

Advanced Placement in
English Literature and Composition

Individual Learning Packet

Teaching Unit

The Once and Future King

by T. H. White

Written by Jill Clare

Copyright © 2012 by Prestwick House Inc., P.O. Box 658, Clayton, DE 19938. 1-800-932-4593.
www.prestwickhouse.com Permission to copy this unit for classroom use is extended to purchaser for his or her
personal use. This material, in whole or part, may not be copied for resale.

ISBN 978-1-62019-040-1

Item No. 309061

The Once and Future King

Objectives

By the end of this Unit, the student will be able to:

1. explain the elements of tragedy and explain how the text can be regarded as a tragedy.
2. analyze the text for evidence of foreshadowing and explain how foreshadowing contributes to the tone of the work.
3. analyze the text for thematic development and explain how specific themes contribute to the overall meaning of the text.
4. examine the text for both historical and fantastic elements and analyze how the interplay between the two affects the tone and meaning of the text.
5. identify satire and irony in the text and explain how these techniques contribute to the meaning of the work.
6. identify motifs presented in the text and explain how they contribute to character and thematic development.
7. trace character development throughout the novel and analyze how this development helps build meaning.
8. examine the role and presentation of women in the text and discuss how their characterization contributes to the meaning of the work as a whole.
9. respond to multiple choice questions similar to those that will appear on the Advanced Placement in English Literature and Composition exam.
10. respond to writing prompts similar to those that will appear on the Advanced Placement in English Literature and Composition exam.

The Once and Future King

Book One: The Sword in the Stone

Chapter 1

1. How does the disjointed structure of Sir Grummore and Sir Ector’s conversation help to establish their characteristics?

2. In the middle of Sir Grummore and Sir Ector’s conversation, the narrator employs an aside to the reader: “It was not really Eton that he mentioned, for the College of Blessed Mary was not founded until 1440, but it was a place of the same sort. Also they were drinking Metheglyn, not port, but by mentioning the modern wine it is easier to give you the feel.” What does this aside accomplish?

3. What techniques are used in this chapter to help establish the setting for the novel?

4. How are Kay and the Wart different? Describe their relationship.

Chapter 2

1. What does the Wart's desire to get Cully back reveal about his character?

2. Discuss the contrast between the Wart's *initial* impression of King Pellinore and King Pellinore's behavior. What does this contrast accomplish?

3. How is King Pellinore's attitude toward the Questing Beast unexpected?

Chapter 16

1. Compare and contrast the adventure of the boar hunt with the Wart's earlier adventure at the Castle of the Old Ones. What effect does the author create by juxtaposing realistic chapters against fantastic, magical chapters?

2. Discuss the irony behind King Pellinore's meeting with the Questing Beast. How does this section develop the narrator's tone towards knighthood and questing?

3. How does this chapter further develop King Pellinore's character?

Book two: The Queen of Air and Darkness

Chapter 1

1. How is Queen Morgause characterized in this chapter?

2. What does this chapter foreshadow? How does the quotation beginning this book relate to this foreshadowing?

3. How has the tone shifted in this book from the tone of book one?

Chapter 13

1. How does the author characterize Queen Morgause in this chapter? What effect does this produce?

2. How are the Orkney children further characterized in this chapter? What might this foreshadow?
