The Magical Adventures of Merlin
The Magical Adventures of Merlin Synopsis

In the days of old, when knights roamed the kingdom, a young apprentice wizard named Merlin is slowly discovering the secret to becoming a great sorcerer. While at the same time, another young lad, Arthur, is destined to become king – but only if he is able to pull the magical sword, Excalibur, from the stone. Two sister sorceresses have their own idea for the fate of the sword. Nimue, the Lady of the lake, commands the sword into the stone to keep it from the bonds of her evil sister, Morgana, but Morgana vows, “Arthur will never be king!” and proclaims that the sword shall be hers.

Merlin, who lives with the Old Master Sorcerer and his wife, is tired of doing chores like cleaning out the dragon cage and mopping the floor. Instead, he only wants to work on mastering his magical skills.

Everyone in town is fighting to pull the sword from the stone. Morgana puts a stop to this while Arthur, in disguise, looks on. Recognizing he is in danger, he seeks the help of the kindly Master Sorcerer, who advises him to join forces instead with his young apprentice, Merlin. Arthur, who is nicknamed “Wart” and Merlin become fast friends. As they journey to the sword in the stone, Merlin begins to teach Arthur the “principles of magic” and the qualities of a true king: strength, wisdom, bravery, humility, and vision. On their journey they encounter Morgana’s knights who battle Arthur, but are defeated by Merlin’s magic. Soon after, they meet the Lady Guinevere, whose skill with the sword proves her to be a worthy companion on their quest. Arthur tells her that he hopes to be king and she asks him how he would rule. He describes a “peaceful and just kingdom where all of the knights sit together at a round table.”

Merlin encounters Morgana’s sister, Nimue, who offers him advice on ways to strengthen his magic. But Morgana stops Merlin, tempting him to leave Arthur and Guinevere behind and join their powers together to capture the sword and rule the kingdom.

Will Merlin choose ultimate magical power – his lifelong dream – or friendship with Arthur and Guinevere? Will Arthur pull the sword from the stone and defeat Morgana and her knights? Can the young apprentice Merlin become the greatest wizard of the land? Magical surprises provide the answers in this enchanted and bewitching adventure.
Lesson 1
Research

The Magical Adventures of Merlin is a new production based on a very old myth. Many books, plays, musicals and movies have been created based on Merlin’s magical story. After seeing the show, you may recall a different story or two based on the same plot, or other inspired stories based on the wonder of magic and legend. (Harry Potter anyone!)

Below is a list of books based on the legend of Merlin, King Arthur and Guinevere, not to mention the beautiful Nimue and her evil sister Morgana.

Recommended Ages (9-12)
• The Lost years of Merlin by T.A. Barron
• The Mirror of Merlin
• The Seven Songs of Merlin
• The Raging Fire of Merlin
• The Mirror of Fate
• The Sorcerer’s Apprentice Junior Novel by James Ponti

Recommended Ages (6-8)
• Wizardology: The Book of Secrets of Merlin (ologies) by Dugald Steer
• The young Merlin Trilogy: Passager, Hobby, and Merlin by Jane Yolen

Recommended Ages (3-5)
• Merlin and the Dragons by Jane Yolen and Li Ming
• The Magic of Merlin by Stephanie Spinner
• Merlin’s Cave by William Hezlep

Objectives

Students will:
1. Read or listen carefully while being read various Merlin stories.
2. Identify settings and characters from the Merlin legends that are also in the Magical Adventures of Merlin
3. Identify settings and characters that are unique to the T.V. series, Merlin(Optional)
4. Identify settings and characters that are unique to just The Children’s Theatre of Cincinnati’s Musical

Suggested Assessment

Students will be able to:
1. Use a graphic organizer to identify characters and settings that are found in one of the Merlin legend books, the Merlin T.V. series (optional), as well as settings and characters that are unique to just the books or the shows.
**Vocabulary**
- Character
- Setting

**Materials**
- Writing Paper
- Pen/Pencil
- Graphic organizer to show similarities and differences (Venn Diagram - Handout)
- Chart paper
- Markers
- Various Merlin books (either from the list or others you may already be familiar with)
- Ways to view T.V. series (optional)

**Activity**
A Play, A Book, A T.V. Series, and then More Books

**Students will:**
1. Participate in a class discussion recalling characters and settings from *The Magical Adventures of Merlin*.
   a. As students recall characters of settings, teachers should write thoughts down on chart paper. Label a chart with characters and a chart with settings.
2. Read to them or have them read various Merlin legend books
   a. Can be done individually, in small groups, or as a whole class
3. Watch an episode of the T.V series *Merlin*. (optional)
   a. Can be watched in class or assigned to watch at home
4. Record on a graphic organizer the similarities and differences between the characters and settings in the books, T.V. series(optional) and production of *The Magical Adventures of Merlin*.

**Extension**

**Students will:**
1. Discuss in small groups or as a whole class the similarities and differences that were found between the books, T.V. show (optional) and the musical.
2. Evaluate other students’ similarities and differences and state whether they agree or disagree with their ideas.
3. Use details from chosen book, T.V. series (optional), and from the musical to support their thoughts regarding their similarities and differences.
NL-ENG.K-12.2 Understanding the Human Experience (Grades K-3)
• Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

NL-ENG.K-12.3 Evaluation Strategies (Grades K-3)
• Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate text.
• Draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

NL-ENG.K-12.5 Communication Strategies (Grades K-3)
• Employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

NL-ENG.K-12.6 Applying Knowledge (Grades K-3)
• Apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique and discuss print and nonprint texts.

Kentucky: Language Arts
1. Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

Reading (1.2) (Grades K-3)
1.2 Students make sense of the variety of materials they read.
RD-E-1.0.8 Describe characters, plot, setting, and problem/solution of a passage.

Reflective Writing (1.11) (Grades K-3)
1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

WR-E-1.1
• strategies used during the development of pieces
• selection of portfolio pieces
• application of writing process (prewriting, drafting, revising, editing, publishing)

Ohio: Language Arts>Reading Applications> Literary Text Standard
• Enhance understanding of the human story by reading texts that represent a variety of authors, cultures and eras.
• Apply the reading process to the various genres of literature.
• Demonstrate comprehension by describing and discussing the elements of literature.
• Explain, analyze and critique literary text to achieve deep understanding
Benchmark(s) Grades K-3
A. Compare and contrast plot across literary works.
B. Use supporting details to identify and describe main ideas, characters, and setting.
E. Identify the theme of literary text.

Ohio: Language Art> Writing Processes Standard
• Engage in the major phases of the writing process—prewriting, drafting, revising, editing and publishing.
• Plan writing for different purposes and audiences.
• Apply writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices.

Benchmark(s) Grades K-2
A, B, C, D, E, F, and G (see all: writing and editing processes)

Benchmark(s) Grade 3
A, B, C, D, E, F, G, H and I (see all: writing and editing processes)

Ohio: Language Arts> Writing Applications Standard
• Understand various types of writing require different language, formatting and special vocabulary.
• Learn about the various purposes of writing.
• Use a small range of familiar forms.
• Select text forms to suit purpose and audience.
• Use content-specific vocabulary to achieve communication goals.

Benchmark(s) Grades K-2
B. Write responses to literature that demonstrate an understanding of a literary work.

Benchmark(s) Grade 3
B. Write responses to literature that summarize main ideas and significant details and support interpretations with references to the text.
Lesson 2
Myths and Legends

Remember the stories you heard again and again when you were little? Cinderella, Jack and Jill, Mother Hubbard, Humpty Dumpty? If you ask your parents or grandparents, they will probably tell you that they heard the same stories when they were young. Myths and legends are stories that date back centuries and some more recently but they have been told over and over again. Let’s create our own Myth and Legend Story and see if they will withstand the test of time!

Objectives

Students will:
1. Recognize main, supporting and minor characters in a story

Assessment

Students will be able to:
1. Classify characters as main, supporting, or minor and explain their thinking/reasoning for decisions made.
2. Construct a hierarchal diagram/organizer to visually illustrate the degree of importance, role and impact of characters from the production, The Magical Adventures of Merlin.

Vocabulary
• Major
• Minor
• Supporting
• Characters
• Incidental

Materials
• Blocks of three different sizes
• Handouts

Activity
Creating Characters for the Myth and Legend

Students will:
1. Present students with the challenge to unscramble mystery phrases (handout).
2. Have students define, based on their prior knowledge, the meaning of the word “character”. Students will record their definition on a piece of paper and share with classmates.
3. Establish a working class definition for the term “character” (i.e., a person or animal that has a certain set of qualities or traits as found in a story).
4. Introduce the concept of multiple – tiered book characters – Main character, minor character, and supporting characters – through the use of physical blocks.

5. Present a large block that represents the idea of a “main character.” Explain the large size of the block as representative of the most important character around which a story is built. Further explain that a “main character” often interacts with other characters, those called, “supporting characters.”

6. Present a medium block that represents a “supporting character.” Explain that this type of character interacts with the main character through dialogue and action, helping to move the story along/forward.

7. Present a small block that represents a “minor character” or “incidental character” that has a very small part and presence in a story. Explain that such a character may serve to help establish background information, setting, etc.

8. Distribute similar sized blocks to students with instruction to build a structure (hierarchal organizer) that represents the role and impact of various characters in the production of *The Magical Adventures of Merlin*. Students will emphasize the relationship between characters.

9. Debrief the activity, have students share their structures/organizers and explain their thinking.

10. Have students consider the change in the story if Merlin had not been the main character and focus of the production, *The Magical Adventures of Merlin*. Have students create authentic scenarios of what would occur.

**Kentucky English and Language Arts: Arts and Humanities**

**Reading (1.2) Arts and Humanities (2.24, 2.25) Grades K-3**

**Academic Expectations:**

1.2 Students make sense of the variety of materials they read.

2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.

**Ohio: Language Arts> Reading Applications> Literary Text Standard Benchmark(s) Grades K-3**

B. Use supporting details to identify and describe main ideas, characters and setting.
Merlin magical deciphering.....
(use the synopsis to help figure out the phrases)

Easy/Medium
1. het agiclam danvertues fo elmirn.
The Magical Adventures of Merlin

2. ordsw dna teh onest
Sword and the Stone

3. rthaur nda elmirn
Arthur and Merlin

4. ylad fo teh kale.
Lady of the Lake

5. het agiclma airl fo erlmin.
The magical lair of Merlin

Hard
1. Ot emeocb nigk, oyu utsm ulup het words morf the entso.
To become king, you must pull the sword from the stone.

2. Dneirfpshi inws vero nya ayd.
Friendship wins over magic any day.

3. ogrmnaa si a eatiuflbu ety vile nehcnassetr. Eeabwr!
Morgana is a beautiful yet evil enchantress. Beware!

4. imuen will leph erilmn eefatd her ssteir.
Nimue will help Merlin defeat her sister.

5. Icaenngi reognd gaces si otn sa umhc ufn sa arpcctiing gamic!
Cleaning dragon cages is not as much fun as practicing magic!
Magical words within words
Do you see words within words. Take out full words or pull together letters to make new ones.
(i.e. Morgana- complete word “Organ,” letters making new word “Man,” “groan”)

Easy
1. Magical
2. Sword
3. Arthur
4. Stone
5. Honor

Medium
1. Sorcerer
2. Bravery
3. Peaceful
4. Kingdom
5. Knights

Hard
1. Guinevere
2. Apprentice
3. Sorceresses
4. Nimue
5. Enchantress
Summary Statement:
Student Handout:
The Science of Magic

Every good magician has a trick up his or her sleeve to deceive the audience into thinking they can do tricks that defy the laws of nature. Merlin is no exception. How does he defy the laws of nature or is it just a trick? How many magic tricks have you seen? Let’s use science to reveal the trickery!

Objective
Students will:
• Identify the characteristics of simple chemical and physical changes, and identify whether a given example is a chemical or physical change.
  o Characteristics of physical changes may include one or more of the following:
    ▪ Change in size
    ▪ Change in shape
    ▪ End with same substance with which you started
    ▪ Dissolving
    ▪ Absorption
    ▪ Change of state/phase (solid, liquid, gas)
  o Characteristics of chemical changes may include one or more of the following:
    ▪ Production of heat
    ▪ Production of gas/bubbles
    ▪ Production of light
    ▪ Change in color
    ▪ Burning
    ▪ Production of new substance(s)

Assessment
Students will be able to:
• Compare similarities and differences between chemical and physical changes.
• Identify a change as chemical or physical using characteristics that accompany the change.

Sample items to gauge student understanding:
1. Circle all of the following that indicate a chemical change may have occurred?
   a. Heat was produced
   b. Change in size
   c. Object changed shape
   d. A new substance was produced
   e. Gas was produced
   f. Object changed color
   g. Change is irreversible  
   (a, d, e, f and g)
2. When Merlin chooses friendship over magic and levitates into the air, he causes a chemical or physical change? Explain your answer. 

(physical)

**Vocabulary**
- Chemical change
- Physical change

**Materials**
- White board or chart paper
- Markers
- Paper for student lists

**Activity 1
Constantly Changing**

*Students will need prior knowledge regarding the difference between chemical and physical change to complete the following activities. For background information and activities that may assist students, check the following Web sites:*

- www.bbc.co.uk/schools/revisewise/science/materials/09_act.shtml
- www.iit.edu/~smile/chbi9915.htm

**Teacher will:**
1. Introduce/review the differences between chemical and physical changes through class discussion, sharing of examples and demonstrations. The book, *100 Reproducible Activities – Chemistry*, contains two reproducible pages (18 & 19) that assist with the understanding of physical and chemical properties as well as physical and chemical changes. (See, Instructional Fair Reproducibles, *100 Reproducible Activities – Chemistry*. Grand Rapids: Instructional Fair, Inc. ISBN:1-56822-187-8)
3. Explain that many of the changes in the play were due to magic.
4. Facilitate student discussion on the fact that there are many changes that take place in the every day world that are not magic, but can be classified scientifically as a physical or chemical change.
5. Have students brainstorm real changes that take place everyday, share, and record on a chalk board or on chart paper without identifying whether the changes are chemical or physical changes. *(Make sure that there are both chemical and physical changes on the list. If students are offering examples of one type of change more than the other, offer suggestions that will balance out the list.)*
6. Once a list is generated, review with students how one identifies a chemical or physical change.
7. Have students work in small groups to discuss the list of changes and record whether they believe the change is chemical or physical, and how the change occurred.
8. After student groups finish recording their answers, lead a class discussion for students to disclose their group’s answers, and identify correct answers.

9. After students share and discuss their answers, have students identify and classify physical or chemical changes found present in the play *The Magical Adventures of Merlin*.

**Students will:**
1. Review the characteristics of physical and chemical changes.
2. Work together in small groups to identify changes that take place in The Children’s Theatre production, *The Magical Adventures of Merlin*.
3. Realize that many of the changes in *Merlin* are magical.
4. Work in small groups to create a list of real world changes that occur in every day life.
5. Work in small groups to classify and record whether the class lists of every day changes are chemical or physical.

**Self-Selected Reading Suggestions**

**Activity Extensions**
National Standards>Science
NS.K-4.1, NS.5-8.1 Science as Inquiry (Grade 4) (Grades 5 & 6)
- Abilities necessary to do scientific inquiry
- Understanding about scientific inquiry

NS.K-4.2, NS.5-8.2 Physical Science (Grade 4) (Grades 5 & 6)
- Properties of objects and materials
- Properties and changes of properties in matter
- Position and motion of objects
- Motions and forces
- Light, heat, electricity, and magnetism
- Transfer of energy

Kentucky: Science>Physical Science
2. Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

Properties of Objects and Materials (2.2 Patterns of Change, 2.3 Systems, 2.4 Scale and Models, 2.5 Constancy, and 2.6 Change Over Time)
2.6 Students understand how living and nonliving things change over time and the factors that influence the changes.

(Grade 4)
SC-E-1.1.1 Objects have many observable properties such as size, mass, shape, color, temperature, magnetism, and the ability to react with other substances. Some properties can be measured using tools such as metric rulers, balances, and thermometers.
SC-E-1.1.2 Objects are made of one or more materials such as paper, wood, and metal. Objects can be described by the properties of the materials from which they are made. Those properties can be used to separate or classify objects or materials.
SC-E-1.1.3 Materials can exist in different states—solid, liquid, and gas. Some common materials, such as water, can be changed from one state to another by heating or cooling.

(Grades 5 and 6)
SC-M-1.1.1 A substance has characteristic physical properties (e.g., density, boiling point, solubility) that are independent of the amount of the sample. A mixture of substances often can be separated into the original substances by using one or more of these characteristic physical properties.
SC-M-1.1.2 The chemical properties of a substance cause it to react in predictable ways with other substances to form compounds with different characteristic properties. In chemical reactions, the total mass is conserved. Substances are often classified into groups if they react in similar ways.
SC-M-1.1.3 Chemical elements do not break down during normal laboratory reactions such as heating, exposure to electric currents, or reaction with acids. Elements combine in many ways to produce compounds.
**Ohio: Science>Science> Physical Sciences**

- Demonstrate an understanding of the composition of physical systems and the concepts and principles that describe and predict physical interactions and events in the natural world.
- Demonstrate an understanding of the structure and properties of matter, the properties of materials and objects, chemical reactions and the conservation of matter.
- Understand the nature, transfer and conservation of energy, as well as motion and forces affecting motion, the nature of waves and interaction of matter and energy.
- Demonstrate an understanding of the historical perspectives, scientific approaches and emerging scientific issues associated with the physical sciences.

**Benchmark(s) Grade 4**
A. Compare the characteristics of simple physical and chemical changes.

**Benchmark(s) Grade 6**
A. Relate uses, properties and chemical processes to the behavior and/or arrangement of the small particles that compose matter.

*Note: Emphasis for Grade 5 is on the production and transfer of energy.*

**Ohio: Science> Science Inquiry Standard**

- Develop scientific habits of mind [for] use of the processes of scientific inquiry to ask valid questions and to gather and analyze information.

**Benchmark(s) Grades 4 & 5**
B. Organize and evaluate observations, measurements and other data to formulate inferences and conclusions.
C. Develop, design and safely conduct scientific investigations and communicate the results.

**Benchmark(s) Grade 6**
B. Analyze and interpret data from scientific investigations using appropriate mathematical skills in order to draw valid conclusions.