

Bookfolio
Student Activity Guide
for

The Sword in the Stone
by T. H. White

from literatureplace.com



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The Bookfolio for each title is designed to provide choices that reflect a wide range of students' interests, instructional needs as well as your class management style.

Each **Bookfolio** includes a collection of student-based activities designed to enable them to work independently or in collaborative groups. This assortment should provide more opportunities for students to work on projects or activities that match their interests and/or learning modalities in responding to literature, such as reading, writing, researching, dramatizing, drawing and speaking. Many of the activities direct the students to use references in the library. These references should include both offline and online references that are available in the classroom or the library. None of the activities require students to go online; this is dependent on each school's policy regarding the use of the Internet. The student-directed activities for each title in the Core Collection include the following:

Independent Activities: There are six independent activities in each Bookfolio. In general, the sequence of activities takes students from an exploration of the text to a connection to other curriculum areas. For example, the beginning activities may invite students to revisit the text to explore significant literary elements, such as plot, theme, character, and/or setting, or to examine a particular event. These would be followed by activities that are designed to have students go beyond the text, such as comparing one book to another in the same genre or two books by the same author. Where relevant, some activities are designed to link students to related topics in other curriculum areas, such as social studies or science. You can assign an activity to an individual student or to a group of students, each of whom will work on the same activity independently, or you may choose to have students work on one activity in a group, such as a literature circle. These are class and instructional management decisions that belong to the classroom teacher. To assist you in the selection process, each activity includes the learning modality and the activity's objective. Also included on each activity page in the PDF format is an area for comments. This can be used for assessment, additional directions, parent comment, and/or numerous other functions.

Group Activities: The six group activities in each Bookfolio are similar in design and scope to the independent activities but require two or more students to work in cooperative groups. These activities ask the student to work with a bookmate(s), any other student(s) who has read the book at any time. The teacher or student can select a bookmate. In general, the sequence of the first five activities takes the bookmates from working together to explore a writer's style or a literary element to connections in science or social studies. The last activity, "Let's Talk About...", consists of 5-12 "big idea" questions that go beyond literal recall to encourage students to use the higher order thinking skills, such as inferring author's intent and speculating on story ambiguities. These questions can be used as a basis for a group discussion led by the teacher or a group leader. Again, these are decisions that are made by you to reflect your own unique management style and preference.

Note: Possible responses and/or answer keys are not included as the questions, many of which are open-ended, are designed to encourage a variety of responses. The intent of the questions is to guide the students toward a more interactive and engaging discussion of the story and its many views.

Multiple-choice Questions: This section, titled "How Well Do You Remember?", consists of 20 multiple-choice questions that check students' literal comprehension and ability to recall story details. An Answer key is included.

Vocabulary Starter: This section is included as a starter vocabulary list. A Vocabulary Starter. Student should be encouraged to collect other words that interest them or are important to the story, and record them with their meanings for inclusion in their own vocabulary journal.



Choose Bookfolios from our Core Collection of 150 titles covering five genres for students in grades 3-8.

Level I: Gr. 3-4

Realistic Fiction

Anastasia Krupnik; Call It Courage; Different Dragons; Philip Hall Likes Me. I Reckon Maybe.; Ramona and Her Father; Tales of a Fourth Grade Nothing; The Hundred Dresses; The Hundred Penny Box; The Midnight Fox; The Secret Garden

Historical Fiction

Caddie Woodlawn; Little House on the Prairie; Sadako and the Thousand Paper Cranes; Sarah, Plain and Tall; The Cabin Faced West; The Courage of Sarah Noble; The Fighting Ground; The Friendship; Time of the Bison; Viking Adventure

Fantasy

Bunnicula: A Rabbit Tale of Mystery; Charlotte's Web; James and the Giant Peach; My Robot Buddy; Peter Pan; Pippi Longstocking; The Cricket in Times Square; The Enormous Egg; The Mouse and the Motorcycle; Winnie the Pooh

Biography

Childtimes: A Three-Generation Memoir; Eleanor Roosevelt: First Lady of the World; Grand Papa and Ellen Aroon; Martin Luther King; The Peaceful Warrior; Magellan: First Around the World; Squanto: Friend of the Pilgrims; The Helen Keller Story; To Space and Back; Voyages of Christopher Columbus; Who's That Sleeping on Plymouth Rock?

Folktales, Myths, Legends

Anansi the Spider: A Tale from the Ashanti; Beauty and the Beast; Cry Wolf and Other Aesop Fables; Demeter and Persephone; Michael Hague's Favourite Hans Christian Andersen Fairy Tales; Saint George and the Dragon; The Brocaded Slipper and Other Vietnamese Tales; The Sleeping Beauty; The Tales of Uncle Remus: The Adventures of Brer Rabbit; Yeh-Shen: A Cinderella Story from China,

Level II: Gr. 5-6

Realistic Fiction

A Jar of Dreams; A Room Made of Windows; Bridge to Terabithia; Dear Mr. Henshaw; Felita; From the Mixed-Up Files of Mrs. Basil E. Frankweiler; M.C. Higgins, The Great; Owls in the Family; The Summer of the Swans; The Young Landlords

Historical Fiction

Across Five Aprils; Brady; Dragonwings; Edge of Two Worlds; Journey to Topaz; My Brother Sam Is Dead; Roll of Thunder, Hear My Cry; Sing Down the Moon; The Sign of the Beaver; Tituba of Salem Village

Fantasy

A Stranger Came Ashore; Abel's Island; Freaky Friday; The Borrowers; The Children of Green Knowe; The Lion, the Witch and the Wardrobe; The Twenty-One Balloons; The White Mountains; The Wizard of Oz; Tuck Everlasting

Biography

A Gathering of Days: A New England Girl's Journal, 1830-32; Amos Fortune, Free Man; Anthony Burns: The Defeat and Triumph of a Fugitive Slave; Ben and Me; Harriet Tubman: Conductor on the Underground Railroad; Homesick: My Own Story; I, Juan de Pareja; Lincoln: A Photobiography; Little by Little: A Writer's Education; The Upstairs Room

Folktales, Myths, Legends

Aladdin and the Enchanted Lamp; Anpao: An American Indian Odyssey; At the Center of the World; John Henry and His Hammer; Mike Fink; North American Legends; Ol' Paul, the Mighty Logger; The Cow-Tail Switch and Other West African Stories; The Jack Tales; Zlateh the Goat and Other Stories

Level III: Gr. 6-8

Realistic Fiction

...and now Miguel; Dicey's Song; Hatchet; The Great Gilly Hopkins; The Moves Make the Man; One-Eyed Cat; The Pinballs; The Talking Earth; Where the Lilies Bloom; Where the Red Fern Grows

Historical Fiction

Adam of the Road; After the Dancing Days; Hakon of Rogen's Saga; Island of the Blue Dolphins; Johnny Tremain; The House of Sixty Fathers; The Light Beyond the Forest; The Quest for the Holy Grail; The Stronghold; Valley of the Broken Cherry Tree

Fantasy and Science Fiction

A Wizard of Earthsea; A Wrinkle in Time; Alice's Adventures in Wonderland; Enchantress from the Stars; Fantastic Voyage; Half Magic; Mrs. Frisby and the Rats of NIMH; The Book of Three; The Hobbit; The Wind in the Willows

Biography

A Day of Pleasure; Anne Frank: The Diary of a Young Girl; Carry On, Mr. Bowditch; I'm Deborah Sampson: A Soldier in the War of the Revolution; Ishi: Last of His Tribe; Matthew Henson: Explorer; Oh Lizzie! The Life of Elizabeth Cady Stanton; The Endless Steppe: A Girl in Exile; The Land I Lost: Adventure of a Boy in Vietnam; The Road from Home: The Story of an Armenian Girl

Folktales, Myths, Legends

Beauty: A Retelling of the Story Beauty and the Beast; Beowulf, a New Telling; Children of Odin: The Book of Northern Myths; Hercules; Lord of the Sky: Zeus; Norse Gods and Giants; The Gorgon's Head: The Story of Perseus; The Odyssey of Homer; The Sword in the Stone; Thunder of the Gods



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Philip Hall Likes Me. I Reckon Maybe.
Roll of Thunder, Hear My Cry

Squanto: Friend of the Pilgrims
Summer of the Swans
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The Mouse and the Motorcycle
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The Sword in the Stone

by T. H. White
Independent/RW
Comparing two versions

1. Pulling Out the Sword

"Whoso Pulleth Out This Sword of This Stone and Anvil is Rightwise King Born of All England." These words were inscribed upon a magnificent sword imprisoned in a stone in a churchyard in London. Although others tried, only Arthur was able to free the sword and to fulfill his destiny.

In *THE SWORD IN THE STONE* this climactic scene is found at the end of the story. The book concludes with the words "The Beginning," since the drawing of the sword is indeed the first act of King Arthur. Most books about King Arthur begin with this event. Select a book on King Arthur, such as *KING ARTHUR: TALES OF THE ROUND TABLE*, edited by Andrew Lang. Read the opening chapter and note the details the author uses to describe this event. Then write a few paragraphs comparing the two versions. Read your comparison aloud to a group of students.



Comments:

The Sword in the Stone

by T. H. White
Independent/W
Writing a letter

2. A Note of Thanks

Merlyn spent six years at Sir Ector's castle, seeing to it that Wart received his education. Merlyn's methods, of course, were extraordinary! And, because the magician knew what the future held for Wart, the lessons he provided were designed to help King Arthur in his new role.

Imagine that some time after his coronation, King Arthur writes a note of thanks to his tutor, Merlyn. Write the letter that the new king might have written. As you thank Merlyn for each of the unusual experiences, identify the important lessons you learned from each one. Arrange to display your letter for other students to read.



Comments:

The Sword in the Stone

by T. H. White
Independent/RW
Writing an adventure

3. A New Perspective

Merlyn taught young Wart powerful lessons by enabling the boy to experience what it is like to be other creatures. As a fish, Wart experienced the universe in a very different way. Reread pages 55-62, which describe Wart's time in the moat.

Then, imagine that you, too, could be magically transformed into another creature or thing. First decide on an important lesson you need to learn to prepare for adulthood. Then decide what creature you would become in order to learn that lesson. Finally picture the world from your new perspective. Perhaps you, like Wart, get to communicate with other species. Write a description of your fascinating experience, especially what you learned from it that will enhance your education. Arrange to display your description in your classroom or place it in a writing folder.



Comments:

The Sword in the Stone

by T. H. White
Independent/D
Illustrating a creature

4. A Majestic Vision of Terror

After the fairy Queen of Air and Darkness was conquered, Kay and Wart eagerly anticipated helping Robin Wood to slay the awful griffins and wyverns that surrounded the castle. Seeing a griffin for the first time, the boys were shocked at the huge "majestic vision of terror," but nonetheless they bravely assumed their posts.

Read the description of the awful griffin on page 160. Then, draw or paint a terrifying illustration of the Falco Leonis Serpentis. Then use references to find out more about griffins. Write a brief report and attach it to your "majestic vision of terror." Arrange to display your work where others can see it.



Comments:

The Sword in the Stone

by T. H. White
Independent/DRW
Researching a topic

5. Owls

Wart ate the dead mouse offered by Archimedes and was transformed into an owl. Reread Chapter 18 that recounts Wart's adventures as Archimedes' flying companion.

As you read the chapter, make notes of the facts presented about owls. Then use references in your library to verify these facts and find out more about owls. Write a brief report using the information you have learned. If you wish, draw an owl for your cover. Arrange to display your report in your classroom.



Comments:

The Sword in the Stone

by T. H. White
Independent/RSW
Researching a topic

6. The Middle Ages

The following quote appears on the inside of the book jacket:

"Mr. White is evidently a scholar. His knowledge of the codes, the customs, the courtesies of medieval England are extraordinary."

Write a report on what you learned about life in medieval England as a result of reading **THE SWORD IN THE STONE**. Then consult one other reference, such as an encyclopedia, using the topic "the medieval period" or "the Middle Ages." Use the information from this source to make a time line that includes important events that occurred in Europe during this period. Use both your report and the time line in presenting a report to your class on the Middle Ages.



Comments:

The Sword in the Stone

by T. H. White

Group/S

Comparing two genre

1. Crossing Genre

The final words of THE SWORD IN THE STONE are "The Beginning." Wart's boyhood is now over and his reign as King Arthur has just begun.

Meet with a classmate who has read THE LIGHT BEYOND THE FOREST by Rosemary Sutcliff. Tell him or her about Wart's adventures on Sir Ector's manor and about the unusual education Wart received from Merlyn. Then ask about Arthur's adventures as King. Discuss why THE SWORD IN THE STONE and THE LIGHT IN THE FOREST might be considered historical fiction and legend. What features of both genres do both books share? Have you read other books that cross two genre?



Comments:

The Sword in the Stone

by T. H. White

Group/RS

Comparing different versions

2. Many Visions of King Arthur

Mr. White describes in detail the education Wart received from Merlyn. The sword came out of the stone for Wart and for no one else because he had been truly educated.

Many other writers have chosen to write about the legend of the sword and King Arthur. Meet with two or three bookmates. Each one should read one of the following books about this legend. After you have finished, meet to compare the different authors' visions of King Arthur.

THE SWORD IN THE TREE

by Clyde Robert Bulla

KING ARTHUR: TALES OF THE ROUND TABLE

by Andrew Lang

THE SWORD OF KING ARTHUR

by Jay Williams



Comments:

The Sword in the Stone

by T. H. White

Group/SW

Writing an adventure story

3. Innumerable Adventures

THE SWORD IN THE STONE features Wart's adventures during one year of his boyhood. In the twentieth chapter, the author states that six years have gone by. He explains that as the boys grew, "they ran like wild colts as before, and visited Robin when they had a mind to, and had innumerable adventures too lengthy to be recorded."

Get together with a group of bookmates to talk about the unusual and exciting experiences Wart and Kay might have had. Working in pairs or independently, write about one of those adventures. Read your story aloud to the rest of the group.



Comments:

The Sword in the Stone

by T. H. White
Group/DRW
Researching a topic

4. Birds of the Mews

At the castle there was an area known as the Mews where the birds were kept. Pages 10 and 11 describe the Mews and the various birds that Wart was later to meet. Get together with another bookmate to find out more about the bird species at Sir Ector's castle.

Using the information you learn from references, as well as descriptions of the various birds found in Chapter 8, make a booklet entitled Birds of the Mews. Include a drawing of each bird with a paragraph describing the bird. Arrange to share your booklet with other bookmates and to display it in your classroom.



Comments:

The Sword in the Stone

by T. H. White
Group/DRS
Making a model

5. A Medieval Manor

Kay and Wart were fortunate to grow up on Sir Ector's vast medieval manor. They lived in a magnificent castle and spent their days hawking, jousting, and hunting.

Get together with a group of bookmates and reread the description of the manor on pages 6-11. Then design a model of the castle and other buildings. First, decide on the materials you will use to make your model. Then recreate the boys' home. You may choose to use other references, such as David Macaulay's *CASTLE* or John Goodall's *THE STORY OF A CASTLE*.



Comments:

The Sword in the Stone

by T.H. White

Group/LS

Discussing the story

6. "Let's Talk About..."

1. What are the qualities that Wart exhibited which might make him a good king.
2. How do you think Wart's education prepared him for both getting the sword out of the stone and for his future as king?
3. Why do you suppose Merlyn did not tell Wart of his destiny?
4. As Kay and Wart grew older, their relationship changed. Describe the change and discuss what accounted for it.
5. Unusual people populate T.H. White's novel. Who was your favorite character in THE SWORD IN THE STONE? Why?
6. What aspects of medieval English life did you find most appealing?
7. What kind of lesson would you have asked Merlyn to provide for you?
8. After reading THE SWORD IN THE STONE, are you interested in reading more about King Arthur? Why or why not?

The Sword in the Stone
by T.H. White

Vocabulary Starter

- | | | | |
|---------------|------------------|------------------|--------------------|
| 1. chivalry | 6. annihilated | 11. humble | 16. remorselessly |
| 2. denounced | 7. treachery | 12. elude | 17. erratic |
| 3. melancholy | 8. inarticulate | 13. decadent | 18. invincible |
| 4. desolate | 9. imperceptibly | 14. anachronism | 19. disconsolately |
| 5. benevolent | 10. aristocratic | 15. condescended | 20. vigil |

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

The Sword in the Stone
by T.H. White

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

The Sword in the Stone

by T.H. White

How Well Do You Remember?

1. The boy was reluctant to stay in the forest for there lived
 - a. wild boars.
 - b. a noseless man named Wat.
 - c. magicians.
 - d. all of the above
2. Why did Wart remain in the forest?
 - a. He wanted to battle a dragon.
 - b. He hoped to meet a magician.
 - c. He wanted to retrieve Cully, the goshawk.
 - d. He was angry at Kay.
3. Merlyn knew what would happen in the future because
 - a. he could cast a magic spell to learn what lies ahead.
 - b. he was living backward instead of forward in time.
 - c. his wise owl, Archimedes, told him of what was to come.
 - d. all magicians know the future.
4. What was the first of Wart's "educational experiences" with Merlyn?
 - a. Merlyn taught Wart how to speak Latin.
 - b. Merlyn turned Wart into a fish.
 - c. Wart learned to cook all kinds of food.
 - d. Merlyn changed Wart into an owl.
5. The boys ended up at Madame Mim's cottage when
 - a. they went to retrieve Wart's favorite arrow.
 - b. they were seeking the Questing Beast.
 - c. Sir Ector sent them to meet her.
 - d. they were hunting the wild boar.
6. The goat saved Kay and Wart by
 - a. killing Madame Mim.
 - b. setting Wart free from his cage.
 - c. running to the castle for help.
 - d. eating Madame Mim's evil crow.
7. Merlyn didn't change Kay into things as he did with Wart because
 - a. no one asked him to do so.
 - b. he disliked Kay.
 - c. he did not have the power to do so.
 - d. Sir Ector asked him not to.
8. Robin Wood said that Wart and Kay must enter the fairies' castle
 - a. because only boys could enter their enchanted towers.
 - b. to prove their bravery.
 - c. because the fairies would be kind to them.
 - d. in order to eat their luscious food.
9. What did the boys carry to protect them from the fairies?
 - a. a dragon's tooth
 - b. a blind bat
 - c. a clay pot
 - d. iron

The Sword in the Stone

by T.H. White

How Well Do You Remember?

10. For what rewards did the boys ask for their part in the seige?

- a. They both asked for new swords.
- b. Kay asked for the griffin's head and Wart wanted old Wat.
- c. Kay wanted Robin's bow and Wart asked for an arrow.
- d. all of the above

11. What two subjects did the Snake offer to teach Wart?

- a. art and science
- b. philosophy and mathematics
- c. music and art
- d. history and legends

12. The king sent a letter asking Sir Ector to

- a. hunt wild boars in the Forest Sauvage with his majesty's hunters.
- b. send Merlyn to the castle right away.
- c. send his sons to be suitors for the princess.
- d. seek and kill the Questing Beast.

13. The Questing Beast seemed to have lost his will to live

- a. because he was weary of being pursued by King Pellinore.
- b. when King Pellinore ignored him.
- c. when William Twyti killed its mate.
- d. when King Pellinore died.

14. Merlyn shared his theory with Wart that birds' calls

- a. are actually hymns of praise.
- b. arise from their imitating noises in their environment.
- c. all derive from the owl's hoot.
- d. are meaningless.

15. Archimedes' mother, Athene, was actually the goddess of

- a. love.
- b. the sea.
- c. wisdom.
- d. all of the above

16. Among the things that Athene showed Wart was

- a. the underwater castle of Poseidon.
- b. all the great kingdoms of the past.
- c. the Dream of the Trees, in which the trees spoke.
- d. all of the above

17. Merlyn cautioned Wart to hold fast to his hand in the land of the giant

- a. so that Wart could remain invisible.
- b. because he did not trust Wart to stay close to him.
- c. so that Wart wouldn't be tempted to eat the giant's food.
- d. none of the above

The Sword in the Stone

by T.H. White

How Well Do You Remember?

18. Who saved Merlyn, Wart, and King Pellinore from the awful giant?

- a. Archimedes
- b. Glatisant, the Questing Beast
- c. a griffin
- d. a little hedgehog

19. According to Merlyn, the best thing for "disturbances of the spirit" is

- a. to become invisible.
- b. to learn.
- c. to go on a hunting expedition.
- d. to eat a fine meal.

20. When Wart pulled the sword from the stone, he became

- a. a knight.
- b. a powerful magician.
- c. ill.
- d. King of England.

The Sword in the Stone

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Answer Key

1. d	6. c	11. d	16. c
2. c	7. c	12. a	17. a
3. b	8. a	13. b	18. b
4. b	9. d	14. b	19. b
5. a	10. b	15. c	20. d