LEGEN D or HISTORY? It’s a MYSTERY!

The story of King Arthur and his Knights of the Round Table has been known world wide for centuries. But the question of whether or not a real King named Arthur ever lived is still a mystery.

Many historians believe that the Arthurian Legends (the stories of King Arthur) are based in reality. They think that King Arthur may be based on a leader who lived around 1500 years ago in western England (Wales).

Whether or not Arthur was real, his story is like many legends. The events and accomplishments in his life are used to teach us lessons about our own life and the world around us.
VOCABULARY WORDS
Take a look at the following words and their definitions. They will be used in the performance.

<table>
<thead>
<tr>
<th>ADIEU-</th>
<th>An old French word for “Goodbye”</th>
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<tbody>
<tr>
<td>EMBLEM-</td>
<td>A symbol.</td>
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<tr>
<td>FLATTER-</td>
<td>To complement someone.</td>
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<tr>
<td>GROUNDLINGS-</td>
<td>An audience member in the cheap “Standing Room” section of a theatre in Shakespeare’s time.</td>
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<tr>
<td>MERCIFUL-</td>
<td>Kind &amp; forgiving.</td>
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<td>PAGE-</td>
<td>A knight’s assistant...the first stage of training to become a knight.</td>
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<tr>
<td>PEASANTS-</td>
<td>A farmer or person from the country.</td>
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<td>PROSPERITY-</td>
<td>When someone has success &amp; makes money.</td>
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<tr>
<td>SUBJECTS-</td>
<td>The people governed by a king.</td>
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<tr>
<td>TURMOIL-</td>
<td>Trouble.</td>
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</tbody>
</table>

ACTIVITY:

DESIGN YOUR OWN SHIELD

A Knight’s shield was not only used for defense, but also to show who he was and what things were important to him.

Use this blank shield to show something about you.

In each of the boxes, draw a symbol, animal, or object which tells something about who you are & what is important to you.

Share your “Coat of Arms” with your classmates and describe it to them.
ACTIVITY: LEARN THE PARTS OF THE SWORD

Study the diagram above.
When you think you have learned the different parts of the sword, fold the page.

Now test your memory & see if you can draw lines from the correct part name to the correct place on the sword below.

The swords in THE LEGEND OF KING ARTHUR are handmade (forged) by STARFIRE SWORDS, one of the finest makers of Stage Combat weapons in the United States.
BEFORE THE SHOW ACTIVITIES

• You will be seeing a live theatre production. Discuss the differences between a play and movies or TV? What kinds of theatre manners should be used when watching a play?

• Review the vocabulary words on page 2 of this study guide.

• Follow the directions for the “Design your own shield “ activity on page 2.

• Take part in the “Parts of the sword memory game” on page 3.

AFTER THE SHOW ACTIVITIES

• On a piece of paper, list all the characters in the play (Arthur, Merlin, Guinnevere, Lancelot & Mordred). Beside each character name, write 3 words that describe them. Who is your favorite character? Why?

• Arthur is forced to make some hard decisions in the play. Merlin helps him to find the right answers. Write about a time that you had to make a hard decision. Was there someone who helped you?

• Merlin tells Arthur that he will continue to learn throughout his life, not just in a school setting. Discuss with your class something important that you have learned outside of school.

• Merlin is Arthur’s teacher. Write about a teacher who has been an influence in your life. Why was that teacher special to you?

• In the play, Arthur must learn to be a good leader. What does it take to be a leader? Make a list of the 5 qualities you think are most important for a leader to have.

• Write us letters or draw us pictures, and tell us what you thought of the show! We love hearing from students and teachers.

Atlantic Coast Theatre
8297 Champions Gate Blvd. #188
Champions Gate, FL  33896
THE LEGEND OF KING ARTHUR

National Standards: K – 4th Grade
(By participating in the Study Guide activities, watching the performance, and encouraging classroom discussion of the play, your students can meet aspects of several National Education Standards)

NA-T.K-4.6
COMPARING AND CONNECTING ART FORMS BY DESCRIBING THEATRE, DRAMATIC MEDIA, AND OTHER ART FORMS
- Students describe visual, aural, oral, and kinetic elements in theatre, dramatic media, dance, music, and visual arts
- Students compare how ideas and emotions are expressed in theatre, dramatic media, dance, music, and visual arts

NA-T.K-4.7
ANALYZING AND EXPLAINING PERSONAL PREFERENCES AND CONSTRUCTING MEANINGS FROM CLASSROOM DRAMATIZATIONS AND FROM THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA PRODUCTIONS
- Students explain how the wants and needs of characters are similar to and different from their own
- Students articulate emotional responses to and explain personal preferences about the whole as well as the parts of dramatic performances

NA-T.K-4.8
UNDERSTANDING CONTEXT BY RECOGNIZING THE ROLE OF THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA IN DAILY LIFE
- Students identify and compare similar characters and situations in stories and dramas from and about various cultures, illustrate with classroom dramatizations, and discuss how theatre reflects life
- Students identify and compare the various settings and reasons for creating dramas and attending theatre, film, television, and electronic media productions

NSS-USH.K-4.1
LIVING AND WORKING TOGETHER IN FAMILIES AND COMMUNITIES, NOW AND LONG AGO
- Understands family life now and in the past, and family life in various places long ago

NSS-USH.K-4.3
THE HISTORY OF PEOPLES OF MANY CULTURES AROUND THE WORLD
- Understands selected attributes and historical developments of societies in...Europe

NSS-ENG.K-12.2
UNDERSTANDING THE HUMAN EXPERIENCE
- Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience

National Standards: 5th – 8th Grades
(By participating in the Study Guide activities, watching the performance, and encouraging classroom discussion of the play your students can meet aspects of several National Education Standards)

NA-T.5-8.6
COMPARING AND CONNECTING ART FORMS BY DESCRIBING THEATRE, DRAMATIC MEDIA, AND OTHER ART FORMS
- Students describe characteristics and compare the presentation of characters, environments, and actions in theatre, musical theatre, dramatic media, dance, and visual arts
- Students express and compare personal reactions to several art forms
- Students describe and compare the functions and interaction of performing and visual artists and audience members in theatre, dramatic media, musical theatre, dance, music, and visual arts

NA-T.5-8.7
ANALYZING AND EXPLAINING PERSONAL PREFERENCES AND CONSTRUCTING MEANINGS FROM CLASSROOM DRAMATIZATIONS AND FROM THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA PRODUCTIONS
- Students describe and analyze the effect for publicity, study guides, programs, and physical environments on audience response and appreciation of dramatic performances

NA-T.5-8.8
UNDERSTANDING CONTEXT BY RECOGNIZING THE ROLE OF THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA IN DAILY LIFE
- Students describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes, and discuss how theatre reflects a culture

NSS-ENG.K-12.2
UNDERSTANDING THE HUMAN EXPERIENCE
- Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience
Florida Sunshine State Standards: Pre-K-2\textsuperscript{nd} Grades
(By participating in the Study Guide activities, watching the performance, and encouraging classroom discussion of the play, your students can meet aspects of several standards)

**SOCIAL STUDIES**

SS.A.1.1
The student understands historical chronology and the historical perspective
- Compares everyday life in different places and times and understands that people, places, and things change over time
- Understands that history tells the story of people and events of other times and places

**THEATRE**

TH.C.1.1
The student understands context by analyzing the role of theatre, film, television, and electronic media in the past and present
- Expresses remembered ideas, feelings, and concepts of daily activities through dramatic play
- Understands how we learn about ourselves, our relationships, and our environment through forms of theatre
- Understands characters, situations, and dramatic media from the stories and dramas of various cultures

TH.D.1.1
The student analyzes, criticizes, and constructs meaning from formal and informal theatre, film, television, and electronic media
- Portrays imaginary sensory experiences through dramatic play
- Gives reasons for personal preferences for formal and informal performances
- Understands appropriate audience responses to dramatic presentations
- Understands how theatre communicates events of everyday life
- Understands the similarities and differences between play acting, pretending, and real life

TH.E.1.1
The student understands applications of the role of theatre, film, television, and electronic media in everyday life
- Understands the similarities and differences among how emotions are expressed in theatre, dramatic media, music, dance, and visual art
- Cooperates with others to create formal and informal theatrical works and to solve the problems inherent in simple scenes

**LANGUAGE ARTS**

LA.C.1.1
The student uses listening strategies effectively
- Listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems, and following rules
- Recognizes personal preferences in listening to literature and other material
- Retells specific details of information heard, including sequence of events

LA.E.1.1
The student understands the common features of a variety of literary forms
- Identifies the story elements of setting, plot, character, problem, and solution/resolution

Florida Sunshine State Standards: 3\textsuperscript{rd}-5\textsuperscript{th} Grade

**THEATRE**

TH.C.1.2
The student understands context by analyzing the role of theatre, film, television, and electronic media in the past and present
- Understands how theatre is an interpretation of actual events in history and everyday life
- Understands how theatre reflects culture through universal characters and dramas from various cultures and historical time periods

TH.D.1.2
The student analyzes, criticizes, and constructs meaning from formal and informal theatre, film, television, and electronic media
- Knows how theatre uses visual elements (e.g. set design and costuming), sound (e.g. sound effects and vocal inflection), and movement (e.g. staging and character portrayal) to communicate
- Understands the similarities and differences between real life and the theatre’s representation of life (e.g. the meaning of the concept, “willing suspension of disbelief”)
- Articulates emotional responses to the whole, as well as parts of, dramatic performances

TH.E.1.2
The student understands applications of the role of theatre, film, television, and electronic media in everyday life
- Understands theatre as a social function and theatre etiquette as the responsibility of the audience

**SOCIAL STUDIES**

SS.A.1.2
The student understands historical chronology and the historical perspective
- Understands how individuals, ideas, decisions, and events can influence history

**LANGUAGE ARTS**

LA.C.1.2
The student uses listening strategies effectively
- Listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, and informational speeches
- Identifies specific personal listening preferences regarding fiction, drama, literary nonfiction, and informational presentations

LA.E.1.2
The student understands the common features of a variety of literary forms
- Identifies the distinguishing features among fiction, drama, and poetry and identifies the major characteristics of nonfiction
- Understands the development of plot and how conflicts are resolved in a story
Florida Sunshine State Standards: 6th-8th Grades

THEATRE

TH.C.1.3
The student understands context by analyzing the role of theatre, film, television, and electronic media in the past and present
- Understands how social and universal concepts in various cultures and historical periods are expressed through universal themes in theatre
- Understands the social impact of historical and cultural events on the theatre (e.g., art imitates life, life imitates art)

TH.D.1.3
The student analyzes, criticizes, and constructs meaning from formal and informal theatre, film, television, and electronic media
- Understands a character in a play through exploration of internal characterization (e.g., emotions and motivations) and external characterization (e.g., background, posture, mannerisms, and dress)
- Understands the relationship of plot, conflict, and theme in a play
- Develops criteria for the evaluation of dramatic texts and performances
- Understands that theatre experiences involve empathy (e.g., vicarious identification with characters and actions) and aesthetic distance (e.g., recognition that the play is not real life)

TH.E.1.3
The student understands applications of the role of theatre, film, television, and electronic media in everyday life
- Understands the reasons for personal reactions and audience reactions to various media and multiple art forms

SOCIAL STUDIES

SS.A.1.3
The student understands historical chronology and the historical perspective
- Understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference

LANGUAGE ARTS

LA.C.1.3
The student uses listening strategies effectively
- Listens and uses information gained for a variety of purposes
- Acknowledges the feelings and messages sent in a conversation

LA.C.2.3
The student uses viewing strategies effectively
- Determines main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message

LA.E.1.3
The student understands the common features of a variety of literary forms
- Recognizes complex elements of plot, including setting, character development, conflicts, and resolutions