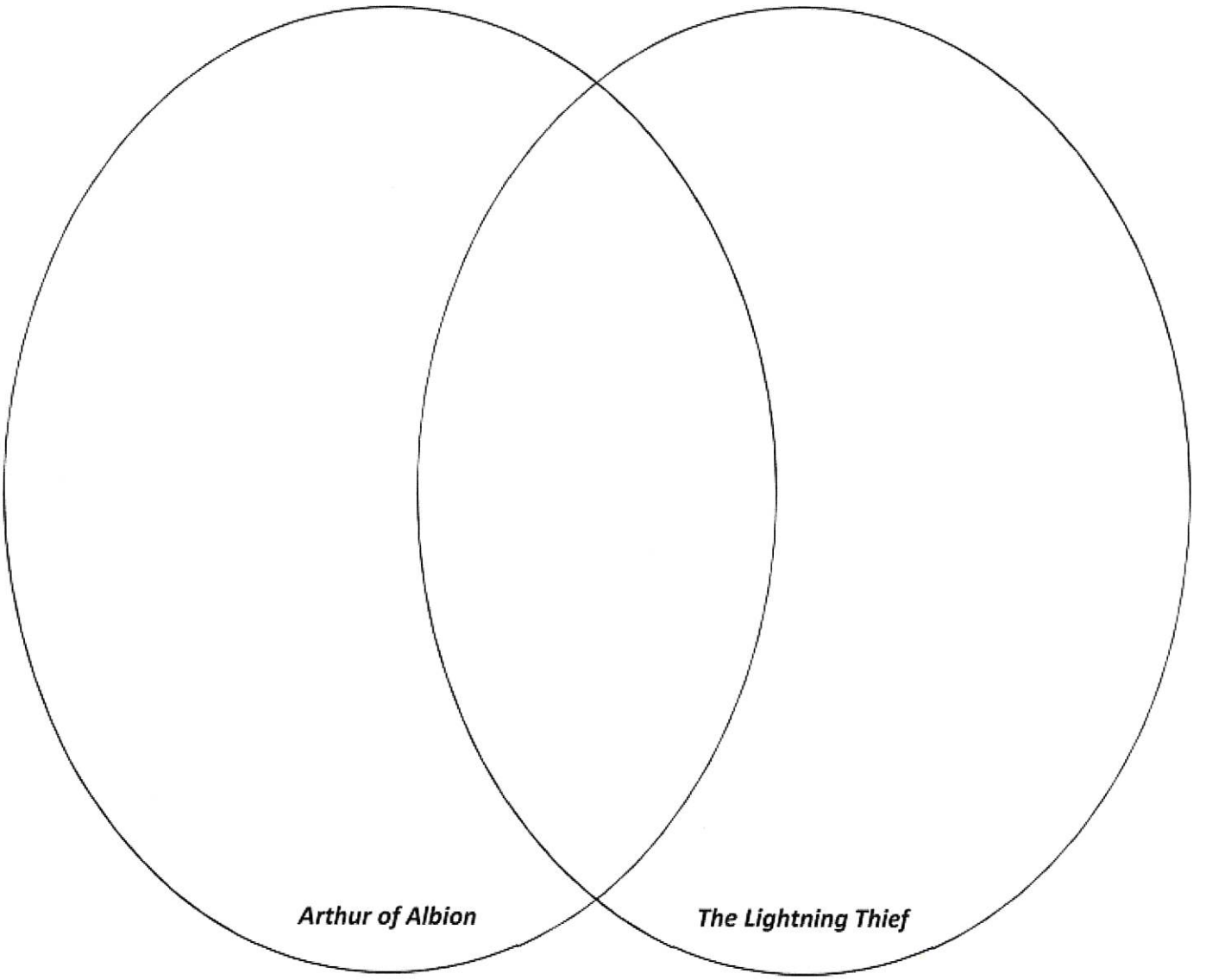
GIST ROUTINE
Ask yourself: Is there a significant person or group of people? What was their experience? **Ask yourself:** Did an important event occur? What happened in this event? **Ask yourself:** Was there a specific location mentioned? What is its significance?

ARTHUR OF ALBION, DAY 4	
Day 5	

Name: Date:

Lesson 4: Handout: Venn Diagram

Directions: Use this handout to compare and contrast the patterns of events in *Arthur of Albion* and *The Lightning Thief*. Write similarities in the middle section and differences in the outer sections.



Name: Date:

Lesson 5: Handout: Gist Anchor Charts

Directions: Write the gist for each section of the text.

GIST ROUTINE
Ask yourself: Is there a significant person or group of people? What was their experience? **Ask yourself:** Did an important event occur? What happened in this event? **Ask yourself:** Was there a specific location mentioned? What is its significance?

ARTHUR OF ALBION, DAY 4	
Day 4	

Lesson 5: Handout: Text-Dependent Questions for *Arthur of Albion*, Day 4

Directions: Follow your teacher's directions to answer the questions in the table below.

ARTHUR OF ALBION, DAY 4		
1	How do the authors develop Arthur's character in the last paragraph on p. 59?	

2	Who is the narrator on p. 59? Who is the narrator on pp. 60–63? How do you know?	
3	What is Merlin's point of view about Avenable's father? What details support your answer?	
4	What did you learn about disguises by comparing and contrasting points of view?	

EXIT TICKET: Have students write a paragraph explaining how the pattern of events is similar and different in "The Quest for the White Hart" from Arthur of Albion and The Lightning Thief. Students should support their response with details from both texts.

Name: Date:

Lesson 6: Handout: Gist Anchor Charts

Directions: Write the gist for each section of the text.

GIST ROUTINE
Ask yourself: Is there a significant person or group of people? What was their experience? **Ask yourself:** Did an important event occur? What happened in this event? **Ask yourself:** Was there a specific location mentioned? What is its significance?

ARTHUR OF ALBION, DAY 5	
Day 5	

Lesson 6: Handout: Text-Dependent Questions for *Arthur of Albion*, Day 5

Directions: Follow your teacher's directions to answer the questions in the table below.

ARTHUR OF ALBION, DAY 5		
1	How does Lancelot react to Laudine's death? Why do you think the authors included these details?	

2	What problems does Lancelot face?	
3	How does Lancelot solve each problem?	
4	What did you learn about being honorable by summarizing a text?	
5	What is the narrator's opinion of Lancelot? What details support your answer?	

EXIT TICKET: Write a paragraph explaining how the pattern of events is similar and different in "The Quest for the White Hart" from *Arthur of Albion* and *The Lightning Thief*. Support their response with details from both texts.

Name: Date:

Lesson 7: Handout: Gist Anchor Charts

Directions: Write the gist for each section of the text.

GIST ROUTINE
Ask yourself: Is there a significant person or group of people? What was their experience? **Ask yourself:** Did an important event occur? What happened in this event? **Ask yourself:** Was there a specific location mentioned? What is its significance?

ARTHUR OF ALBION, DAY 6	
Day 6	

Lesson 7: Handout: Text-Dependent Questions for *Arthur of Albion*, Day 6

Directions: Follow your teacher's directions to answer the questions in the table below.

ARTHUR OF ALBION, DAY 6		
1	Why do you think the authors have the Green Knight swing the axe at Gawain three times before revealing his identity?	

2	What do you learn about the characters by viewing the illustration on pp. 84–85?	
3	How does the illustration on p. 92 help show the importance of the green ribbon?	
4	How does the holly in the illustration on p. 92 give a clue to the ending of the story?	
5	What did you learn about bravery by making connections between the text and visuals?	

EXIT TICKET: Have students choose the letter of the best answer for the following selected response questions.

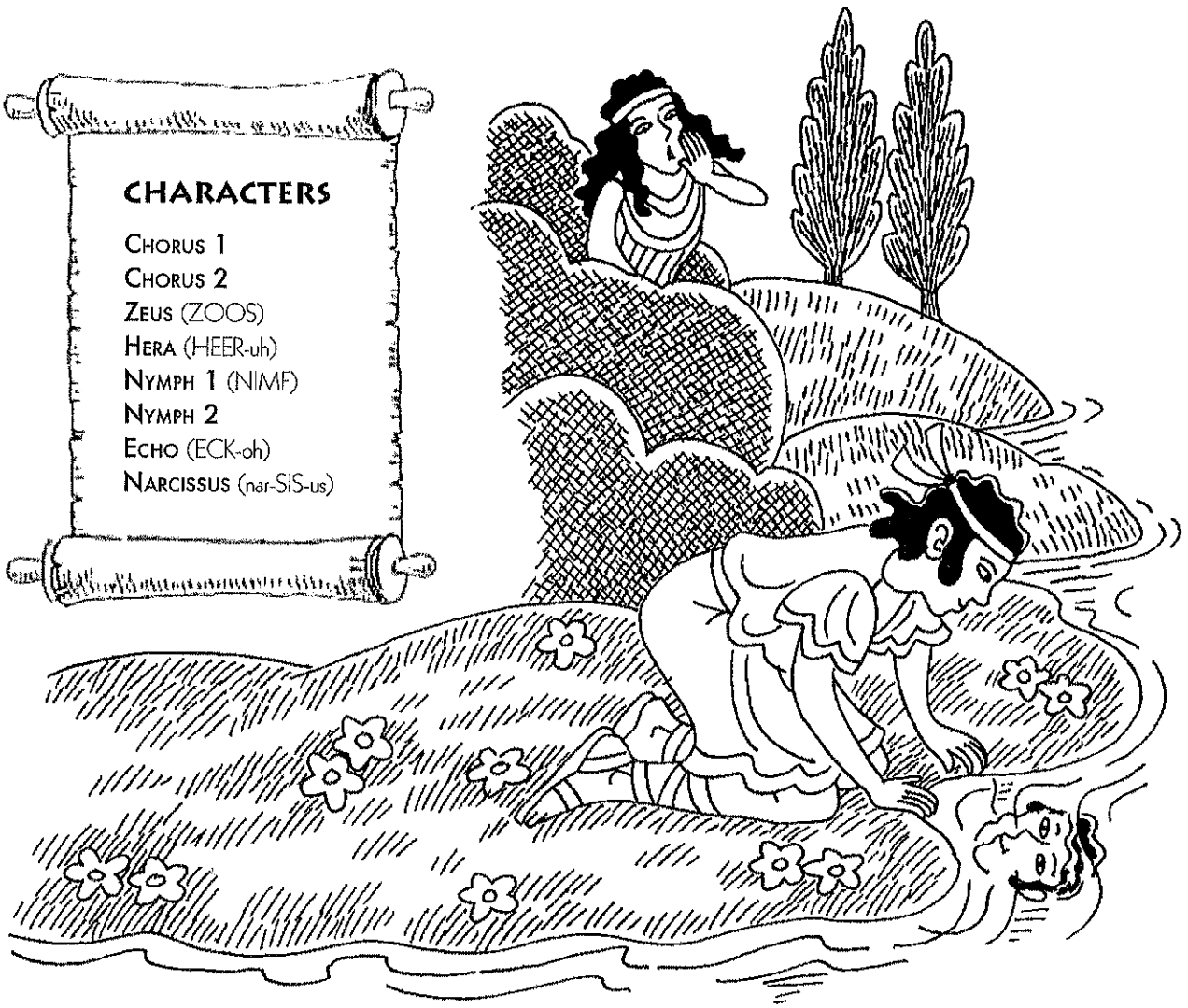
Part A: What element is a major theme in all of the illustrations in chapter 7?

A. gold
B. holly
C. horses
D. snow

Part B: How does this element enhance the descriptions in the text?

A. It shows what the setting looks like.
B. It explains more about the characters.
C. It makes a small detail more important.
D. It reveals events that are not mentioned.

ECHO AND NARCISSUS



CHARACTERS

CHORUS 1
CHORUS 2
ZEUS (ZOOS)
HERA (HEER-uh)
NYMPH 1 (NIMF)
NYMPH 2
ECHO (ECK-oh)
NARCISSUS (nar-SIS-us)

CHORUS 1: Zeus, the mightiest of the gods, was married to Hera, the goddess of marriage.

CHORUS 2: Zeus, being a powerful god, was popular with the ladies. He liked to flirt. As you will see, Hera will have none of it.

ZEUS: Ah, what a beautiful day! I think I'll pop on down to Earth and walk in the woods a bit.

Greek Myths Plays © Carol Pugliano-Martin, Published by Scholastic Teaching Resources

HERA: A walk in the woods, huh? Are you sure you're not going down there to flirt with the nymphs?

ZEUS: Flirt? Nymphs? Me? Don't be silly. Why would I flirt with nymphs when I have a beautiful wife like you?

HERA: Well, perhaps you're right. Okay, go for your walk. Be home for dinner.

ZEUS: Ta-ta, my dear!

CHORUS 1: Hera, what is this?

CHORUS 2: Are you really going to believe Zeus's story?

HERA: No way. He must be kidding. I trust him about as far as I can throw him, and that isn't far. Oh, well. It's nothing that a little careful spying won't take care of.

CHORUS 1: Now that sounds more like our Hera!

CHORUS 2: Meanwhile, on Earth, three nymphs are in a meadow.

NYMPH 1: What a beautiful day for picking flowers!

NYMPH 2: It's awesome!

ECHO: (*Speaking very quickly*) Well, the weather report showed a cold front moving in. Soon there will be clouds and pretty heavy winds. Maybe even some rain. I really don't mind the rain, though. It does help these beautiful flowers grow. And I love flowers. I think my favorite is the violet. However, I'm also quite fond of the evening primrose.

NYMPH 1: Echo, slow down.

NYMPH 2: You sure love to talk!

ZEUS: Ladies, ladies, good morning! How are you?

NYMPH 1: (*Giggling*) Oh, hello, Zeus.

NYMPH 2: (*In a flirty tone of voice*) It's so nice to see you.

ECHO: Look, here comes Hera.

Greek Myths Plays © Carol Pugliano-Martin, Published by Scholastic Teaching Resources

ZEUS: Oh, no! My wife! Echo, be a dear. Distract Hera while my friends here and I make a quick get away. Thanks, love!

CHORUS 1: Echo has a job to do.

CHORUS 2: She must distract Hera with her gift of gab.

CHORUS 1: Will Hera fall for it?

CHORUS 2: (*To Chorus 1*) Come now. You know her better than that!

HERA: I was sure I heard Zeus's voice. And some high-pitched giggling. That can only mean one thing. Now where are they?

ECHO: Good morning, Hera.

HERA: Oh, hello, Echo. Have you seen my husband?

ECHO: Seen? Hmm . . . Well, I'm not sure I would trust my eyes right now. You see, this early spring pollen really makes my eyes water and I can't see very well with my eyes all teared-up. I never used to suffer from allergies, but now it's sneeze, sneeze, sneeze, all the time.

HERA: Hush, girl. I'm sure I heard him, and I think you know where he is. Now tell me!

ECHO: Well, you know sounds can be deceiving. Once I thought I heard a Cyclops coming toward me. I was sure of it. I panicked and hid, shaking all the while. Turned out it was just a gentle deer walking among the leaves. And there I was shaking in my sandals. By the way, those are lovely sandals you're wearing. Where did you get them?

HERA: Enough! I'm sure he got away by now, thanks to your chatter. From now on you will be almost silent. You will only be able to speak the last words someone else says!

ECHO: Else says. (*Gasps as Hera storms off*)

CHORUS 1: Sorry, Echo.

CHORUS 2: We thought you knew better.

CHORUS 1: Enter Narcissus.

Greek Myths Plays © Carol Pugliano-Martin, Published by Scholastic Teaching Resources

CHORUS 2: A man who is his own best friend.

NARCISSUS: I love me.
It's me I love.
My beauty comes from
The gods above.

ECHO: (*From her hiding place*) Gods above.

NARCISSUS: Who's there?

ECHO: Who's there?

NARCISSUS: Come out!

ECHO: Come out!

NARCISSUS: Oh, so you're playing a joke on me! Well, I won't have it! Show yourself this instant!

ECHO: (*Coming out of hiding*) This instant.

NARCISSUS: Silly girl. I suppose you are so awestruck by my beauty that you have lost the ability to speak properly. Surely you love me.

ECHO: Love me.

NARCISSUS: Love you? Never. No one is good enough for me. How dare you love me.

ECHO: (*Holding out her arms toward Narcissus*) Love me! Love me!

NARCISSUS: Ahhh!!!!! (*Runs away*)

ECHO: (*Quietly*) Ahhh!

CHORUS 1: And so Narcissus rejects Echo . . .

CHORUS 2: As he has done to so many nymphs before.

NARCISSUS: Imagine that girl thinking I could love her. Hah! She's just like all the rest. Oh, well. Who can blame them? I am quite the dreamboat. And speaking of boat, here's a delightful pond. I think I'll have a drink.

Greek Myths Plays © Carol Pugliano-Martin, Published by Scholastic Teaching Resources

CHORUS 1: Narcissus bends down to drink from the pond. Echo sees Narcissus and hides so she can watch him.

NARCISSUS: (*Seeing his reflection in the pond*) Well, well, what do we have here? Hello, my lovely. (*He pauses.*) Oh, you're shy. How charming. You certainly are beautiful. (*He pauses again.*) Oh, well, no need to speak. I'm happy just to lie here and gaze upon you. Hmm . . . perhaps just one small kiss as well . . .

CHORUS 2: Silly Narcissus bends toward the water to kiss his reflection. But as soon as he touches the water his reflection disappears.

NARCISSUS: Oh, no! Where did you go? Oh, I have frightened you away. Please come back! (*He waits.*) Oh, thank goodness, there you are. I'll behave and just look at you.

CHORUS 1: Narcissus gazes lovingly at his reflection.

NARCISSUS: I can't stand it. I must embrace you!

CHORUS 2: Narcissus grabs at the water, and his reflection disappears altogether.

NARCISSUS: You're gone! Oh, I can't live without you! I won't! Good-bye, cruel world!

ECHO: (*Noticeably upset*) Cruel world.

CHORUS 1: (*to Narcissus*) Narcissus? Narcissus? (*To audience*) He has died of love for himself!

CHORUS 2: Look! Where he lay there is now a flower. It shall be called a narcissus.

CHORUS 1: And what became of Echo? She fled to a cave and also perished from love for Narcissus.

CHORUS 2: If you are ever near that cave, you will hear her speak the last words anyone says.

CHORUS 1: Look, here come Zeus and the nymphs!

NYMPH 1: (*Looking at the narcissus flower*) Hey, cool flower!

NYMPH 2: It's awesome! Can I have it, Zeusy?

Greek Myths Plays © Carol Pugliano-Martin, Published by Scholastic Teaching Resources

ZEUS: Of course, my pet.

CHORUS 2: Watch it, Zeus! Here comes Hera!

HERA: (*Angrily*) Ah-hah!

ZEUS: (*Panicked*) Hera! So . . . so . . . nice to . . . Lovely day . . . um . . . Let's get out of here! (*Runs off with the Nymphs*)

HERA: (*To audience, as she goes after Zeus and the Nymphs*) Gods!

CHORUS 1: Let's go!

CHORUS 2: Yeah, we don't want to miss this!

THE END

Glossary

popular: liked or enjoyed by many people

flirt: to play at being in love with someone

nymphs: in ancient Greek and Roman stories, beautiful female spirits or goddesses who lived in a forest, meadow, or stream

cold front: a movement of cold air which causes a change in the weather

distract: to weaken someone's concentration on what they are doing

gab: to chat or to gossip

pollen: tiny yellow grains produced in flowers. Some people are allergic to pollen.

deceiving: having the ability to trick you into believing something that is not true

panicked: suddenly felt great terror or fright

awestruck: suddenly hit with a feeling of admiration and respect, possibly mixed with a little fear

perished: died or was destroyed

Greek Myths Plays © Carol Pugliano-Martin, Published by Scholastic Teaching Resources

Lesson 8: Handout: Gist Anchor Charts

Directions: Write the gist for each section of the text.

GIST ROUTINE
Ask yourself: Is there a significant person or group of people? What was their experience? **Ask yourself:** Did an important event occur? What happened in this event? **Ask yourself:** Was there a specific location mentioned? What is its significance?

ARTHUR OF ALBION & "Echo and Narcissus"	
Lesson 8	

Name: Date:

Lesson 8: Handout: Compare and Contrast Topics

Directions: Write the shared topic in the first column. Add details about how each text explores the topic.

TOPIC	THE KNIGHT OF THE FOUNTAIN	ECHO AND NARCISSUS
love	• Characters are knights and ladies. • Knights wear armor and ride horses. • Owein falls in love with the lady of the castle, and she returns his love. • Love brings characters happiness. • Setting is the Middle Ages.	• Characters are gods, goddesses, and nymphs from Greek mythology. • Narcissus falls in love with himself. • Echo loves Narcissus, but he does not love her back. • Love brings characters pain and death. • Setting is ancient Greece.

EXIT TICKET: Compare and contrast the topics for "The Knight of the Fountain" and "Echo and Narcissus."

Lesson 9: Handout: Gist Anchor Charts

Directions: Write the gist for each section of the text.

GIST ROUTINE
Ask yourself: Is there a significant person or group of people? What was their experience? **Ask yourself:** Did an important event occur? What happened in this event? **Ask yourself:** Was there a specific location mentioned? What is its significance?

ARTHUR OF ALBION	
Lesson 9	

Name: Date:

Lesson 9: Handout: Performance Analysis

Directions: Use this handout to make connections between *Arthur of Albion* and the oral performance by your classmates.

Elements in the Performance that Match the Text	Elements Added to the Performance	Elements in the Text Not Included in the Performance
Uther is king of Albion. Uther and Igraine have a son, Arthur.	Igraine and Uther discuss how beautiful Arthur is. They speak in a happy, loving tone. Uther predicts Arthur will be Albion's greatest king.	Uther is strong and fierce.

How did the performance affect your understanding or experience of the text?

The oral presentation helped me imagine how Uther and Igraine felt when they had Arthur. They were happy, excited, and hopeful for his future.

Name: Date:

Lesson 9: Handout: Arthur Play Script

Arthur's Arrival

Cast of Characters:
MERLIN
UTHER
IGRAINE
ECTOR
KAY

SCENE 1

(Setting is at the castle of UTHER PENDRAGON. UTHER and his queen IGRAINE are sitting by a fireplace. IGRAINE is holding their infant son Arthur as UTHER looks on.)

IGRAINE: What a beautiful baby Arthur is!

UTHER: He is indeed. I can already tell he will be everything we could ever want in a son.

IGRAINE: And in a prince.

UTHER: Oh yes. Arthur will be the greatest prince Albion has ever seen, and one day he shall be its greatest king.

IGRAINE *(smiling at Uther):* Do you think he will be a greater king even than you, Uther?

UTHER *(laughing):* I hope he will be. I am certain that he shall learn from the best.

(MERLIN enters the room nervously. His cloak is shuffling behind him, and he appears flustered.)

MERLIN: King Uther! Queen Igraine! We must speak at once!

UTHER *(looking to MERLIN):* Merlin! My wisest and most trusted advisor. What is this concern you have?

MERLIN: It is about Arthur. He is in great danger!

(UTHER gasps, and IGRAINE holds Arthur closer to her with a frightened expression.)

UTHER: What danger do you speak of, Merlin?

MERLIN: As you are aware, since you became king you have made many enemies among the lords of the country. I have looked into my crystal ball. There is a plot among men within your own court to do harm to Arthur.

IGRAINE: Who would do such a thing? Why would anyone want to harm a little baby boy?

UTHER: Did you see who these men were?

MERLIN: I did not. I only heard their voices and their plans. There are many evil people in your kingdom who would like to do you and your family harm. It would be better to send the child away until this danger is past.

IGRAINE: You cannot take my baby away from me, Merlin!

UTHER: Merlin, is this completely necessary? This is our first son, and he may be the only child we ever have.

MERLIN: With all respect, my King and Queen, it is not only yourselves who will suffer if Arthur's safety is at risk. To place him in harm's way would be hurting not only your family, but also the kingdom as a whole.

UTHER *(sadly):* I understand, Merlin. You are the wisest person in this entire kingdom, and I know that you would never ask me to surrender my own little boy if it were not the best thing to do.

MERLIN: This will not be forever, my King. You will be reunited with Arthur as soon as the danger has passed. I assure you that one day, Arthur will be the greatest king that Albion has ever seen, and my guidance and support shall be his just as they have been yours.

(IGRAINE hands the baby Arthur to MERLIN. MERLIN exits with the baby as UTHER and IGRAINE watch in sorrow.)

SCENE 2

(Setting is in the castle of SIR ECTOR, in a deep, dark forest far from the King's castle. ECTOR is sitting with his son KAY at the banquet table when a loud knock is heard on the door.)
ECTOR: I am not sure who that could be. We never have visitors this deep in the forest, especially at this time of the evening. Kay, could you please see who is at the door?

(KAY rises and answers the door. MERLIN is at the door, holding a bundle wrapped in a blanket.)

MERLIN: Hello, Kay. Good evening, Ector.

ECTOR: Merlin! It has been so long since I have seen you. Kay and I seldom make it out of the forest except to attend the tournaments, and I rarely find you at those.

MERLIN: I have come to you with a request of the greatest importance.

ECTOR: Whatever it is, you know that I am at your service.

KAY: As am I, wise Merlin.

MERLIN: I come to you with this.

(MERLIN uncovers the baby Arthur, and ECTOR and KAY look on in shock.)

ECTOR: Is this your child, Merlin?

MERLIN *(laughing softly)*: Oh, no. I cannot tell you whose he is, but I can say that he would be best off with you and your family.

(MERLIN hands Arthur to ECTOR. KAY looks on as ECTOR holds the child.)

ECTOR: I will ask no more questions. I swear to you, on my honor as a knight, that I will raise him as my own son.

KAY: And to me, he shall be the brother I have never had. What is his name?

MERLIN: Your brother's name is Arthur. Now, I must leave as quickly as I came.

(MERLIN turns around and leaves ECTOR'S castle as ECTOR and KAY watch.)