

Running Head: ASSESSMENT PLAN

Teacher Work Sample

Standard III – Assessment Plan

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SEC592: Secondary Student Teaching – Seminar II

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## Teacher Work Sample

## Standard III: Assessment Plan

Previously, student teacher Jessica Haight has identified several goals and objectives corresponding to a quarter-long unit centering around *The Once & Future King* (O&FK), T.H. White's epic take on the legend of King Arthur. Sophomore students at Xavier High School in Cedar Rapids, IA will be put through the paces, first extensively discussing plot points, character motivations, and cultural/historical factors within the novel, and then rounding out the unit with a term paper on the O&FK-centric topic of their choice. The term paper is a school-mandated assignment; similarly, learning goals for the unit are centered around objectives culled from the Iowa Department of Education's Standards for Literacy for 10<sup>th</sup> grade students.

In Appendix A, a detailed analysis of unit assessments is provided. Each of the three learning goals encompasses pre-, formative, and post-assessment activities – for example, to satisfy the standards for Goal A, the teacher will begin discussion-centric lessons with anticipatory questions that get students thinking about the plot of the novel (“Arthur gets transformed into many different animals by Merlyn – which animal would you want to spend the day as, and why?”). Formative assessments will often take the form of whole-class or small-group discussions, which will be centered around a question-and-answer hand-out (packet “A”), and a study guide hand-out (packet “B”). Packet A focuses on plot, whereas packet B offers contextual information – a short biography of T.H. White, for example. The teacher will weave these together, in an attempt to give students the full breadth of the novel and the circumstances in which it was written.

Similarly, students will take four traditional, paper-and-pencil format post-assessments whilst reading the novel – one for the first three Books (25 points each), and a fourth, cumulative exam that encompasses Book I-IV (100 points). For examples of these post-assessments, see Appendix B, C, D, and E. Assessments may also consist of personal communication, in which students are acknowledged

for attentive listening while directions are being relayed. Since both groups of sophomores (roughly 25 students in each class) participating in the unit are high-functioning, level 7 (the equivalent of Advanced Placement at Xavier) students, few accommodations and/or modifications will be included – mainly, reinforcing due dates and details with repetition and recording information in multiple venues is the key.

Looking ahead, analysis of pre-assessment results has proven worthwhile. Students showcased their understanding of animal characteristics, an important aspect of Book I of the novel, by reflecting briefly on which animal they would be; which strengths/weaknesses they would have; who they would befriend/stay away from; and what they would spend the day doing as that animal. An example of this activity can be found in Appendix F. Additional pre-assessment activities involve being respectful and active listeners while directions are being relayed, whether it be about library resources (Goal B), or blog response technology (Goal C). Overall, Ms. Haight anticipates a densely woven curriculum covering all aspects of 10<sup>th</sup> grade English: Reading, writing, listening, and speaking.

## Appendices

*Appendix A.* Assessment Plan master table.

*Appendix B.* Book I quiz.

*Appendix C.* Book II quiz.

*Appendix D.* Book III quiz.

*Appendix E.* O&FK Final exam.

*Appendix F.* “Which animal would you want to be?” pre-assessment reflection(s).

Learning Goals	Learning Objectives	Assessments	Format of Assessment	Adaptations
<p>Goal A: Students will successfully read and comprehend T.H. White's novel, <i>The Once &amp; Future King</i>, over the course of a five-week period.</p>	<p>Standard A1: Students can understand stated information they have read.</p> <p>Standard A2: Students can determine the literal meaning of specific words.</p> <p>Standard A3: Students can determine the main idea, topic, or theme and make generalizations.</p> <p>Standard A4: Students can interpret non-literal language used in a text.</p> <p>Standard A5: Students can recognize aspects of a passage's style and structure and can recognize literary techniques.</p>	<p>Pre-Assessment: Each lesson will begin with an anticipatory question or activity. For example, while discussing Arthur's transformation into various animals during Book I, students will be asked which animal they would most like to be, as well as which traits their animal has, and what they would spend the day doing.</p> <p>Formative Assessment: The bulk of students' in-class work will be either whole- or small-group discussion of the novel. Each student will have a copy of the question-and-answer packet ("A"), as well as the study guide packet ("B"), which the teacher will refer to often. The majority of discussions will stem from the questions in packet A, whereas packet B offers additional insight into aspects of the novel and the author's life.</p> <p>Post-Assessment: Students will be given a written, 25-point quiz over the first three Books within the novel, as well as a 100-point exam over the entire novel (with particular emphasis on Book IV). At the time of each quiz, students will turn in packet A for a homework grade.</p>	<p>Pre-Assessment: Personal communication; paper-and-pencil.</p> <p>Formative Assessment: Performance-based.</p> <p>Post-Assessment: Paper-and-pencil.</p>	<p>One of my students has Asperger's Syndrome, and occasionally has to be coaxed into small groups. Seating arrangements have him sitting next to a group of boys, so I often will mention to them that he is going to join them.</p> <p>When the student (Ian) raises his hand in class, I make sure to give him time to say his piece – he speaks slowly, and it is easy to cut him off or rush him along, but I am not going to hold his interest or respect if I am not truly paying attention to his contributions.</p> <p>Ian has a weekly "Guided Study" worksheet that must be filled out every Monday. In addition, assignments and activities for the week are to be listed on the school's online "Homework Page" (a message board for Xavier High School students, organized by subject/teacher), and due dates are written in a specific spot on the white board. I have also supplied students with a list of reading/exam due dates, printed off on purple paper for visibility, and provide daily announcements of these due dates. This repetition seems to help Ian (as well as the other students), though lack of it makes him distinctly agitated.</p>
<p>Goal B: Students will draw upon contextual information, supplemental details about the author, and research to write a 3-5 page paper about the novel, on the topic of their choosing, over the course of approximately four weeks.</p>	<p>Standard B1: Students can draw conclusions, make inferences, and deduce meaning.</p> <p>Standard B2: Students can infer traits, feelings, and motives of characters or individuals.</p> <p>Standard B3: Students</p>	<p>Pre-Assessment: Students will receive a detailed list of due dates for each component of the term paper, and a description of the assignment. A form letter explaining said assignment will be mailed home to parents, also including the list of due dates. In addition,</p>	<p>Pre-Assessment: Personal communication, paper-and-pencil.</p>	<p>Organization is the key. It is imperative that students know about upcoming due dates early and often. As noted above, daily reminders and multiple locations for assignment information to be availed to students is crucial. All sophomores participating in the O&amp;FK assignment</p>

	<p>can make predictions based on stated information.</p> <p>Standard B4: Students can identify the author's views and purposes.</p> <p>Standard B5: Students can distinguish among facts, opinions, and assumptions.</p>	<p>students will meet with the school librarian to discuss available avenues of research and plagiarism.</p> <p>Formative Assessment: Students will receive in-class instruction on thesis statements, outlines, introductions and conclusions, references, formatting, and various other aspects of research throughout the paper-writing process. Students understand that while they will not receive homework points for meeting various smaller deadlines before the final paper is due, failure to do so will result in points being docked from the final paper – the teacher will explain in detail how she intends to keep track of who has/has not met each deadline.</p> <p>Post-Assessment: Students will turn in a 5-7-page term paper on the novel by the prescribed due date.</p>	<p>Formative Assessment: Performance-based; paper-and-pencil.</p> <p>Post-Assessment: Performance-based.</p>	<p>are high-functioning; ergo, there is not much reason for additional modifications or accommodations.</p>
<p>Goal C: Students will utilize technology to enhance their reading, understanding, and analysis of the novel.</p>	<p>Standard C1: Students will write analytical blog responses on various aspects of O&amp;FK.</p> <p>Standard C2: Students will research an aspect of the novel of their choosing in an on-ground library, as well as via Internet-based resources.</p>	<p>Pre-Assessment: Students will have previously completed a paper-and-pencil version of a typical blog response, “Which type of animal would you want Merlyn to transform you into, and why?” For the library component, students will receive a detailed introduction to the Xavier High School LMC by the school's librarian.</p> <p>Formative Assessment: Students will be asked to create and respond to various blog responses throughout the course of the initial five-week unit. During the four weeks that follow, students will be expected to meet various deadlines for their term papers on the novel,</p>	<p>Pre-Assessment: Paper-and-pencil, personal communication.</p> <p>Formative Assessment: Performance-based.</p>	<p>If students find themselves unable to access the online blog, accommodations may be made for them to submit their responses via paper-and-pencil. Beyond that, all students participating in the unit are high-functioning, so no further modifications/accommodations should be necessary.</p>

	<p>including creating bibliography and research note cards, using the school library as the main medium for research-gathering.</p> <p>Post-Assessment: Students will turn in a 5-7-page research paper by the prescribed due date.</p>	<p>Post-Assessment: Performance-based.</p>	
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*The Once & Future King: Book One Quiz*

Name:

Period:

*Matching (5 points):*

- |                               |   |
|-------------------------------|---|
| 1. _____ Kay                  | A. Chases the Questing Beast                  |
| 2. _____ Archimedes           | B. A wild, female goose whom Arthur befriends |
| 3. _____ Lyo-Lyok             | C. Merlyn's owl                               |
| 4. _____ Master William Twyti | D. Arthur's step-brother                      |
| 5. _____ King Pellinore       | E. Uther Pendragon's huntsman                 |

*True or false? (5 points):*

6. \_\_\_\_\_ The Wart is Sir Ector's proper son.
7. \_\_\_\_\_ Merlyn goes through time backwards.
8. \_\_\_\_\_ Of Arthur, Archimedes says, "We shall have a regular king in that young candidate!"
9. \_\_\_\_\_ The Dog Boy bit off Old Wat's nose.
10. \_\_\_\_\_ Atop the Castle Chariot, there sits a griffin.

*Fill-in-the-blank (5 points):*

11. Morgan the Fay's castle is made of dairy and meat, and can only be infiltrated by \_\_\_\_\_.
12. The Questing Beast has the head of a snake, and can be tracked by collecting its \_\_\_\_\_.
13. Arthur is frustrated when he spends time in a colony of \_\_\_\_\_, because they categorize everything as either "Done" or "Not Done".
14. "\_\_\_\_\_ is \_\_\_\_\_" is the ongoing theme of Book One of O&FK.
15. "Sorrow will come from thine own mouth" is a line spoken by \_\_\_\_\_ about \_\_\_\_\_.

*Short answer (10 points, 2 each):*

16. Describe the 'arrow metaphor' in chapter six, and what Arthur's reaction says about his character.
17. Name two animals Arthur is transformed into by Merlyn, and something he learned from each.
18. Explain what Kay and Arthur each ask for after their adventure with Robin Wood, and what this says about each boy's personality.
19. Where do Uther Pendragon and Sir Ector fit within the feudal system of medieval England?
20. What is the story of Elijah and Rabbi Jachanan, and how does it apply to Arthur?

*The Once & Future King: Book II Quiz*

Directions: There is only one correct answer for each of the true-or-false and multiple choice questions. Also, when answering the short answer and essay components, please make sure to respond to all parts of the question. This quiz is worth a total of 25 points.

Student Name:

Period:

*True or False* (8 points possible, 1 point each)

- \_\_\_\_\_ 1. Aglovale, Percivale, Lamorak, and Dornar are the names of Morgause's four sons.
- \_\_\_\_\_ 2. Arthur is the son of the Earl of Cornwall and Igraine.
- \_\_\_\_\_ 3. Arthur's response to Merlyn's insistence that he changes the way society is run is the creation of the Knights of the Round Table.
- \_\_\_\_\_ 4. King Lot sides with the Gaels, and is the husband of Morgause.
- \_\_\_\_\_ 5. Morgan the Fay, Morgause, and the Queen of Flanders make up the lovely Cornwall sisters.
- \_\_\_\_\_ 6. In an attempt to cheer up King Pellinore, Sir Ector and Sir Palomides construct a costume to impersonate the Questing Beast.
- \_\_\_\_\_ 7. Merlyn is destined to fall in love with and be imprisoned by Meg.
- \_\_\_\_\_ 8. Morgause's sons travel often to Mother Morlan's house to visit with St. Toirdealbhach.

*Multiple Choice* (4 points possible, 1 point each)

9. Morgause's indifference towards life can be best exemplified through:
- A. The way she treats her children and her husband.
  - B. The apathy she shows when she gives up on a spell to make herself invisible, dumping the bones of the cat she has killed for said spell out the window.
  - C. Seducing Arthur.
  - D. Both A and B.
  - E. Both B and C.
  - F. Both A and C.
  - G. A, B and C.

10. Which of the following names is NOT a proper title for King Lot?
- A. King of the Out Isles.
  - B. King of the Gaels
  - C. King of Lothian
  - D. King of Orkney
11. What important piece of information does Merlyn forget to tell Arthur before he is imprisoned?
- A. That he is to marry King Leodegrance's daughter.
  - B. What the inscription on his tombstone will say.
  - C. Who his mother was.
  - D. How to handle Excalibur properly (take care of the sheath).
  - E. That Guenever and Lancelot will have an affair behind Arthur's back.
12. The predominant theme of Book II is:
- A. Might for God.
  - B. Might for Right.
  - C. Might is Right.
  - D. Right is Right.

*Short Answer* (8 points possible, 2 points each)

13. Why do Morgause's sons decide to go on a unicorn hunt? How are they both successful and not successful?
14. Compare the philosophies of Adolf Hitler and Jesus, the “two philosophers” that Merlyn compares Arthur to. Which philosopher does Kay imply Arthur resembles, due to his wanting to fight the Gaels to impose his new rule (in this case, the Knights of the Round Table) on them?
15. Describe the Spancel – what is it made of, and what are the consequences of its use? Also, who uses it, and on whom is it used in Book II?

16. How does Sir Bruce Sans Pitie exemplify what is wrong with the way Arthur's kingdom is run at the beginning of Book II? How is he a foil to Arthur?

*Essay* (1 question, 5 points possible)

Read the following quote from Book II carefully, and then answer the question(s) that follow(s):

*The idea which the children had was to hurt the donkeys. Nobody had told them that it was cruel to hurt them, but then, nobody had told the donkeys either. On the rim of the world they knew too much about cruelty to be surprised by it. So the small circus was a unity – the beasts reluctant to move and the children vigorous to move them, the two parties bound together by the link of pain to which they both agreed without question. The pain itself was so much a matter of course that it had vanished out of the picture, as if by a process of cancellation. The animals did not seem to be suffering, and the children did not seem to be enjoying the suffering. The only difference was that the boys were violently animated while the donkeys were as static as possible (pg. 241-242).*

17. What evidence do we have that Morgause is directly responsible for the Orkney boys' desensitization to pain and violence? Compare and contrast the upbringing of Morgause's sons with Arthur's childhood in Sir Ector's household.

*Extra Credit* (1 point)

18. What is the name of the Questing Beast?

*The Once & Future King – Book III Quiz*

Student Name:

Date:

Follow the directions to complete each section – the first 10 questions are all asking for specific names, for example, and all short answer/essay responses need to be written in complete sentences. This quiz is worth 25 points total.

*Character identification* (1 point each, 10 points possible):

1. \_\_\_\_\_ The “Wild Man”.
2. \_\_\_\_\_ Kills Queen Morgause.
3. \_\_\_\_\_ Is largely responsible for Lancelot's training to become the best knight in England.
4. \_\_\_\_\_ Kills King Pellinore.
5. \_\_\_\_\_ We've met three persons in the novel with this name thus far.
6. \_\_\_\_\_ Described as having “... no part of him which you could catch hold of”.
7. \_\_\_\_\_ Nicknamed “Jenny”.
8. \_\_\_\_\_ What Morgause's sons collectively call themselves (two words).
9. \_\_\_\_\_ Killed by King Pellinore accidentally during a tournament.
10. \_\_\_\_\_ Keeps the “Wild Man” locked in his castle for a year-and-a-half.

*Short answer* (10 points possible).

11. \_\_\_\_\_ What is the seventh sense, and how does it apply to Guenever (2 points)?
12. \_\_\_\_\_ Describe how the deaths of Morgause and Lamorak are related to the unicorn hunt from Book II. Who is involved, and what does each character represent (2 points)?

13. What is the significance of Lancelot's son being called Galahad (1 point)?
  
14. What are Lancelot's childhood dreams, and how do they relate to what Elaine took from him, and his relationship with Guenever (and to a lesser extent, Arthur – 3 points)?
  
15. Describe the circumstances surrounding Elaine's suicide – how is Lancelot partly responsible for her taking her own life (2 points)?

*Essay question* (5 points).

16. How do women come to represent the impetus behind the downfall of man in the novel thus far? Explain how Morgause, Nimue, Elaine, Guenever, and even Igraine fit this accusation. How does this relate to the overarching theme of Christianity in O&FK? (Hint: Which Biblical figure do these women represent?)

*Extra credit* (1 point):

17. What is the significance of T.H. White giving Lancelot an ugly, “ape-like” face, in contrast to most versions of the story where he is portrayed as beautiful?

Final Exam: *The Once & Future King*

Student Name:

Date:

Period:

Please read all directions carefully. This test is worth 100 points total, with some additional opportunities for extra credit.

*Character identification* (1 point each, 20 points possible)

1. \_\_\_\_\_ marries Piggy.
2. \_\_\_\_\_ is part of the Eternal Quadrangle, along with Arthur, Lancelot, and Guenever.
3. \_\_\_\_\_ calls Gareth “fancy hands”, when he comes to work in the kitchens at Arthur’s kingdom.
4. \_\_\_\_\_ carries a lap dog just like his mother.
5. \_\_\_\_\_ is compared to Adolf Hitler because he imposes new law on his people with force.
6. \_\_\_\_\_ is the “Chevalier Mal Fet”.
7. \_\_\_\_\_ is considered a weak character whose only forceful act in her entire life is committing suicide.
8. \_\_\_\_\_ is the first character whom T.H. White names as displaying “knowledge of the world” in the novel.
9. \_\_\_\_\_ is the younger brother of Lancelot.
10. \_\_\_\_\_ is a half-crazy goshawk looked after by Hob.

11. \_\_\_\_\_'s real name is Glatisant.
12. \_\_\_\_\_ has an oedipal complex concerning Morgause, along with his brother Mordred.
13. \_\_\_\_\_ sticks his beard in his mouth when he gets anxious or aggravated.
14. \_\_\_\_\_ traps children in her castle, which is made of meat and dairy products.
15. \_\_\_\_\_ is Arthur's sword.
16. \_\_\_\_\_ is the Wart's adoptive father.
17. \_\_\_\_\_ is at the top of the feudal system when Arthur is a young boy.
18. \_\_\_\_\_ is killed by King Pellinore during a tournament.
19. \_\_\_\_\_ is Merlyn's pet owl.
20. \_\_\_\_\_ is a female goose who befriends Arthur and teaches him about boundaries.

*True or false?* (1 point each, 20 points possible)

21. \_\_\_\_\_ Elaine seduces Arthur by tying a Spancel around his neck while he sleeps.
22. \_\_\_\_\_ Sir Thomas of Warwick eats a poisoned apple that is meant for Gawaine.
23. \_\_\_\_\_ Sir Grummore and Sir Palomides dress up as the Questing Beast in order to distract the lovelorn King Pellinore.
24. \_\_\_\_\_ Elaine and King Lot have a child called Galahad together.

25. \_\_\_\_\_ Gawaine, Gaheris, Agravaine, and Gareth go on a unicorn hunt in an attempt to please their mother.
26. \_\_\_\_\_ Lancelot learns everything he knows about being a Knight of the Round Table from Uncle Toirdhealbhadh.
27. \_\_\_\_\_ Morgan the Fay lives in the Castle Chariot.
28. \_\_\_\_\_ Even though King Lot is not a Gall himself, he sides with the Galls because it pits him against King Arthur.
29. \_\_\_\_\_ Sir Bliant donates the Round Table to Arthur, along with 100 knights.
30. \_\_\_\_\_ The inscription on Arthur's tombstone is Greek for, "the once and future king".
31. \_\_\_\_\_ Arthur sends his men on quests to seek the Holy Grail. This is the period of his kingdom known as "Right is Right".
32. \_\_\_\_\_ Arthur commits several travesties during the battle of Bedegraine, including fighting at night, and capturing Queen Morgause.
33. \_\_\_\_\_ Queen Elaine is the mother of Lancelot.
34. \_\_\_\_\_ When Lancelot and Guenever are accused of treason, the Pope is called in to mediate.
35. \_\_\_\_\_ H.T. White is the author of *The Once & Future King*.
36. \_\_\_\_\_ Thomas Malory is the author of *Le Morte d'Arthur*.
37. \_\_\_\_\_ At the end of *The Once & Future King*, Arthur and Lancelot kill one another.

38. \_\_\_\_\_ Merlyn goes through sideways time, which occasionally skews his ability to remember the order in which events occurred.
39. \_\_\_\_\_ Lancelot rescues Nimue from boiling water, and is then tricked into sleeping with her.
40. \_\_\_\_\_ Guenever's chief tragedy is the fact that she cannot bear children.

*Multiple choice* (1 point each, 30 points possible).

41. Lancelot's chief tragedy is:
- His love for Guenever.
  - His love for Arthur.
  - His pride in himself.
  - His wish to be able to perform miracles.
42. The stage of Arthur's kingdom characterized by in-fighting between restless knights and a general lack of progress is:
- Youthful companionship.
  - Chivalrous rivalry.
  - Quest for the Holy Grail.
  - Knowledge of the World.
43. The eighth deadly sin, according to T.H. White is:
- Generosity.
  - Balance.
  - Knowledge of the world.
  - Pride.
44. Which of the following is NOT an example of Arthur's being a well-meaning but flawed character?
- His atrocities during the battle of Bedegraine.
  - His staying out after Kay goes home to look for Cully.
  - His attempt to drown Mordred as a baby.
  - His turning a blind eye to Lancelot and Guenever's affair, which is technically treason.

45. The main reason Lancelot has an ugly face in T.H. White's version of the King Arthur story is probably because:
- T.H. White means to parody other retellings of Arthurian legend.
  - T.H. White had an ugly face, and Lancelot was meant to represent him.
  - The ugly features are meant to be a physical representation of Lancelot's internal struggle against sin.
  - Lancelot was cursed with an ugly face by Morgan the Fay.
46. What snaps Lancelot out of his "Wild Man" state?
- Guenever sends Arthur out to look for him.
  - King Pelles orders electroshock therapy for him.
  - Lancelot is found and nursed back to health by Sir Ector.
  - Lancelot stumbles onto King Pelles' estate and sees Elaine.
47. What is significant about the deaths of Morgause's sons?
- The deaths are parallels to the unicorn hunt in Book II?
  - They are all unintentionally killed by Lancelot.
  - Their deaths are a direct result of their constant in-fighting.
  - Agravaine kills his brothers out of jealousy over their love for Morgause.
48. Mordred's people call themselves:
- The Thrusters.
  - The Thrashers.
  - The Orkney Faction.
  - The Jenny Faction.
49. Which of the following is NOT an official aspect of the Wart's and Kay's education?
- Tilting.
  - Questing.
  - Hawking.
  - Chivalry.

50. The significance of Arthur asking for Old Wat at the end of his and Kay's adventure with Robin Wood is:
- Arthur means to take him to Merlyn to be healed, showcasing his kind nature.
  - Arthur plans to take Old Wat home to be imprisoned for biting off the Dog Boy's nose, showcasing his sense of justice.
  - Arthur takes Old Wat only because Robin Wood makes him, showcasing his sense of duty.
  - Arthur wants to have the griffin instead, but Kay beats him to it. This showcases his sense of competition.
51. Which lesson did the Wart NOT learn from the badger?
- To dig.
  - To love his home.
  - That all of God's creatures begin as embryos.
  - That human beings are rewarded for their kindness and punished for their cruelty.
52. Which is NOT a reason that initially keeps Lancelot from acting on his feelings for Guenever?
- He is a dedicated Christian, which directly forbids him from committing adultery.
  - He has conflicting feelings for Elaine, as well.
  - He does not want to hurt Arthur, whom he loves and admires.
  - He feels constantly guilty about his impure thoughts towards Guenever, and has no intention of bringing them to fruition.
53. King Pelles' home is the Castle of:
- Corbin.
  - Chariot.
  - Camelot.
  - Sauvage.
54. Arthur becomes King of England by:
- Killing Uther Pendragon.
  - Fighting Kay in a duel.
  - Pulling an enchanted sword from a stone.
  - Having Merlyn cast a spell to make him the new monarch after Uther's death.

55. “When Other blood spurts from the knife, then everything is fine” is a sentiment expressed by:
- Lyo-Lyok, the goose.
  - Morgause, commenting on the feud between the Gaels and Galls.
  - The merlins in the Mews.
  - The ants that the Wart observes for an afternoon.
56. The place where Lancelot trains for three years to become the country’s best knight is:
- The Mews.
  - The Armoury.
  - The Castle of the Forest Sauvage.
  - Pele Tower.
57. Arthur’s mother is:
- Igraine of Cornwall.
  - Sir Ector’s wife.
  - The Queen of Flanders.
  - Morgan the Fay.
58. How many total spaces are available at the Round Table?
- 100.
  - 150.
  - 50.
  - 75.
59. Who represents the worst aspects of chivalry and serves as an impetus for Arthur to rearrange his kingdom to follow the “Might is Right” philosophy?
- Sir Mador.
  - Sir Gawaine.
  - Sir Bruce sans Pitie.
  - Sir Palomides.
60. The initial reason Lancelot begins to like Guenever is because:
- He finds her beautiful.
  - He realizes they have a lot in common.
  - He realizes she is a real person with feelings.
  - She is nice to him.

61. Arthur is how much older than Lancelot and Guenever?
- Five years.
  - Six years.
  - Seven years.
  - Eight years.
62. Which is NOT a way in which the Orkney-Pellinore feud manifests itself?
- King Pellinore accidentally killing King Lot during a tournament.
  - Sir Pinel poisoning an apple that he expects Gawaine to eat.
  - The Orkney boys' killing of Lamorak after he sleeps with their mother.
  - Arthur attempting to drown Mordred as a baby.
63. Which is NOT an example of plots concocted in an attempt to destroy Guenever's reputation?
- Sir Mador's accusing her of poisoning Sir Patrick.
  - Lancelot becoming the "Wild Man" for two years.
  - Sir Meliagrance accusing Guenever of treason after finding blood in her bed while she is his guest.
  - Mordred attempting to expose Guenever's and Lancelot's relationship to the people of England.
64. What is the significance of Tristram's affair with King Mark's wife?
- It serves as a parallel to Lancelot's affair with Guenever.
  - It serves as a parallel to Lancelot's affair with Elaine.
  - It serves as a parallel to Lamorak's affair with Morgause.
  - It serves as a parallel to Merlyn's affair with Nimue.
65. What is probably the reason for T.H. White's placement of the following lines of poetry at the beginning of Book II:
- When shall I be dead and rid  
Of the wrong my father did?  
How long, how long, till spade and hearse  
Put to sleep my mother's curse?*
- It references the Orkney boys' fascination with their mother.
  - It references Lancelot's and Guenever's affair.
  - It references the "sins of the father" committed through Uther Pendragon's line.
  - It references Arthur's love for Igraine.

66. Which of the following is NOT one of the Book titles within *The Once & Future King*?
- The Sword in the Stone.
  - The Queen of Air and Darkness.
  - The Ill-Made Knight.
  - The Candle in the Darkness.
67. How many rules does the Code of Chivalry contain?
- Three
  - Five
  - Ten
  - Twenty
68. What is the name of the literary device Merlyn often uses, wherein he names an ideal or item that comes from a later (“wrong”) time in history?
- Allegory
  - Allusion
  - Anachronism
  - Anarchy
69. What does Arthur’s reaction to the gore-crow stealing his arrow say about him?
- He was frightened because the crow was probably a witch, and meant to do him harm – Arthur is respectful of dark forces.
  - He was happy because Merlyn told him to watch for a gore-crow as part of his education – Arthur appreciates learning.
  - He was angry because the crow took his arrow, not because it was an omen – Arthur lives only in the present.
  - He was angry because Kay laughed at his misfortune – Arthur is jealous of Kay.
70. Which of the following characters is NOT a Knight of the Round Table?
- Sir Lionel
  - Sir Mador
  - Sir Percivale
  - Sir Malory

*Short answer* (2 points each, 20 points total)

71. Name two ways in which Arthur broke tradition during the battle of Bedegraine. Why were these considered “atrocities”?
  
72. Describe T.H. White’s opinion on war. Which important event was taking place when O&FK was published? Which character best represents White’s own ideals about war?
  
73. Which character can be considered an homage (tribute) to Thomas Malory, the author of *Le Morte d’Arthur*? Name the character’s title, and describe what Arthur asks him to do?
  
74. What is the chief thing missing from Guenever’s relationship with Arthur? How does she make up for this?
  
75. How does Arthur’s childhood compare with that of the Orkney boys’? With Lancelot’s?
  
76. Describe two miracles that Lancelot performs.
  
77. Why is Robin referred to as both “Hood” and “Wood”? Describe the origins of both names.
  
78. Why, according to T.H. White, is it ironic to refer to the time period in which Arthur allegedly lived as the “Dark” or “Medieval” Ages?

79. What two words or expressions cover all measures of value in the language of the ants?

80. Name two facts about Morgan the Fay.

*Essay questions* (5 points each, 10 points total): Choose any TWO essay questions to answer. Label them as “#1” and “#2” – if you do not, and you answer more than two, I will grade the first two answered. You may earn 5 extra credit points by answering a third essay question (correctly). Please label it either “#3” or “EC”.

81. Describe the four themes of the novel, and relate them to the four phases of Arthur’s court.

82. Compare and contrast the intentions and personalities of the following women: Guenever, Elaine, Igraine, Nimue, Morgause, Piggy. How might women be considered the downfall of men in this novel? Which Biblical figure might the women represent here?

83. How is Arthur a Christ-like/Biblical figure?

84. Compare and contrast the role of religion in the lives of the following characters: Arthur, Guenever, Lancelot.

85. How is Arthur “the once and future king”? How was he a weapon forged by Merlyn “for the age of man”? Did Arthur live in vain? Why or why not?

*Extra credit* (1 point each). Answer as many as you wish.

86. Who is the other couple getting married alongside King Pellinore and Piggy?

87. What is the original name for Book II, “The Queen of Air & Darkness”? Who does the title refer to?

88. Who is the knight that falls in love with Guenever and kidnaps her?

89. List two nicknames used in the novel.

90. Which knight is characterized as a misogynist (one who dislikes/distrusts women)?

### "Which animal would you want to be?"

- Shon, period 5: "The animal that appeals to me is a lemur. The lemurs hop around similar to monkeys, but are cuter. Some of their strengths are their agility and speed. I can't really think of a weakness they might have, though. For daily activity, I would probably leap around the trees chasing friends and/or looking for food. I might stay away from animals larger than me, as well."
- Matt R., period 1: "If I could be an animal, I would be a dog. I have a dog so I've always sort of wondered what it would be like to be one. I would probably be quick, but I would be small and vulnerable. I would be a bishon because that's the type of dog I have. I would probably sleep a lot. I mean, most dogs just eat, sleep, and go outside. I would try to be around my own dog so I could get to know him. I would also probably try to be around my mom and dad so they would give me treats and take me on car rides and walks. I would stay away from bigger dogs. Whenever my dog plays with other bigger dogs, he gets slobbered [on] all over."
- Andrew M., period 5: "If I could be an animal, I would be a firing phoenix because it's amazing at everything. Phoenixes are strong, respected, and vicious. I would be great at eating prey and being a killer from above. I would probably be weak during bad weather. I would go day to day killing enemies. I would hang with eagles and goshawks and phoenixes and stay away from bigger flying animals. I would want to be completely black with night vision sight with gold fire around me."
- Jacob W., period 1: "There is no doubt in my mind that it would be awesome to be a falcon. First of all, they can fly under their own power. Then there's the fact that they are birds of prey. Going over a hundred miles per hour in dives is also pretty awesome. My strengths as a falcon would be stealth, speed, and agility. As birds tend to be very fragile, however, I would not stand up to hand to hand (claw to claw, etc.) combat very nicely. My day job would be spent mostly just flying around, for I find that concept quite fascinating. There are almost no obstacles for avians. I'm not sure I would "hang out", as it were, with too many people, because firstly, most smaller animals would be afraid of me, and most larger animals would not care about me. It is fitting that falcons live alone, anyways, because that is their natural state."
- Alex G., period 1: "I would be a flying unicorn. I think being a unicorn itself would be awesome, but being able to fly on top of that would be cool. My strengths would be that I could fly. Unicorns don't really have a weakness 'cause they are awesome. I would fly around and poke stuff with my horn. I would hang out with the birds in the air and stay away from the aquatic animals."