

Unit Goals and Learning Objectives

Discovering King Arthur: Medieval Mystery and Meaning (grades 6-8) addresses certain content and skill objectives expected of grades 6-9.

Goals and Objectives

The goals and objectives of this unit are twofold. Some goals are oriented toward expanding your content knowledge of the Middle Ages, heroism, and chivalry. Other goals are oriented toward building skills that will serve you, in the long term, in all areas of your studies.

Content

Goal I: Student will know the following qualities of the code of chivalry:

- ❑ The role of honor
- ❑ The role of loyalty
- ❑ The role of purity
- ❑ The role of honesty
- ❑ The role of bravery
- ❑ The role of selflessness

Goal II: Student will understand the following qualities of heroism:

- ❑ The importance of each of the traits of chivalry to a hero
- ❑ The role of obstacles and quests in a hero's life
- ❑ How traits of heroism were applied in medieval society
- ❑ How traits of heroism may be applied in modern society
- ❑ How traits of heroism may be developed for oneself

Goal III: Student will know the following historical features of the Middle Ages:

- ❑ The feudal system and its influence on medieval society
- ❑ The process of becoming a knight
- ❑ The behavior most worthy of a knight
- ❑ The role of the quest in tales of knighthood
- ❑ The role of a monarch in medieval society
- ❑ The roles of women in medieval society

- ❑ The structure and function of the castle as a center of medieval life
- ❑ Aspects of daily life in the Middle Ages
- ❑ How scientific knowledge was gained and used in the Middle Ages
- ❑ How knowledge was communicated in the Middle Ages
- ❑ How these historical contexts influenced the lives of knights and heroes

Skills

Goal I: Student will engage in critical reading of a text. Student will:

- ❑ Use context to define and understand unfamiliar words
- ❑ Set goals for readings by generating questions before reading
- ❑ Closely examine the text
- ❑ Define key terms
- ❑ Interpret ideas presented in the text
- ❑ Evaluate ideas presented in the text
- ❑ Draw conclusions based on the text
- ❑ Use text to support conclusions
- ❑ Set priorities by selecting content areas for further intensive study

Goal II: Student will develop practices of good research. Student will:

- ❑ Locate sources relevant to a subject under study
- ❑ Determine which sources are useful and which ones are not
- ❑ Note and interpret useful information found in sources
- ❑ Use research information to support conclusions
- ❑ Classify research information by content area

Goal III: Student will develop good writing skills. Student will:

- ❑ Engage in prewriting to plan writing assignments
- ❑ Write clearly and concisely
- ❑ Write with focus and clarity
- ❑ Write for specified audiences

- ❑ Write in a variety of styles, including journals, creative writing, and critical essays
- ❑ Review and revise written assignments before submitting them

Goal IV: Student will develop creativity through visual, oral, musical, and written expression. Student will:

- ❑ Brainstorm a variety of ideas before beginning work
- ❑ Adapt information from sources to creative products
- ❑ Complement legends and history studied with new ideas
- ❑ Imagine new approaches to presenting information found in sources
- ❑ Create models and illustrations of medieval life
- ❑ Imagine daily life of historical and mythical figures
- ❑ Create models of chivalry and heroes

Learning Objectives Met by this Course

**FROM THE NORTH CAROLINA STANDARD COURSE OF STUDY,
NC DEPARTMENT OF PUBLIC INSTRUCTION.**

6th Grade

Competency Goal 2: The learner will explore and analyze information from a variety of sources.

- 2.01 Explore informational materials that are read by
- ❑ monitoring comprehension for understanding of what is read, heard, and/or viewed
 - ❑ restating and summarizing information
 - ❑ drawing inferences and/or conclusions

7th Grade

Competency Goal 5: The learner will respond to various literary genres using interpretive and evaluative processes.

- 5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by
- ❑ using effective reading strategies to match type of text
 - ❑ reading self-selected literature and other materials of individual interest

Competency Goal 6: The learner will apply conventions of grammar and language usage.

- 6.01 Model an understanding of conventional written and spoken expression by
- ❑ determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words
 - ❑ extending vocabulary knowledge by learning and using new words

8th Grade

Competency Goal 1: The learner will use language to express individual perspectives through analysis of personal, social, cultural, and historical issues.

- 1.02 Analyze expressive materials that are read, heard, and/or viewed by
- ❑ monitoring comprehension for understanding of what is read, heard, and/or viewed
 - ❑ drawing inferences
 - ❑ generating a learning log or journal
 - ❑ maintaining an annotated list of works that are read or viewed, including personal reactions

9th Grade

Competency Goal 2: The learner will explain meaning, describe processes, and answer research questions to inform an audience.

- 2.01 Demonstrate the ability to read, listen to, and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by

- ❑ selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose
- ❑ identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text
- ❑ providing textual evidence to support understanding of and reader's response to text
- ❑ demonstrating comprehension of main idea and supporting details
- ❑ summarizing key events and/or points from text
- ❑ making inferences, predicting, and drawing conclusions based on text
- ❑ identifying and analyzing personal, social, historical or cultural influences, contexts, or biases
- ❑ making connections between works, self, and related topics
- ❑ analyzing and evaluating the effects of author's craft and style
- ❑ analyzing and evaluating the connections or relationships between and among ideas, concepts, characters, and/or experiences
- ❑ identifying and analyzing elements of informational environment found in text in light of purpose, audience, and context

2.02 Explain commonly used terms and concepts by

- ❑ clearly stating the subject to be defined
- ❑ classifying the terms and identifying distinguishing characteristics
- ❑ organizing ideas and details effectively
- ❑ using description, comparison, and other appropriate strategies purposefully to elaborate ideas
- ❑ demonstrating a clear sense of audience and purpose

2.04 Form and refine a question for investigation, using a topic of personal choice, and answer that question by

- ❑ deciding upon and using appropriate methods such as interviews with experts, observations, finding print and non-print sources, and using interactive technology or media
- ❑ prioritizing and organizing the information
- ❑ incorporating effective media and technology to inform or explain
- ❑ reporting (in written and/or presentation form) the research in an appropriate form for a specified audience

Competency Goal 5: The learner will demonstrate understanding of various literary genres, concepts, elements, and terms.

5.01 Read and analyze various literary works by

- ❑ using effective reading strategies for preparation, engagement, and reflection
- ❑ recognizing and analyzing the characteristics of literary genres, including fiction (e.g., myths, legends)
- ❑ interpreting literary devices such as allusion, symbolism, diction, and imagery
- ❑ explaining and interpreting archetypal characters, themes, and settings
- ❑ explaining how point of view is developed and its effect on literary texts
- ❑ determining a character's traits from his or her actions, speech, or appearance or by what others say about him or her
- ❑ explaining how the writer creates character, setting, motif, theme, and other elements
- ❑ making thematic connections among literary texts and media and contemporary issues
- ❑ understanding the importance of cultural and historical impact on literary texts
- ❑ producing creative responses that follow the conventions of a specific genre