

Manchester College
Education Department Lesson Plan Format
By: Stacey Morgan

Lesson: Chivalry

Length: 45 Minutes

Age or Grade Intended: 8th Grade English

Academic Standards:

8.1.2 Understand the influence of historical events on English word meaning and vocabulary expansion.

8.5.1 Write biographies, autobiographies, and short stories that:

- tell about an incident, event, or situation, using well-chosen details.
- reveal the significance of, or the writer's attitude about, the subject.
- use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters

Objectives:

In groups, students will list examples of chivalrous traits found today with 100% participation.

Students will discuss the examples their groups gave to determine if chivalry still exists today with 100% participation.

Students will write an essay describing their hero/knight's chivalrous traits scoring at least 13 out of 16 points according to the rubric.

Assessment:

Group discussion and participation will be assessed by observing which students are participating. Their essays will be assessed by the attached rubric.

Advance Preparation by Teacher:

Create the rubric. Make copies of the Chivalry handout. Separate the white boards into sections, and give each section a heading of one of the chivalrous traits from the Code of Chivalry handout (M.I. Visual/Spatial).

Procedure:

Introduction: How many of you have a hero? What kind of words would you use to describe your hero? (M.I. Intrapersonal) The heroes of King Arthur's day were described as

being chivalrous. The word chivalry comes from the word *cheval* which means horse in French. From that description what kind of heroes are we talking about? (Bloom: Comprehension) (A: Knights) The word knight actually comes from the Saxon word for servant. The knights served the king, and they served the king by following and upholding the Code of Chivalry. Today we are going to examine that code first in groups and then together as a class to try to determine if chivalry still exists today or if it has become a myth along with King Arthur and his Knights.

Step-by-Step:

1. Pass out the Code of Chivalry handout.
2. Read through the code and ask if there are any questions about what they mean or if there are any words that the students are unfamiliar with (Bloom: Knowledge).
3. Point out the sections on the white board.
4. Explain that the class will be broken into groups and given a different colored erasable marker. (M.I. Interpersonal) Each group will start at a different section of white board and write as many examples of that specific chivalrous trait that still occurs today in one minute. (Bloom: Application) For example, under the heading “Exhibits Courtesy, Compassion, and Generosity” students might write down “hold doors open;” under “Defend the Weak and Oppose Injustice” students might write “stick up for someone being bullied.” After each minute is up, the groups will rotate to the next section.
5. After each group has been to each section, have students return to their seats.
6. Begin a discussion:
 - Which chivalrous traits were the most difficult to provide an example of today? Why? (Bloom: Evaluation)
 - Which was the easiest and why? (Bloom: Evaluation)
 - Do you think that some chivalrous traits are more important than others in today’s society? Which ones do you think are the most important? the least important? (Bloom: Evaluation)
 - How do you think society would be different today if people chose to live by the Code of Chivalry? (Bloom: Synthesis)
 - Are there any groups today that come close to living by the Knight’s Code of Chivalry? Do we have any modern knights? (Bloom: Analysis)

Conclusion: We’ve discussed the chivalrous traits that characterize knights in the Legend of King Arthur, and we have tried to answer the question “does chivalry still exist today?” As a follow-up to our discussion, I want each of you to write an essay that describes your hero or knight in shining armor (Bloom: Synthesis) (M.I. Verbal/Linguistic and Intrapersonal). The essay should outline at least three chivalrous traits that your hero exhibits. You will need to give specific examples of each trait you believe he or she has. Distribute essay rubric and discuss with students what the requirements of the essay are.

Adaptations:

Gifted and Talented students may be given the option of exploring the question “does chivalry still exist today” in essay that looks at society in general instead of a personal hero. Their essay should include a thesis statement that is supported by specific examples that explain why it does or does not exist.

Students with learning disabilities will benefit from the group work because it will help them process the information, keep them on task, and act as a scaffold concerning the new information.

Instead of three qualities, students with learning disabilities will be able to write about two to help compensate for their slower processing rate.

The rubric and essay handout will help students with ADHD know and remember exactly what is expected of them.

Reflection:

Were the students able to think of examples in one minute?

Did they seem to enjoy the activity?

Did the groups work well together and accomplish the task?

What went well? What didn't?

What would I change if I were to teach this lesson again?