

# **Arthurian Ideals: Investigating Moral Character and Values**

Jordan Rollins  
University of Georgia  
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## **Rationale**

High school is a critical time in the lives of adolescents. During these years, they begin to make decisions about what they deem worthwhile and important. I see this period of questioning and inward reflection as a positive occurrence that leads to individual growth and development. As adolescents grow, they become aware of and interact with the world around them more and more. Most students have their first experiences with contrasting value systems in school. Students will most likely undergo much introspection at this stage of life as their ideals and values are challenged by external forces.

If students are facing these issues, wouldn't it be worthwhile for teachers to address them explicitly and help these teens identify and respond to the personal codes they've adopted thus far? The answer is most definitely "yes." The main focus for teachers should be to help their students learn skills to become better writers, readers, speakers, thinkers, and better people in general. Derrick Jensen says "...no matter the subject matter being taught, the real point is to help the students find themselves, and to find their own passion" (144).

I think it's safe to say that all students come to school with some collection of values they have picked up along the way. Maybe they have thought extensively about these values or maybe they haven't. Either way, I feel that it is important to help unravel their already existing knowledge and direct them in processes of meaning-making that will assist in adding to, and clarifying that knowledge. I see personal values as aspects that are incredibly important in defining who a person is, and that is why I have chosen to build a unit around this theme. My unit will provide students with genuine opportunities to reflect and build upon their moral character as they engage in various forms of dialogue with the two chosen texts.

In studying the theme of personal values through an Arthurian lens, we will look at the ideals of

honor, courage, chivalry, and honesty. Throughout the unit, the students will call on their experiential knowledge as they relate these topics to their lives and the world they live in. These connections will be revisited in an ongoing discussion of which they will take part in every step of the unit. By engaging in internal, small group, and classroom dialogue, the students will benefit from reflective and group learning. This learning model comes from the constructivism view which holds that knowledge is constructed instead of received through transmission (Smagorinsky 8). By having students take part in meaningful dialogue, I am helping them connect with the ideas of personal codes and values presented in the selected texts and construct new understandings.

In response to the books read during the unit, students will take part in creating various texts. “In creating text, students engage in...an ongoing dialogue with themselves and others in an attempt to make personal understandings of the contexts of their lives” (Fecho 6). These texts will take multiple forms throughout the unit in order to give the students several outlets for meaning-making. Some of these will take the form of journal entries, a coat of arms, and a narrative.

*The Hunger Games* by Suzanne Collins is the first text to begin the unit. This post-apocalyptic novel provides much in the way of entertainment for the students' reading pleasure while also presenting the students with moral dilemmas to be discussed. The Hunger Games are an annual televised event where one boy and one girl from each of the twelve districts is randomly selected and pitted against each other in a game of survival where they are forced to kill until only one remains. The story follows the teenage main character, Katniss Everdeen, as her morality is tested. My thinking is that the students will be more empathetic to the main character because they are of a similar age. This bestselling novel is perfect for the unit because it is a compelling story rife with internal conflicts and examples of value systems with which students should have no problem identifying.

Some will undoubtedly question its use because of its low reading level, but the intent for this book is not to challenge the students' ability to read on an appropriate level; it is to introduce the focal

themes for the unit. By starting the unit with a relatively easy text, students will be able to spend more time engaged in meaningful discussions about the story rather than trying to make sense of the writing style or trying to understand the story in general.

The other text selected for this unit is a much more challenging read. Sir Thomas Malory's *Le Morte d'Arthur* is possibly the most recognized work of English-language Arthurian literature. This canonical work is made up of many stories following King Arthur and/or his Knights of the Round Table as they go on quests to serve and protect his kingdom. The ideals of Arthur's kingdom (codes of honor/moral character/etc.) are exemplified through the actions of his “knights in shining armor” and also complicated, in particular, through the love triangle existing among Arthur, his Queen Guinevere, and Arthur's champion knight, Lancelot.

While both texts deal with issues involving values and morality, they present them in their own way. *The Hunger Games* approaches its thematic issues on a teenage level, and those present in *Le Morte d'Arthur* are introduced in a more mature context. I think students will greatly benefit from interacting with the issues presented from different points of view. Through this comparison students can see that everyone's values and moral standards are tested.

In summary, I plan to teach my students in ways that will give them opportunities to reflect on their moral character. As they make use of their experiential knowledge to connect with the chosen texts, they will be able to engage in various forms of dialogue where they will construct new meaning. Consequently, by the end of this unit students should have a better idea of what values are important to them and which moral standards they hold.

**Works Cited**

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## **Materials**

### **Morality Question Sheet**

1. If a clerk gave you too much change at a store, and you knew they did, would you keep it?
2. If you hit a car in a parking lot, but no one was around, would you leave behind a note?
3. If you see kids fighting and there was no way you could call the police, what would you do?
4. If you saw your best friend's girlfriend/boyfriend on a date with another person, would you tell your friend at the risk of making him/her miserable, or would you keep quiet about it?
5. Is violence ever justified?
6. Should you ever tell a lie? Is a lie ever justified?
7. If stealing is almost always wrong... can you think of any times when it is or was the right thing to do?

### **Personal Narrative Prompt**

We will be looking at the themes of morality and values for the next 6 weeks. Think about a personal experience that helped you form one of your values or develop some idea of morality.

When writing about the experience, be clear and include as much detail as possible so that your reader understands things such as: when it happened, where you were when it happened, how the experience made you feel, what you learned, etc.

Keep in mind that your classmates will be reading this! You might not want to write about something you would be embarrassed sharing with others.

Your story needs to be at least one double-spaced page, front and back.



## Narrative Samples

### Story #1

My aunt came to visit us and stay at our house for the weekend. When my aunt came into the house, she left her heavy suitcase at the top of the landing that leads to the basement. Later that night, when my mom and my aunt were drinking tea and talking at the kitchen table, they thought they heard someone pounding on our back door. My mom and aunt freaked out, because no one usually knocks on the back door.

They were afraid to open the back door, so they got a flashlight and shined it out of the window and into the backyard. Finally, my mom got our little dog (9 lbs.) and set the phone to speed dial 911. My mom went out the front door and searched around the house to see if she could find who was pounding on the door. She couldn't see anyone.

When Mom came in again, my aunt asked where her suitcase was. We saw that it was at the bottom of the stairs to the basement. It fell down the stairs and must have made a pounding noise that made us think that someone was banging on the back door.

### Story #2

We heard the sound of “crunch, crunch, crunch” coming from behind us in the dark woods that surrounded our campsite. Suddenly my heart pounded in my chest like a hammer banging against a wall. “What's that?” I asked my dad and my friend Chris.

Chris said nothing, but my dad tried to be calm: “It was probably a dead tree limb that fell in the woods, or it may be some little animal like a squirrel.”

I stood up and looked around. “No, Dad. It sounded like something a lot heavier than a squirrel. What do you think it could be?” I tried to look into the dark woods, but the light from our campfire couldn't penetrate the dark around the trees. I stood in a small circle of light, with the darkness surrounding us.

“If it will make you feel better,” my dad said, “I'll take a look.”

He got up from his seat on a log near the fire and grabbed a flashlight. The thought of my dad going into the woods alone and leaving Chris and me behind paralyzed me. “Wait, Dad. Lets listen to hear it again.”

By now, Chris was standing, too. The three of us stood close by the fire, casting long narrow shadows that reached into the darkness of the woods. The fire hissed and popped, and the breeze moved smoke from the fire to wrap around us. Breezes stirred dead leaves that seemed to chase after each other and dance in circles. As we tried to be as still as possible, my heart raced and rushed blood to my ears, making a muffled booming noise. I heard something else, which could have been Chris whimpering.

“This is silly,” said Dad. “I’m going to see if there is anything there.”

Once my dad has made up his mind, there is no stopping him. He moved quickly into the woods, with the hazy beam of light from his flashlight leading the way.

Chris finally spoke. “Maybe we should wait in the truck,” he said.

I agreed, but I didn't want to seem too panicked. “Let's just wait here by the fire,” I said.

We stood there for a long time, and the fire was beginning to die down. I put a couple of small logs on the fire, to keep up the light and to give me something to do. My dad was gone for a long time. Then I heard the “crunch, crunch, crunch” again. “Chris, did you hear that?” I asked.

“I hear something walking toward us,” said Chris. You could see him tense up, like a hedgehog rolling itself into a ball. I think that if we were a little bit younger, he would have grabbed my arm for support.

“Is that you, Dad?” I called out. No answer. “Dad, we're over here,” I shouted.

“Yeah, we're over here,” Chris yelled. No answer.

We looked into the woods all around us. It was like trying to read something at the bottom of a cup of coffee. In the distance we saw a dim light dancing around. “Look. What's that?” I asked Chris.

“I don't know, but I wish your dad was back.”

I went to the truck and got another flashlight from the glove compartment. I started to flash it in the direction of the other light, moving the light back and forth. The light in the woods also moved back and forth as if to imitate my movement. As I watched, the light in the woods seemed to get closer and closer. I wanted the light to be my dad returning to the campsite, but I wasn't sure. I grabbed Chris by the shoulder and we moved to the far side of the campsite and waited.

We watched the light move closer and closer, until Dad finally came out of the woods and into the glow

of the campfire. "Thank goodness you flashed that flashlight into the woods. I lost my way back to the campsite and I thought I'd have to make a bed on the leaves in the woods. You helped me find my way back. But I couldn't find anything out there, so let's put out the fire and go to bed."

We were so happy to see my dad return and so relieved that we were glad to crawl into our sleeping bags. With the campfire out, there was no more hiss and pop, and the breeze died down. Dad and Chris quickly went to sleep in the tent. I was just about to fall asleep myself, when I heard, "crunch, crunch, crunch."

### Story #3

There was an old woman who lived in my neighborhood. My friends and I didn't know her name. She looked really old. She wore ragged old clothes. No matter what the weather, her outdoor clothes always included a scarf and a heavy cloth overcoat with a wide and ragged collar. The rumor in the neighborhood was that she was a witch.

She lived in a wooden frame house, one story with an attic. All the windows were covered, with newspapers or curtains or even boards. It would be impossible to look in, even if one had the courage to do it. The house hadn't been painted in years, and it looked gray and brown and weather-beaten, almost like the old woman herself. Everyone knew that the house was filled with hundreds of stray dogs and cats. No one saw the woman walk a dog or sit on the porch with a cat in her lap, but you could see her buying a lot of pet food at the supermarket. And even outside the house it smelled like animal waste.

One afternoon, as I passed her house with a couple of my friends, my buddy Dennis said, "Watch this." He then walked up the three steps to the old woman's wooden porch and jumped up and down. The banging on the wooden porch set off an uproar of dog howls, cat screams, scrambling paws, overturned furniture, and scraping claws. There was no way to tell the number of animals inside the house, but it sounded as if there were hundreds. The house fairly rocked with the barks and cries. It was like having a live, wild doorbell.

We moved a few yards away from the house and waited for the noise to stop. Dennis then went back to the porch and pounded on it again. There was another uproar. The windows rattled, and the door shook under the weight of dozens of dogs hurtling themselves against it.

Soon the noise stopped again; then Dennis approached me and said, "Why don't you try it?" I wasn't sure. The first time might have caught the old woman by surprise. The second time might also have caught her by surprise, with the woman thinking, "No one would pull the same prank twice." At the third attempt she might be waiting, maybe preparing to unleash several attack dogs.

I slowly began walking up the creaking wooden stairs. As I reached the second step, Dennis half-whispered, "I'll watch the windows and the back." I hadn't thought about needing a lookout. As I crouched to begin my jump, Dennis yelled, "She's coming out the back. She's got two dogs."

I leaped over the rail of the porch and began running in the direction where Dennis had already fled. I knew that if the old lady were leading dogs on a leash, they would never come close to catching us. But I worried about her unleashing the dogs, and I believed that I heard the panting of dogs and the scrapping of claws on the concrete walk behind me. I ran all the way home and into my yard. I closed the fence gate behind me and gasped for breath. But I didn't see or hear any dogs.

Two days later, I was at the grocery store with my mom. While my mom was at the deli counter, the old woman came up to me as I leaned against the shopping cart and whispered, "I'll get you next time."

**Descriptive Passage on A Sunday Afternoon on the Island of La Grande Jatte**

The sun is very hot this afternoon, so I have decided to sit in the shade under the biggest tree in sight. It's not my usual preference, but there are so many people here today that I can't sit in my favorite spot. Instead of my own back-end occupying the bench, there's a couple sitting there making out. In order to take my mind off of this distasteful public display of affection, I pack my pipe full and enjoy my first smoke of the day.

A few people that were sitting nearby get up and move while grumbling something under their breath. Their unintelligible comments don't bother me, because now I can stretch out and enjoy more of this cool, soft grass. I'm instantly grateful as a strong wind kicks up. Now the heat is much more manageable. I'm sure the sailors are appreciative of the wind as well as I see their sails become full.

As I look around I see many pets running here and there, but my curiosity of my surroundings is lost when I lock onto the image of a woman standing directly behind me. She is holding a leash and on the other end is a monkey!

### **Coat of Arms Handout**

For this project you will design your own personal coat of arms. You will be given two days of class time to brainstorm and create your shield. Then you will present your shield to the class. Think about your own values as they reflect on our class discussions of virtues and codes presented in our readings. Once you have decided what your values are, you will need to figure out the best way to convey those on their shield. You will have to use symbolism in order to display your values on a shield. You will be graded on the following components of the shield:

- The shape of the shield;
- The color scheme used;
- The images incorporated.

When presenting your shield to the class, you will need to explain the choices made during the creation process and how each aspect of the shield symbolizes your personal values.

The [rubric](#) on the back will be used to grade this activity.

### **King Arthur/Hunger Games Narrative Handout**

This writing assignment will be the final assessment for the unit. For this piece you will take a section of either novel and write your own version. You will have free rein to kill off important characters and/or drastically change the story in any way. Your changes to the story will need to develop one or more characters' values further. You can make the character/s exhibit new values or further portray already existing ones. In addition to the re-write, you must include a reasoning piece. In this text you must explain why you changed what you did and how the change is important.

There will be two days toward the end of the unit set aside for peer review groups. You will keep a portfolio for this paper where you will be required to include your rough draft, peer response pages, and your final draft.

The requirements for this assignment are that your papers:

- Must be at least 3 pages in length;
- Must be typed;
- Must be in 12 pt font;
- Must be double spaced;
- Must tell a different story;
- Must write 1-2 pages for your reasoning piece.

In addition to the requirements listed above, you will be graded on your writing process, your focus on the chosen text, your creativity, and your spelling and punctuation. The [rubric](#) I will use to grade your work is on the back of this page.

## Goals/Rubrics

### **Goal #1:** Reading Response Journal

While reading *The Hunger Games* and *Le Morte d'Arthur* students will keep reading response journals. Each day after completing the assigned reading for homework they will write in their journals for the first 10 minutes of class. This assignment will allow the students time to reflect on the reading, ask questions, and write about what was most important to them in the section read. By having the students complete this assignment, I will be able to see if they are understanding and relating to the story.

When writing their journal entries, the students will be asked to summarize the assigned reading in a few sentences, share their initial response, state their opinion on the reading, and pose any questions they might have. Some days they will receive specific prompts I have composed in order to lead their thoughts in directions that will assist our class discussion for the day. The following are some examples:

- How were any of the virtues that we discussed in class displayed in this chapter?
- Which character do you relate to most? Explain why.
- What challenge was presented in this chapter? Can you think of a time when you were challenged in a similar way?
- Why do you think \_\_\_\_ acted the way s/he did in this chapter? Do you agree with his/her actions?
- Which character/s do you like the most? Explain why.

The journals will be taken up at the end of every week for grading.



### Reading Response Journal

CATEGORY	4	3	2	1
<b>Number of Entries</b>	Student has written an entry for every day of the week	Student has written most of entries for the week, missing only 1 or 2	Student has written some of entries for the week, missing 3-4	Student is missing 5 or more entries for the week
<b>Length of Entries</b>	Student has written 5 or more sentences per entry	Student has written 3-4 sentences per entry	Student has written 1-2 sentences per entry	Student has written no sentences
<b>Content</b>	Student has reflected on their reading by giving a summary, sharing their initial response, and stating an opinion about the reading	Student has somewhat reflected on their reading by giving a summary, sharing their initial response, and/or stating an opinion about the reading, but not both	Student has barely reflected on their reading	Student has not reflected on their reading

**Goal #2: Coat of Arms Project**

Students will participate in a project where they will design their own personal coat of arms. The students will be given two days of class time to complete their shields and will then present their work at the end of the second day. The purpose for this activity is to get the students to think about their own values as they reflect on our class discussions of virtues and codes presented in our reading. The project also encourages students to discuss important value questions with classmates. Students will need to think about what their own values are and figure out the best way to convey those on their shield. Students will be asked to display their values through the use of symbolism. I will provide the class with some examples of symbolism relating to:

- The shape of the shield;
- The color scheme used;
- The images incorporated.

When presenting their shields to the class, students will need to explain the choices made during the creation process and how each aspect of the shield symbolizes their personal values.

The following rubric will be used to grade this activity:

## Coat of Arms

CATEGORY	4	3	2	1
<b>Use of Class Time</b>	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project or often distracted others.
<b>Required Elements</b>	The shield includes all required elements as well as additional details.	All required elements are included on the shield.	All but 1 of the required elements are included on the shield.	Several required elements were missing.
<b>Knowledge Gained</b>	Student can accurately answer all questions related to the use of symbols and the processes used to create the shield.	Student can accurately answer most questions related to the use of symbols and processes used to create the shield.	Student can accurately answer about 75% of questions related to the use of symbols and processes used to create the shield.	Student appears to have insufficient knowledge about the use of symbols or processes used in the creation of the shield.

**Goal #3:** Creative Writing Assignment: King Arthur/Hunger Games Narrative

This written piece will be the culminating assessment for the unit. For this assignment students will take a section of either novel and write their own version. The students will have free rein to kill off important characters and/or drastically change the story in any way. The students' changes to the story will need to develop one or more characters' values further. They can make the character/s exhibit new ones or portray already existing ones. In addition to the re-write, the students must include a reasoning piece. In this text the students must explain why they changed what they did and how the change is important.

There will be two days toward the end of the unit set aside for peer review groups. The students will keep a portfolio for this paper wherein they will be required to include their rough draft, peer response pages, and their final draft.

The requirements for this assignment are that the students' papers:

- Must be at least 3 pages in length;
- Must be typed;
- Must be in 12 pt font;
- Must be double spaced;
- Must tell a different story;
- Must write 1-2 pages for their reasoning piece.

### King Arthur/Hunger Games Narrative

CATEGORY	4	3	2	1
<b>Writing Process</b>	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.
<b>Focus on Chosen Text</b>	The entire story is related to the chosen text and allows the reader to understand much more about the topic.	Most of the story is related to the chosen text. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the chosen text, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the chosen text.
<b>Creativity</b>	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.
<b>Spelling and Punctuation</b>	There are less than 3 spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There are 4-6 spelling or punctuation errors in the final draft.	There are 6-9 spelling and punctuation errors in the final draft.	The final draft has 10 or more spelling and punctuation errors.
<b>Requirements</b>	All of the written requirements (# of pages, 12 pt font, double spaced, etc.) were met.	Almost all (about 90%) the written requirements were met.	Most (about 75%) of the written requirements were met, but several were not.	Many requirements were not met.

## Lesson Plans

### Week 1

#### Day 1:

**5 min:** Pass out [Morality Question Sheet](#). Briefly go over the questions and give the students instructions. (Italics used throughout to represent actual spoken prompts)

*Answer each question by writing at least 2 sentences for each answer. Use a separate piece of paper for your answers. Really think about these questions. You will have 10 minutes to answer all of them.*

**10 min:** Students answer the questions on a separate piece of paper.

I will use this time to take roll.

**5 min:** Break the class into groups of 4 students each.

*Okay. Time is up. Now let's break into groups of 4. Go over each question on the sheet and share your answers with the group. Everyone is to participate. Someone in the group needs to write down some of the agreed upon answers and a few answers that were not. Remember our rules for discussions: everyone gets a turn, don't speak when someone else is speaking, this is not a competition, show respect for your classmates' opinions.*

**25 min:** Group discussion on their answers.

I will walk around and make sure that all groups are participating and that everyone is being courteous.

**5 min:** Take up the notes and put desks back in order.

#### Day 2:

**10 min:** Take roll while asking students to form the same groups as last class. I will then pass out the notes from group discussions last class and instruct the students to go over the notes quickly to jog their memory.

*I want you as a group to briefly discuss your answers to the questions from our class yesterday and then we will talk as a whole class.*

**30 min:** Whole class discussion using the questions as a springboard to talk about the themes of the unit: morality and values. Discuss terms such as chivalry, honor, courage, honesty, etc.

*Okay. Now we're going to discuss these as a class. Lets start with number one...*

**10 min:** Introduce the two books we will be reading during the unit while focusing mostly on our first text, *The Hunger Games (HG)*.

#### Day 3:

**5 min:** Instruct students to go, in rows, to the front of the class and pick up a copy of *HG*. While they do this I will take roll.

**5 min:** Pass around the inventory sheet and have students fill in which copy of the book they have. Explain their responsibility of taking care of the book and the ramifications of losing or ruining

their copy.

**20 min:** I will read aloud the first chapter of *HG* while the students follow along.

**10 min:** Pass out reading response journals and explain how we will be using them for the whole unit. While students write their name on the cover of their journal I will go over the following instructions:

*When writing your journal entries, you need to summarize the assigned reading in a few sentences, share your initial response, state your opinion on the reading, and pose any questions you might have. Some days I will give you specific prompts to respond to.*

- The above instructions will be attached to the inside of the front cover of their journals.
- The [rubric](#) I use to grade the journals will be attached to the inside of the back cover.

**10 min:** Take up journals and assign reading for homework (chapters 2 and 3 read by Friday). Explain to students that they will be assigned 2 chapters of *HG* to read before class every Monday, Wednesday, and Friday. In addition, I will read one chapter at the end of class these days. Students can use the rest of the time to start reading.

#### **Day 4:**

**30 min:** Pass out the [Personal Narrative Prompt](#) and have students complete the assignment. I will take roll at this time and then walk around answering any questions the students have.

**10 min:** Take up the writing assignment and then explain to them that what they just wrote was a narrative. Go over the aspects of narrative writing and discuss with the class what they think makes a good story. Finish the discussion by explaining to the class that one of the focuses of the unit will be narrative writing.

**10 min:** Remind students that they need to have chapters 2 and 3 of *HG* read before class tomorrow. Allow students to read for the rest of class.

#### **Day 5:**

**10 min:** Take roll while students write in their journals.

Specific prompt:

Pick a character who has been introduced in the story and write a few sentences examining their values. Also, write a few sentences on the moral dilemmas presented so far.

**20 min:** Have a class discussion on what they have read of *HG* thus far. I will ask the following questions to guide the discussion:

*Does anyone have a favorite character so far? Why?*

*Let's talk about some of the characters' values. Why don't we start with Gale...*

*What moral dilemmas are already apparent in this book?*

*Does anyone have any questions about the reading so far?*

**20 min:** I will read chapter 4 of *HG* aloud while the students follow along. Remind students that they

need to have chapters 5 and 6 read before class on Monday.

## **Week 2**

### **Day 6:**

**10 min:** Take roll while students write in their journals.

**10 min:** Pass out [narrative samples](#) and then read them to the class while the students follow along.

**15 min:** Students will get into groups and talk about the 3 narratives. Instruct them to think about what makes a narrative effective and then ask them to rate the 3 stories based on their effectiveness.

**15 min:** Finish class by reading chapter 7 of *HG* aloud while the students follow along.

### **Day 7:**

**10 min:** Take roll while having the students get back into their groups from last class and recap what decisions they made about the narratives. Desks will already be grouped together with a copy of each narrative on top.

**20 min:** Each group will share their thoughts on the narratives while I tally the scores on the board. We will then talk about what elements make narratives interesting while I write them on a piece of poster board. I will make sure that the elements we will be mainly focusing on in the unit are included. This poster will be hung in the class to remind the students of effective elements of narrative writing throughout the unit.

**20 min:** Talk about how the authors use inner thoughts and feelings to enhance their stories (interior monologue, expressing explicitly and by implication). Look at the story that received the most tally marks and use it to illustrate these details using a projector. We will read through the story together pointing out the words, phrases, and sentences that indicate the thoughts and feelings of the character. I will underline each word, phrase, and sentence and ask the class to do the same on their copy.

**On the way out:** Assign this underlining activity to be done on the other two narratives for homework and remind students that they need to have chapters 8 and 9 of *HG* read before class tomorrow.

### **Day 8:**

**10 min:** Take roll while students write in their journals.

**10 min:** Class discussion of *HG*.

*So how about the ending of Part 1?*

*This introduces a whole other problem to the story doesn't it?*

*Lets talk about some important decisions Katniss has had to make thus far in the story... From what we've learned about Katniss so far, how would you describe her morals and values? What about Peeta's?*

*Does anyone have questions?*



**10 min:** Pass back their papers and have them add inner thoughts and feelings to their narrative.

*Alright ladies and gentlemen. Remember that we talked about inner thoughts and feelings yesterday? (briefly go over the key points from yesterday's lesson).*

*Now I would like for you to go back through your story and add some inner thoughts and feelings wherever you think will be beneficial. I will be walking around to help you and answer any questions you have.*

**20 min:** I will read chapter 10 of *HG* aloud while the students follow along.

### **Day 9:**

**5 min:** Take roll while students get into groups of 4.

**20 min:** Pass back their narratives. Have them talk about the changes and additions they made to their story. Students should revise their papers if they agree with the peer review.

*I want you to get in groups of 4 and share your story with your group focusing on the changes you made. Those not sharing at the moment will comment on the use of inner thoughts and feelings. Be sure to write notes on the comments you receive so you know how to improve your piece. Remember the rules for peer review.*

**5 min:** Introduce dialogue. Discuss the following points on how to write good dialogue:

- *Dialogue is a conversation between two or more people.*
- *Dialogue is essential to fiction writing.*
- *Dialogue brings characters to life and adds interest.*
- *Dialogue must do more than just duplicate real speech.*
- *Dialogue consists of exciting, interesting, emotional, and dramatic words.*

**20 min:** The students will break from their group of 4 into pairs and will write at least 10 lines of dialogue with their partner.

*Okay now lets write some dialogue. You and your partner will write at least 10 lines of dialogue on a transparency so we can later view it as a class. I've got several prompts written on the board for you to choose from.*

Have the following prompts already written on the board:

- Parent - Teacher: How much money might it take for little Billy to get a 'C'?
- Friend - Friend: Who's dating whom?
- Teacher Upholding the Integrity of School Rules - Student Cheating on a Test: How much a zero is going to hurt?
- Someone Celebrating Unusual Independence Day Customs- Loyalist to the British Crown: Why it's OK/Not OK to burn flags?
- Girlfriend Catching Boyfriend With Another Girl - Boyfriend Claiming It Was His Sister: Why boy was making out with his alleged sister?

- Teenager - Parent: What was Josie doing out until 3:00 A.M.?

*On the other side of the board I've written the functions for dialogue. Try to include explanatory material and be sure to write more than just "he said...she said" sentences.*

Have the following functions for dialogue already written on the board:

- Provide Information
- Describe a Place or Character
- Create a Sense of Time
- Create Suspense or Conflict
- Move the Story Forward
- Reveal a Character's Thoughts
- Summarize What Has Happened
- Create a Sense of Place

*I'll be walking around the room while you work so let me know if you have any questions.*

**On the way out:** Remind students that they need to have chapters 11 and 12 of *HG* read before class tomorrow.

### **Day 10:**

**10 min:** Take roll and pass out narratives while students write in their journals.

**15 min:** Use a projector to show volunteered dialogue pieces from last class. Discuss the effectiveness of the dialogue with the class and make sure students know how to correctly format the dialogue.

**10 min:** Have students revise their narratives only editing sections of dialogue.

**15 min:** Read chapter 13 of *HG* aloud while the students follow along. Remind students that they need to have chapters 14 and 15 read before class on Monday.

### **Week 3**

#### **Day 11:**

**10 min:** Take roll while students write in their journals.

**20 min:** [Revising sentences to incorporate imagery and sensory detail.](#)

#### **INSTRUCTION AND ACTIVITIES**

1. Discuss with the class the idea of “showing” rather than “telling” in writing.
2. Read aloud this sentence:

*“The car lands awkwardly, causing it to roll.”* (already written on the board)

- Note that it “tells” what happened rather than “shows” what happened.

3. Ask the class the following questions to help rewrite the sentence so that the description comes alive.

- *What does lands awkwardly look like? Think of an image in your mind and let's capture it in words.*
- *Is the car driving itself? Does the driver matter?*
- *Is enough detail provided to visualize what happened?*

4. In this manner, actively solicit sensory details (visual, auditory, tactile, olfactory descriptions) from students. Write the new “show” sentence next to the original “tell” sentence.

**20 min:** Read chapter 16 of *HG* aloud while students follow along.

### **Day 12:**

**10 min:** Take roll and pass out the [Show-Me Sentences Handout](#).

**25 min:** Continue yesterday's lesson.

Briefly summarize the imagery and sensory detail lesson from yesterday. Refer students to the Show-Me Sentences Handout, and have them review the first example, first reading the “telling” sentence and then reading the “showing” sentence.

5. Ask students if they could improve even more on the “showing” sentence. Allow students to provide suggestions and point out when their suggestions improve the descriptive quality of the sentence.
6. Ask students to recreate the remaining “telling” sentences on the handout by incorporating visual and sensory details to more explicitly show the reader the scene.
7. After students have worked through the sentences on the handout, ask for volunteers to read their revisions aloud. Point out effective uses of imagery and sensory details.

**15 min:** Have students revise their narratives to include imagery and sensory details.

**On the way out:** Remind students that they need to have chapters 17 and 18 of *HG* read before class tomorrow.

### **Day 13:**

**10 min:** Take roll while students write in their journals.

Specific prompt:

Write your own definition of the following: courage, honesty, chivalry, honor. Write a few sentences explaining which of these have been exemplified in the story so far.

**10 min:** Class discussion on *HG*:

- *Remember when we talked about these terms after completing the morality question sheet?*
- *Lets talk about how we've seen these played out in the story so far...*
- *Do any of you see these played out in your lives?*

**30 min:** Read chapter 19 of *HG* aloud while students follow along. While reading this chapter I will stop periodically and point out good examples of show-me sentences. I will point out sentences that create the setting, show the action, portray inner thoughts and feelings, and make good use of dialogue.

**Day 14:**

**5 min:** Take roll while students get into groups of 4. Pass out narratives.

**15 min:** Talk about the creation of a setting with the class. Show the painting of [A Sunday Afternoon on the Island of La Grande Jatte](#) by Georges-Pierre Seurat to the students and have them offer descriptive sentences as part of the discussion. Read this [passage](#) that shows how the setting could be used in a story.

**15 min:** Show them the [Kindred Spirits](#) painting by Asher Brown Durand and have each group work together to write 2 paragraphs (at least 4 sentences each) that describe the setting. Let them know that they will be sharing with the class.

**10 min:** Groups share their writing with the class. After each reading, volunteers will comment on the group's work; as will I.

**5 min:** Have students read over their narratives to pick out each setting and list them on a separate piece of paper.

Assign homework: *Write a few sentences for each setting within your narrative. This will be due tomorrow.*

**On the way out:** Remind students that they need to have read chapters 20 and 21 of *HG* before class tomorrow.

**Day 15:**

**10 min:** Take roll and pass out narratives while students write in their journals.

**15 min:** Have students refer to their homework and use their setting descriptions to revise their narratives.

*Everyone get out your homework from last night and use your descriptions to revise your narratives. You shouldn't just "copy and paste" your sentences. Instead, add the descriptions of the setting as they become relevant to the story.*

**20 min:** Read chapter 22 of *HG* aloud while students follow along.

**5 min:** Remind students that they need to read chapters 23 and 24 over the weekend. Allow them to read for the remainder of the class.

**Week 4**

**Day 16:**

**10 min:** Take roll while students write in their journals.

**10 min:** Writing about people lesson. Ideas taken from Hillocks' *Narrative Writing: Learning a New Model for Teaching* p.100. [A Voluptuary Under the Horrors of Digestion](#).

- Start by showing the Voluptuary picture to the students on a projector.
- Have a discussion about the picture and get the students to point out what they see in the picture.

**15 min:** Give the students 3 questions to answer in groups of 4.

*Get into groups of 4 and answer these questions written on the board...*

1. What do all of the details we have talked about suggest about the Prince of Wales and his habits?
2. How would you describe his character?
3. What would it be like to visit this man, perhaps to ask for a job? Imagine you would find him the way he looks in this picture. What would be his attitude? What would he be doing? How would he treat you?

*Every group will be reporting their answers to the class. I will be walking around to help anyone that needs it.*

Take up group answer sheets and keep until tomorrow.

**15 min:** Read chapter 25 of *HG* while students follow along.

### **Day 17:**

**5 min:** Take roll while the class gets into the groups of 4 from yesterday. Have a volunteer pass out the group's answer sheets.

**5 min:** Give the students time to go over their answers from yesterday.

**20 min:** Each group shares their answers and then discuss as a class how to write about people effectively in their narratives.

**15 min:** Pass out narratives and allow students to revise their descriptions of people in their stories.

**5 min:** Assign homework for students:

*I want you to write a one page response on all the changes you made to your personal narrative from the very first draft. How do the changes you made help your narrative be more effective? The last day to turn this in will be Monday of next week.*

**On the way out:** Remind students that they need to have read the last two chapters of *HG* before class tomorrow.

### **Day 18:**

**10 min:** Take roll while students write in their journals.

Specific prompt:

Pick one person from the story and analyze the development of their character. Be sure to answer the following questions:

- What did you read about this person that told you something about their character? (At least 4

sentences)

- Is there more you would like to know about the person? (At least 4 sentences)

**20 min:** Class discussion on *HG*.

Go over the book's development of each character...

- *Which characters did we learn the most about?*
- *What did we learn about their values and morals?*
- *What elements of the story told us more about the characters?*
- *Is there anything you would like to know more about these characters?*
- *Is there anything you would like to know more about another character?*

**20 min:** Introduce the next book we will be reading: *Le Morte d'Arthur*.

Main points to cover:

- We will be looking at Arthur as the symbol of the virtues of Camelot.
  - Knight's Code: a moral system which went beyond rules of combat and introduced the concept of Chivalrous conduct - qualities idealized by knighthood, such as bravery, courtesy, honor, and gallantry toward women.
  - Classic examples of chivalry, honor, courage, honesty.
- Give the class an overview of the main characters:
  - Arthur
  - Guinevere
  - Merlin
  - Lancelot and other Knights of the Round Table
  - Morgan Le Fay
  - Mordred
- Show them the free online [text](#).

### **Day 19:**

**5 min:** Take roll and pass out selections from *Le Morte d'Arthur*.

**45 min:** Read aloud chapters while students follow along. Have discussions after each section is read (key points of discussion written in Italics).

### **Book 1**

- **1-7:** Birth of Arthur and how he becomes king.
  - *Arthur's birth a result of adultery. Raised by commoners. Not the typical background for a king.*
- **22-25:** Arthur fighting Pellinore and getting the sword from the Lady of the Lake.

- *Arthur not above questing himself. He doesn't hold himself above his knights.*
- **27:** Arthur calls for all May-Day children to be killed but Mordred survives.
  - *Arthur is not perfect, but he is still seen as the noblest king ever.*

**Day 20:**

**5 min:** Take roll and pass out selections from *Le Morte d'Arthur*.

**25 min:** Read the selections aloud while students follow along. Italics are for discussion at the end of class.

**Book 2**

- **1-5:** Damsel girted with the sword that was Balin's death.
  - *Concludes Lady of the Lake story. Balin's speech comments on virtue.*

**Book 3**

- **1:** Arthur marries Guinevere.
  - *He knows that she will love Lancelot and that he will love her back.*

**Book 6**

- **1-4:** Lancelot captured by sorcery and tempted by Morgan Le Fey.
  - *Lancelot is pure in his love for Guinevere and doesn't succumb to temptation. Morgan Le Fey trying to corrupt Arthur's court.*
- **18:** Lancelot named greatest knight in the world.
  - *Lancelot's importance to the king is made clear and every knight loves him (some love him even more than the king).*

**10 min:** Students write in their journals.

**Specific prompt:**

Answer the following questions with a few sentences each:

- What does the story about the damsel and the sword say about virtue?
- What do you think about Arthur's decision to marry Guinevere even after hearing Merlin's advice?
- What does the story about Lancelot being captured by Morgan Le Fey tell us about his character?

**10 min:** Have a class discussion after they have completed their journal entries (key points of discussion written in Italics above).

**Week 5**

**Day 21:**

**5 min:** Take roll and pass out selections of *Le Morte d'Arthur*.

**45 min:** Read selections while students follow along. Have discussions between each section (key points in Italics).

**Book 11**

- **1-9:** Lancelot tricked into sleeping with Elaine. Gallahad is born. Lancelot is tricked again. Guinevere banishes Lancelot and Elaine.
  - *Lancelot takes pity on Elaine and is honest with Guinevere. Lancelot is banished and obeys the command that Guinevere gives him.*

**Book 18**

- **1-7:** Guinevere is accused of treason (poisoning a knight) and Lancelot fights for her even though she had earlier banished him from her sight.
  - *Comment on how crimes are dealt with (in special cases knights fight for the accused). Lancelot comes to the rescue even though he believes Guinevere doesn't love/respect him anymore. He can't bear to see her wrongly accused.*

**Day 22:**

**5 min:** Take roll and pass out selections of *Le Morte d'Arthur*.

**45 min:** Read selections while students follow along. Have discussions between each section (key points in Italics).

**Book 20**

- **1-5:** Mordred catches Lancelot with the Queen and calls him traitor. Lancelot escapes.
  - *Mordred causing trouble to weaken Camelot. Lancelot is forced to kill many knights in order to escape. Is this excusable?*
- **10-15:** Arthur attacks Lancelot's castle because he has the Queen and he killed Gawain's brother when rescuing her.
  - *Arthur forced to comply with the laws even though he would rather not. What would you do? Lancelot fights back but spares the king's life because he understands that Arthur's hands are tied.*

**Book 21**

- **1-5:** The death of Arthur.
  - *How does the story of king Arthur portray right judgment, morality, and virtue? Do you agree with its representation of these things? Why or why not?*



**Day 23:**

**10 min:** Take roll while students write in their journals.

Specific prompt:

Answer the following questions in a few sentences each:

- What are your thoughts on the themes covered in this unit? (honor, chivalry, honesty, courage)
- What values do you personally find important enough to fight for? They don't have to be the ones listed above.

**10 min:** Explain the coat of arms to the class and then introduce the assignment.

*If you were a knight, what would your coat of arms look like? For this assignment you will need to decide what your main values are and think of ways to symbolize them on your shield.*

*Some things to think about are: the colors used (red could stand for violent, purple for royalty/status), the shape of your shield (circular design could symbolize simplicity), the images presented (animal such as a bear could symbolize strength). Using these 3 categories are sufficient to make a good grade but if you can think of other ways to symbolize your values, go for it.*

*When your shield is complete you will all present them to the class. When presenting you will need to explain the choices you made and what each aspect of the shield symbolizes.*

*Are there any questions?*

**15 min:** Pass out the [Coat of Arms Handout](#) and give them time to brainstorm.

**15 min:** Students share their ideas in groups of 4.

**Day 24:**

**50 min:** Students will have the whole period to work on their projects. Take roll while students start working. Walk around periodically to make yourself available to answer any questions and to make sure students are on task. Let them know that they will be presenting tomorrow.

*Today you will have the whole class to work on your coat of arms. I will be walking around periodically but feel free to ask for help no matter what I'm doing. Everyone will be presenting tomorrow so be sure to work diligently. Remember that part of your grade on this assignment comes from how you spend your time in this period. Focus on your work and don't distract others. If you finish your work before class is over raise your hand and I will come look at your shield.*

**Remaining time:** The students that finish before class is over may read silently after you have checked off the elements of the shield.

**Day 25:**

**5 min:** Take roll while students pick up their coat of arms from the front of the room.

**45 min:** Presentations of the coat of arms project.

**Remaining time:** If there is time left at the end of class have a discussion on the project focusing on what they learned and if they liked it or not.

## Week 6

### **Day 26:**

**5 min:** Take roll.

**10 min:** Introduce the culminating assessment: King Arthur/Hunger Games Narrative while giving each student a copy of the [handout](#). Answer any questions the students have.

*The last part of our unit is a creative writing project. For this paper you will be able to choose any section from the two novels we read together as a class. If you want to write about a section from Le Morte d'Arthur we didn't cover as a class come see me about it. Let's go over the handout.*

Read the handout while students follow along.

*The peer review days will be Tuesday and Thursday and the final draft will be due Friday. I would suggest that you to work on this assignment for homework this whole week. Be sure to keep every draft of your paper for your portfolio. Are there any questions? You have the rest of class today to work on your paper. Focus on writing your narrative first.*

**35 min:** Students work on their narratives.

### **Day 27:**

**5 min:** Take roll while having the students get into peer review groups of 4.

*Today you are starting with peer review. Be sure to look for all of the qualities that make up good narratives (point to the poster on the wall) and suggest to the writer anything you think will help his/her piece.*

**20 min:** Peer review on rough draft.

*Okay. Now spend the rest of class making any revisions you think important.*

**25 min:** Students work on their narrative.

### **Day 28:**

**50 min:** Students work on their narrative and reasoning piece.

*Today you should finish up writing your narrative and begin on your reasoning piece. Tomorrow you will be in peer review groups at the beginning of class so be sure to have most of the assignment done. That way you will benefit more from the peer review.*

### **Day 29:**

**5 min:** Take roll while students get into peer review groups of 4.

**20 min:** Peer review.

*Okay class. Get into your peer review groups and go over the reasoning piece first. Be sure to look for the writer's support for his/her decisions on adding to and/or changing the story. If you have time, and the writer wants, you can go over the narrative again as well.*

**25 min:** Students work on their narrative and reasoning piece.

*If you have a question about either of your pieces, feel free to come and see me at my desk.*

**Day 30:**

**5 min:** Take roll while having students get out each draft of their narrative and reasoning piece.

**10 min:** Pass out manila folders and have students put their name on the folder. Also have them label each draft before putting it in their folder.

**20 min:** Have a class discussion on their narratives while you take up their portfolios.

- *Who wrote on The Hunger Games? Le Morte d'Arthur? Why?*
- *Whose character did you elaborate on or change? Why?*
- *Did you like the assignment? What would you have liked to have been different about the assignment?*

Congratulate them on their hard work during this unit!

**5 min:** Watch a [clip](#) made from the 2004 King Arthur film.

**10 min:** Class discussion on movie clip.

- *How many of you have seen this movie?*
- *What do you think about the way they portray King Arthur and Lancelot in this scene?*

4. Contemporary questions about character. 5. Moral character and empirical studies. 5.1 The challenge posed by situationism. 5.2 Some replies to situationism. The English word "character" is derived from the Greek *charaktēr*, which was originally used of a mark impressed upon a coin. Later and more generally, "character" came to mean a distinctive mark by which one thing was distinguished from others, and then primarily to mean the assemblage of qualities that distinguish one individual from another. Aristotle's ideal political community is led by citizens who recognize the value of living fully active lives and whose aim is to make the best life possible for their fellow citizens, thereby promoting the common good (Politics 1278b19–26, cf. 1280b8–12). Both morals and values are critical to the way that we lead our day-to-day lives. Contrary to what many may believe, morals and values are not the same thing, although they do possess a number of similarities, and there is quite a bit of overlap between the two. For many individuals, having a clear understanding of both their morals and values is important in helping them to lead better and more fulfilling lives. Often, the values that an individual holds in highest regard play a big role in the moral structure that individual subscribes to. For example, a person who holds logic and intellect in high regard as values may be more driven to embrace a moral structure that places an emphasis on learning for the sake of learning.

Victorian Morality Facts. Victorian era moral Behavior, Values, Ideals, Ethics as seen in society, literature and its influence. As mentioned earlier, movements for justice, freedom, and other strong moral values were pitted against greed, exploitation, and cynicism. The writings of Charles Dickens, in particular, observed and raised awareness about these conditions. It is also said that Karl Marx and Friedrich Engels' analysis of capitalism is in and as a reaction to Victorian Britain. These patriarchal social values and roles for men & women are summed up by Alfred Lord Tennyson's (1809–1892) in his poem, *The Princess* (1847) Arthurian legend refers to the body of works surrounding King Arthur and his knights. Arthurian legend forms the centerpiece of the Matter of Britain, which is the body of medieval literature and legends associated with Great Britain and Brittany. The stories about King Arthur and his knights, however, are not limited to the literature of the Middle Ages. Although the popularity of Arthurian legend declined after the medieval period, it experienced a revival during the Victorian era.