

Robin Hood

Grade Level or Special Area: Fourth Grade

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Length of Unit: 13 lessons (three weeks and one day; one day = 30 minutes)

I. ABSTRACT

This unit covers comprehension lessons and strategies for teaching a literature unit on Robin Hood using the Core Classics novel and Teacher's Guide. Students are encouraged to use a variety of comprehension strategies such as predicting, connecting the literature to their prior knowledge, and character mapping. The comprehension strategies have been written into specific instruction but the strategies could be used with any of these chapters.

II. OVERVIEW

A. Concept Objectives

1. Students understand how to read and understand a variety of materials. (Colorado Reading and Writing Standard 1)
2. Students understand how to write and speak for a variety of purposes and audiences. (Colorado Reading and Writing Standard 2)
3. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing. (Colorado Reading and Writing Standard 4)
4. Students understand how to read and recognize literature as a record of human experience. (Colorado Reading and Writing Standard 6)

B. Content from the *Core Knowledge Sequence* (page 89)

1. Language Arts: Fiction
 - a. Stories
 - i. Robin Hood
 - b. Literary Terms
 - i. Novel
 - ii. Plot
 - iii. Setting

C. Skill Objectives

1. The students will record their prior knowledge of Robin Hood in their journals.
2. The students will make predictions about what they will read in this novel.
3. The students will make connections between the text they are reading and their lives by responding to the text.
4. The students will increase their vocabulary by creating a vocabulary word map.
5. The students will identify the physical and personality traits of Robin Hood and Little John.
6. The students will complete a Venn Diagram comparing the two characters with each other.
7. The students will increase their comprehension of a chapter by acting it out as a play.
8. The students will predict the outcome of a chapter by using vocabulary and phrases to write a story about the title.
9. The students will identify setting, characters, problem and solution for chapter eight.
10. The students will respond to the text in chapter nine.
11. The students will answer comprehension questions at the end of chapters nine and ten.
12. The students will arrange the events in Chapter Eleven in sequencing activity.

13. The students will independently put the events of a chapter in the proper sequence.
14. The students will answer comprehension questions chapter 13.
15. The students will compare and contrast the difference between how Sir Richard of Lea and the Bishop are treated by Robin Hood.
16. The students will orally answer comprehension questions for chapters fourteen and fifteen.
17. The students will create a journal entry from the point of view of the Sheriff.
18. The students will complete a character map for King Richard.
19. The students will create a wedding announcement for the wedding between Robin Hood and Marian.
20. The students will write a new epitaph for Robin Hood.
21. The students will answer comprehension questions for Chapters 20 and 21.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. McSpadden, J. Walker. Robin Hood (Core Classic)
 2. Gardner, Judy. Teacher's Guide to the Core Classics Edition of Robin Hood
- B. For Students
 1. Students will have a knowledge of the time period from their fourth grade Core Knowledge study of England in the Middle Ages.

IV. RESOURCES

- A. Robin Hood by J. Walker McSpadden (all lessons)
- B. Teacher's Guide to The Core Classics Edition of Robin Hood (Lessons Two, Four, Seven, Nine, Ten, Eleven, Twelve, Thirteen)
- C. Student journals; these may be in any form such as spiral notebooks, pocket folders, or paper stapled together in a booklet (all lessons)

V. LESSONS

Lesson One: Introducing Robin Hood (30 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students understand how to read and understand a variety of materials.
 - b. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 2. Lesson Content
 - a. Robin Hood
 3. Skill Objective(s)
 - a. The students will record their prior knowledge of Robin Hood in their journals.
 - b. The students will make predictions about what they will read in this novel.
- B. *Materials*
 1. *Robin Hood*
- C. *Key Vocabulary*
 1. Ballad – song or poem that tells a story
 2. Clergy – men of the church such as priests and monks

- D. *Procedures/Activities*
1. Introduce the new novel to the students. Read the title to them. As a class, discuss what the students already know about Robin Hood. Have the students record this information in their journals.
 2. Ask the students to decide whether Robin Hood was a real person or not.
 3. Read the introduction of *Robin Hood* to the students. Ask the following questions:
 - a. From what did the story of Robin Hood develop? Ballads
 - b. Was Robin Hood a real person? Probably not
 - c. What are some ways he followed the code of chivalry? He did not harm women, he did not harm a man who was with a woman, and he demands loyalty, honesty and courage from all of his men.
 - d. Why did the people enjoy the story of Robin Hood? He represented the people's desire to be treated fairly.
 4. Tell the students that this novel is a series of stories in the life of the legendary hero Robin Hood.
 5. Have the students make predictions about the topics of some of these stories. Have the students write their predictions in their journals.
 6. Tell the students that they will begin reading these stories and discovering the accuracy of their predictions in the next lesson.
- E. *Assessment/Evaluation*
1. The teacher will orally assess the student's understanding of the introduction to the novel.
 2. The teacher will read the students' predictions in their journals.

Lesson Two: Making Connections – Chapters 1 and 2 (60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how to read and understand a variety of materials.
 - b. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 2. Lesson Content
 - a. *Robin Hood*
 - b. Journals
 3. Skill Objective(s)
 - a. The students will make connections between the text they are reading and their lives by responding to the text.
 - b. The students will increase their vocabulary by creating a vocabulary word map.
- B. *Materials*
1. Appendix B: one for teacher
 2. Appendix C: one transparency
 3. Robin Hood
 4. Journals
- C. *Key Vocabulary*
See Appendix B
- D. *Procedures/Activities*
1. Introduce the students to the procedure of Responding to the text. Present the students with a list of phrases that will assist them in this process. Some examples are:
I think

Maybe
I wonder
Perhaps
This reminds me of

2. Tell the students that they will orally read chapters one and two of *Robin Hood*. When they hear the words “Stop and respond” they need to pick up their pencils and, starting with a phrase on the list, respond to what they have just read. Model an example for the students by reading the first two lines of the novel:
“In the days of King Harry the Second of England there were certain forests in the North Country set aside for the King’s hunting. Any man who shot a deer in them faced the penalty of death.” My response would be, “I think death is a very strict penalty for simply shooting a deer that the King wanted to hunt.”
 3. Have the students read chapter one orally. Stop the students and have them respond at key points in the chapter. Choose a few students to share their responses.
 4. At the end of chapter one pull out some key vocabulary words with which the students might have difficulty (see Appendix B).
 5. Show the students the vocabulary word map and tell them that they will be learning how to increase their vocabulary skills.
 6. Tell the students that when they come to a word they don’t understand, they should first look at the context (the words in the sentence(s) around that word). Choose the word *abbey*. Instruct the students to open their books to page 1.
 7. Read the sentence, “These forests were guarded by the King’s Foresters, the chief of whom, in each wood, was equal in authority to the sheriff in his walled town, or even to a bishop in his **abbey**.” Tell the students that the word *bishop* helps to identify the word because they know that a bishop is a person who works in a church. Maybe an *abbey* is another name for church.
 8. Then, instruct the students to go to the dictionary to look the word up. There they will find that an *abbey* included several church buildings where men and women lived a religious life.
 9. Complete the word map in Appendix C for the word *abbey*. Then, give the students two more words to identify and instruct them to complete the word map for these two words. Note-students do not necessarily need a copy of this map; They may simply draw it into their journals.
 10. Follow the same procedure as above for chapter two of *Robin Hood*.
- E. *Assessment/Evaluation*
1. The teacher will assess student participation when responding to the text.
 2. The teacher will grade the vocabulary word map using the rubric in Appendix A.

Lesson Three: Character Mapping – Chapters 3 through 5 (60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
2. Lesson Content
 - a. *Robin Hood*
3. Skill Objective(s)
 - a. The students will identify the physical and personality traits of *Robin Hood* and *Little John*.

- b. The students will complete a Venn Diagram comparing the two characters with each other.
- B. *Materials*
 - 1. Appendix D: one for teacher; students will draw in their notebooks.
 - 2. *Robin Hood*
 - 3. Journals
 - 4. *Teacher's Guide to The Core Classics Edition of Robin Hood*
- C. *Key Vocabulary*
See Appendix B
- D. *Procedures/Activities*
 - 1. Read chapters three through five. Ask comprehension questions orally from the teacher's guide. Instruct the students to identify physical characteristics of Robin Hood and personality traits. Remind the students that physical traits are those traits such as brown hair. Physical traits describe what we look like. Personality traits are words that describe our character such as kind and stubborn. They describe what we are like.
 - 2. Divide the students into partners to read chapter four. Have the students identify the characteristics of Little John, both physical and personality traits. Have the students complete the character web with their partners.
 - 3. Instruct the students to independently complete the Venn Diagram in Appendix D. The students will identify the traits that the two characters have in common and put those in the middle. The others that are unique to each character will be written in the outside circles.
 - 4. Extension Activity: Have the students draw a third circle and identify the traits that they have in common with each character and the traits that are different.
- E. *Assessment/Evaluation*
 - 1. The teacher will grade the character maps and Venn Diagram.

Lesson Four: How Robin Hood Met Will Scarlet (30 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students understand how to read and understand a variety of materials.
 - 2. Lesson Content
 - a. *Robin Hood*
 - 3. Skill Objective(s)
 - a. The students will increase their comprehension of a chapter by acting it out as a play.
- B. *Materials*
 - 1. *Robin Hood*
 - 2. Journals
- C. *Key Vocabulary*
See Appendix B
- D. *Procedures/Activities*
 - 1. Read chapter six as if it were a play. Assign roles. Those students will stand in front of the class. Whenever they see quotations from their character they must speak. Remind the students that one use of quotations is to indicate that a person is speaking.
 - 2. Continue to practice until the students are fluently reading with expression.
 - 3. Give the students the vocabulary words in Appendix B. Have them write the definition and then a meaningful sentence for each word.
 - 4. Have the students answer comprehension questions from the teacher's guide.

- E. *Assessment/Evaluation*
1. The teacher will assess the students' definition of each word and their sentences.

Lesson Five: How Robin Hood Met Friar Tuck (60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how to read and understand a variety of materials.
 - b. Students understand how to write and speak for a variety of purposes and audiences.
 - c. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 2. Lesson Content
 - a. *Robin Hood*
 3. Skill Objective(s)
 - a. The students will predict the outcome of a chapter by using vocabulary and phrases to write a story about the title.
- B. *Materials*
1. *Robin Hood*
 2. Journals
- C. *Key Vocabulary*
See Appendix B
- D. *Procedures/Activities*
1. Read the title of chapter seven to the students. Have the students define the word Friar. Give the students the following list of words (some are vocabulary words, some are not):
Chain mail, buckler, sheaf of arrows, pastureland, hasty pudding, tantalizing, Friar, Robin Hood, and waded across the stream
 2. Direct the student's attention to the pictures on pages 81 and 84.
 3. Tell the students that they are going to predict the events of this chapter by writing a brief story using the word and phrases above as well as the pictures on pages 81 and 84. Their title will be the same as in chapter seven. They will write a short six to eight sentence story telling what will happen in the next chapter. Note – if the students are having difficulty with this, the class may write the story together.
 4. Together, as a class, read chapter seven. Direct the students to check their predictions/stories with what happened in chapter seven.
 5. Have the students draw their own pictures of Friar Tuck and the meeting between him and Robin Hood.
- E. *Assessment/Evaluation*
1. The teacher will read the students' journal entries.

Lesson Six: Story Mapping – Chapter 8 (60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how to read and understand a variety of materials.
 - b. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 2. Lesson Content
 - a. Robin Hood

3. Skill Objective(s)
 - a. The students will identify setting, characters, problem and solution for chapter eight.
- B. *Materials*
 1. *Robin Hood*
 2. Appendix E: one copy for teacher; one per student
- C. *Key Vocabulary*
See Appendix B
- D. *Procedures/Activities*
 1. Read the title of chapter eight. Tell the students that courting is an old fashioned ritual in which a man would try to win the favor of woman. A synonym would be to woo.
 2. Have the students predict what the chapter will be about. As a class read the chapter. Before reading it though, tell the students to look for the setting, characters, problem and solution to the story in this chapter because they will need that information later.
 3. When the class has finished reading chapter eight, show the students Appendix E.
 4. Direct the students to fill out the map organizer identifying the elements in this particular chapter/story.
- E. *Assessment/Evaluation*
 1. The teacher will grade the problem/solution map to assess students' comprehension of the chapter.

Lesson Seven: Chapters Nine and Ten (60 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students understand how to read and understand a variety of materials.
 - b. Students understand how to write and speak for a variety of purposes.
 - c. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 2. Lesson Content
 - a. Robin Hood
 3. Skill Objective(s)
 - a. The students will respond to the text in chapter nine.
 - b. The students will answer comprehension questions at the end of chapters nine and ten.
- B. *Materials*
 1. *Robin Hood*
 2. *Teacher's Guide to The Core Classics Edition of Robin Hood*
 3. Journal
- C. *Key Vocabulary*
See Appendix B
- D. *Procedures/Activities*
 1. Read chapter nine to the students. The students will respond to the text using the prompts in Lesson Two.
 2. Have the students develop their own comprehension questions for chapter nine. The students will need to ask five questions and provide the answers to the questions.
 3. Instruct the students to silently read chapter ten and answer the comprehension questions from the *Teacher's Guide of Robin Hood* at the end.

4. Give students the vocabulary words for this chapter. Tell them to write the definition to the word and write a sentence that illustrates understanding of the word.
- E. *Assessment/Evaluation*
1. The teacher will grade the students' comprehension questions and answers.
 2. The teacher will grade the vocabulary exercise.

Lesson Eight: How Robin Hood Came Before Queen Eleanor (60 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how to read and understand a variety of materials.
 - b. Students understand how to write and speak for a variety of purposes and audiences.
 - c. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 2. Lesson Content
 - a. Robin Hood
 3. Skill Objective(s)
 - a. The students will arrange the events in Chapter Eleven in a sequencing activity.
- B. *Materials*
1. *Robin Hood*
 2. Appendix F: enough for each group (see instructions below)
- C. *Key Vocabulary*
See Appendix B
- D. *Procedures/Activities*
1. Read the title to the students. Have them orally predict the how Robin Hood would come to meet Queen Eleanor. Read chapter eleven with the students. Have them check their predictions.
 2. Divide the students into groups of three or four.
 3. Put the events from Appendix F on sentence strips. Create enough sentence strips from Appendix F for each group to have a set.
 4. Instruct each group to put the events in the correct sequence.
 5. When everyone has finished, have each group share their sequence of events.
- E. *Assessment/Evaluation*
1. The teacher will check the students understanding of the chapter by observing each group's sequencing.

Lesson Nine: How the Outlaws Shot in King Harry's Tournament (30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
 2. Lesson Content
 - a. Robin Hood
 3. Skill Objective(s)
 - a. The students will independently put the events of a chapter into the proper sequence.
- B. *Materials*
1. Appendix G: one per student
 2. *Robin Hood*

3. *Teacher's Guide to The Core Classics Edition of Robin Hood*
- C. *Key Vocabulary*
See Appendix B
- D. *Procedures/Activities*
 1. Have the students make predictions about chapter twelve.
 2. Read the chapter together. Ask comprehension questions from the teacher's guide orally. Have the students revise their predictions at the end of the chapter.
 3. Give each student one copy of Appendix G. Tell the students they will be sequencing the events in this chapter just like they did in groups for the last lesson.
 4. Give student time to work on the assignment.
- E. *Assessment/Evaluation*
 1. The teacher will grade Appendix G to check students' understanding of the events in the chapter.

Lesson Ten: Compare and Contrast: Chapters 13 and 14 (60 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students understand how to write and speak for a variety of purposes and audiences.
 - b. Students understand how to apply thinking skills to their reading, writing, speaking listening, and viewing.
 2. Lesson Content
 - a. Robin Hood
 3. Skill Objective(s)
 - a. The students will answer comprehension questions for chapter 13.
 - b. The students will compare and contrast the difference between how Sir Richard of Lea and the Bishop are treated by Robin Hood.
- B. *Materials*
 1. *Robin Hood*
 2. *Teacher's Guide to the Core Classics Edition of Robin Hood*
 3. Journals
- C. *Key Vocabulary*
See Appendix B
- D. *Procedures/Activities*
 1. Read chapter thirteen with the students. Have them either orally or independently answer the comprehension questions in the *Teacher's Guide*.
 2. Read chapter fourteen with the students.
 3. Orally review the comprehension questions in the *Teacher's Guide* with the students.
 4. Discuss the ways in which Robin Hood and his gang treated the Bishop differently from Sir Richard of Lea.
 5. Have the students write three complete sentences on how the Bishop was treated differently from Sir Richard of Lea.
- E. *Assessment/Evaluation*
 1. The teacher will grade the students' sentences for accuracy and proper grammar.

Lesson Eleven: The Sheriff (30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how to write and speak for a variety of purposes and audiences
 - b. Students understand how to apply thinking skills to their reading, writing, speaking, listening and viewing.
 2. Lesson Content
 - a. Robin Hood
 3. Skill Objective(s)
 - a. The students will orally answer comprehension questions for chapters fourteen and fifteen.
 - b. The students will create a journal entry from the point of view of the Sheriff.
- B. *Materials*
1. *Robin Hood*
 2. Journals
 3. *Teacher's Guide to the Core Classics Edition of Robin Hood*
- C. *Key Vocabulary*
See Appendix B
- D. *Procedures/Activities*
1. Remind the students that the Sheriff is still looking for Robin Hood. Discuss ways in which he has failed to catch Robin Hood.
 2. Tell the students that they are going to learn of another scheme of the Sheriff to catch Robin Hood. Make predictions.
 3. Read Chapter 16 with the students.
 4. Discuss how the Sheriff plans on catching Robin Hood.
 5. Have the students write a journal entry from the point of view of the Sheriff. Have them include information about how his frustration so far in trying to catch Robin Hood, his new plan for catching the outlaw, and how he feels about all of it.
 6. Before reading chapter 17, ask the students to predict whether the Sheriff's plan will work or not.
 7. Read and discuss Chapters 17 and 18 with the students.
 8. Have the students write another journal entry from the point of view of the Sheriff describing his anger and frustration of his foiled attempt to catch Robin Hood.
- E. *Assessment/Evaluation*
1. The teacher will assess students' understanding of the chapters by grading their journal entries using Appendix A.

Lesson Twelve: Character Mapping – King Richard (30 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how to apply thinking skills to their reading, writing, speaking listening, and viewing.
 2. Lesson Content
 - a. Robin Hood
 3. Skill Objective(s)
 - a. The students will complete a character map for King Richard.

- B. *Materials*
 - 1. *Robin Hood*
 - 2. *Teacher's Guide to the Core Classics Edition of Robin Hood*
 - 3. Journals
- C. *Key Vocabulary*
See Appendix B
- D. *Procedures/Activities*
 - 1. Read Chapter nineteen with the students. Complete a Vocabulary Map using the words in Appendix B.
 - 2. Have the student orally answer the comprehension questions from Chapter nineteen.
 - 3. Tell the students to create a character web of King Richard including his physical appearance and character.
- E. *Assessment/Evaluation*
 - 1. The teacher will grade the students' vocabulary word maps.
 - 2. The teacher will grade the students' character maps of King Richard.
 - 3. The teacher will orally assess the students understanding of the Chapter by asking comprehension questions.

Lesson Thirteen: The Wedding and Robin Hood's Death (60 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students understand how to write and speak for a variety of purposes and audiences.
 - b. Students understand how to apply thinking skills to their reading, writing, speaking listening, and viewing.
 - 2. Lesson Content
 - a. Robin Hood
 - 3. Skill Objective(s)
 - a. The students will create a wedding announcement for the wedding between Robin Hood and Marian.
 - b. The students will write a new epitaph for Robin Hood.
 - c. The students will answer comprehension questions for Chapters 20 and 21.
- B. *Materials*
 - 1. *Robin Hood*
 - 2. Journals
- C. *Key Vocabulary*
See Appendix B
- D. *Procedures/Activities*
 - 1. Read Chapter 20 with the students. Review the vocabulary words with them.
 - 2. Ask the students whether they have ever seen a wedding announcement. Show them an example of one.
 - 3. Instruct the students to write an announcement for the wedding between Robin Hood and Marian and illustrate it.
 - 4. Read Chapter 21 about Robin Hood's death.
 - 5. Discuss the meaning of epitaph with the students. Read the epitaph at the end of the chapter. Have the students write a different epitaph for Robin Hood.
 - 6. Instruct the students to complete the comprehension questions for Chapters 20 and 21.

- E. *Assessment/Evaluation*
 - 1. The teacher will check the students' wedding announcements and epitaphs for completion.
 - 2. The teacher will grade the students' answers for the comprehension questions.

VI. CULMINATING ACTIVITY

- A. Have the students make life-sized versions of the main characters in the book (Robin Hood, Little John, Marian, Sheriff). Have one student lie on the floor and have the other students trace around and cut out the shape. Do this for all of the characters. Then, allow the students to decorate each character and write a short descriptive paragraph about each character. Place the cut-out characters and descriptions around the classroom.
- B. Final Test, Appendix H

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Rubrics
- B. Appendix B: Vocabulary
- C. Appendix C: Vocabulary Word Map
- D. Appendix D: Character Maps
- E. Appendix E: Story Map
- F. Appendix F: Sequencing for chapter 11
- G. Appendix G: Sequencing for chapter 12
- H. Appendix H: Final Test
- I. Appendix I: Final Test Answer Key

VIII. BIBLIOGRAPHY

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Appendix A Rubrics

Checklist for Journal Entries

	Yes	No
The student answered the journal prompt correctly.		
The student showed effort by writing at least four good sentences (6-8 for the story prediction) explaining his/her answer.		
The handwriting is legible.		

Character Maps

	Mastery 10-9	Highly Proficient 6-8	Proficient 3-5	In Progress 1-2
Robin Hood	Students have at least six facts. All facts are correct. Handwriting is neat and easily read.	Students have at least five facts for each character map. All facts are correct. Handwriting is neat.	Students have at least four facts. All facts are correct. Handwriting is legible.	Students do not have the minimum amount of facts required. Handwriting is not as neat as possible.
Little John	Students have at least six facts. All facts are correct. Handwriting is neat and easily read.	Students have at least five facts for each character map. All facts are correct. Handwriting is neat.	Students have at least four facts. All facts are correct. Handwriting is legible.	Students do not have the minimum amount of facts required. Handwriting is not as neat as possible.
Venn Diagram	The students have included the facts from the individual character webs. The students have shared traits as well as separate traits. Handwriting is neat	The students have included most of the facts from the individual character webs. The students have shared traits as well as separate traits. Handwriting is neat.	The students have some of the facts from the individual character webs. The students have shared traits as well as separate traits. Handwriting is legible.	There is a lack of facts from the character webs. There is a lack of shared traits as well as separate traits. Handwriting is illegible.

Vocabulary Sentences

The student has used the vocabulary word properly in the sentence. 2 points
 The student has written a complete sentence. 2 points
 The handwriting is neat and readable. 1 point

Total

5 points

Appendix B, page 1

Vocabulary

Chapter One

Yeoman – a man who works his own small farm

Abbey – several buildings including a church, where men or women lived a religious life

Long Bow – a wooden bow about six feet long.

Noose – loop on a hangman’s rope

Outlaw – criminal who is running away from the authorities

Treason – the crime of betraying your country or trying to overthrow the government

Lincoln Green – a color of wool cloth once made in Lincoln, England

Wager – to make a bet

Chapter Two

Idle – lazy; to not work

Mettle – an attitude of courage

Perchance – meaning perhaps

Staff – a pole or stick that is used to fight

Stronghold – a fort

Chapter Three

Guild – an association formed by merchants or craftsman to control a trade in product or service

Mutton – sheep’s meat

Chapter Four

Steward - servant

Chapter Five

Grammercy – a word once used to express astonishment or gratitude

Patron saint - a saint one prays to for help and protection. St. George is the patron saint of England

Thicket – a group of small shrubs

Chapter Six

Roundelay – a simple song with a line that repeats often

Jerkin – a leather vest that covered the hips

Mantle – cloak

Chapter Seven

Chain mail – flexible armor made of small interlocked rings that offered protection from arrows and swords

Buckler – a small round shield held at arm’s length by handle

Hasty Pudding – boiled oatmeal; porridge

Rheumatic pains – pain caused by swelling in the muscles or joints

Anchorite – someone who lives alone as a hermit, usually for religious reasons

Chapter Eight

Mass – the religious service of the Roman Catholic Church

Minstrel – traveling singers and poets who usually also played the harp

Normans – people of Scandinavian descent who occupied Normandy in the 10th century

Varlet – a servant of bad character

Banns – an announcement in church of a proposed marriage, usually made weekly for three weeks

Appendix B, page 2
Vocabulary cont'd

Chapter Nine

Gallant – noble; brave

Parry – to ward off a weapon or a blow

Chapter Eleven

Page – a youth being trained for knighthood by serving a knight

Amnesty – a pardon or forgiveness

Chapter Twelve

Device – the design or emblem that identified a person or a family; coat of arms

Lists – in tournaments, a fenced area where knights on horseback charged each other and each tried to knock his opponent from his horse with a lance

Harts – male deer

Chapter Thirteen

Tinker – someone who repaired metal household utensils

Solder – a mixture of tin and lead that is melted to bond two pieces of metal together

Chapter Sixteen

Wis – know

Chapter Seventeen

Palmer – a person who made a pilgrimage to the Holy Land

Shrive – to listen to someone confessing his sins

Chapter Eighteen

Chivalry – the ideals of medieval knights that emphasized gallantry, honor and courtesy, especially toward women

Chapter Nineteen

Gruel – thin oatmeal porridge

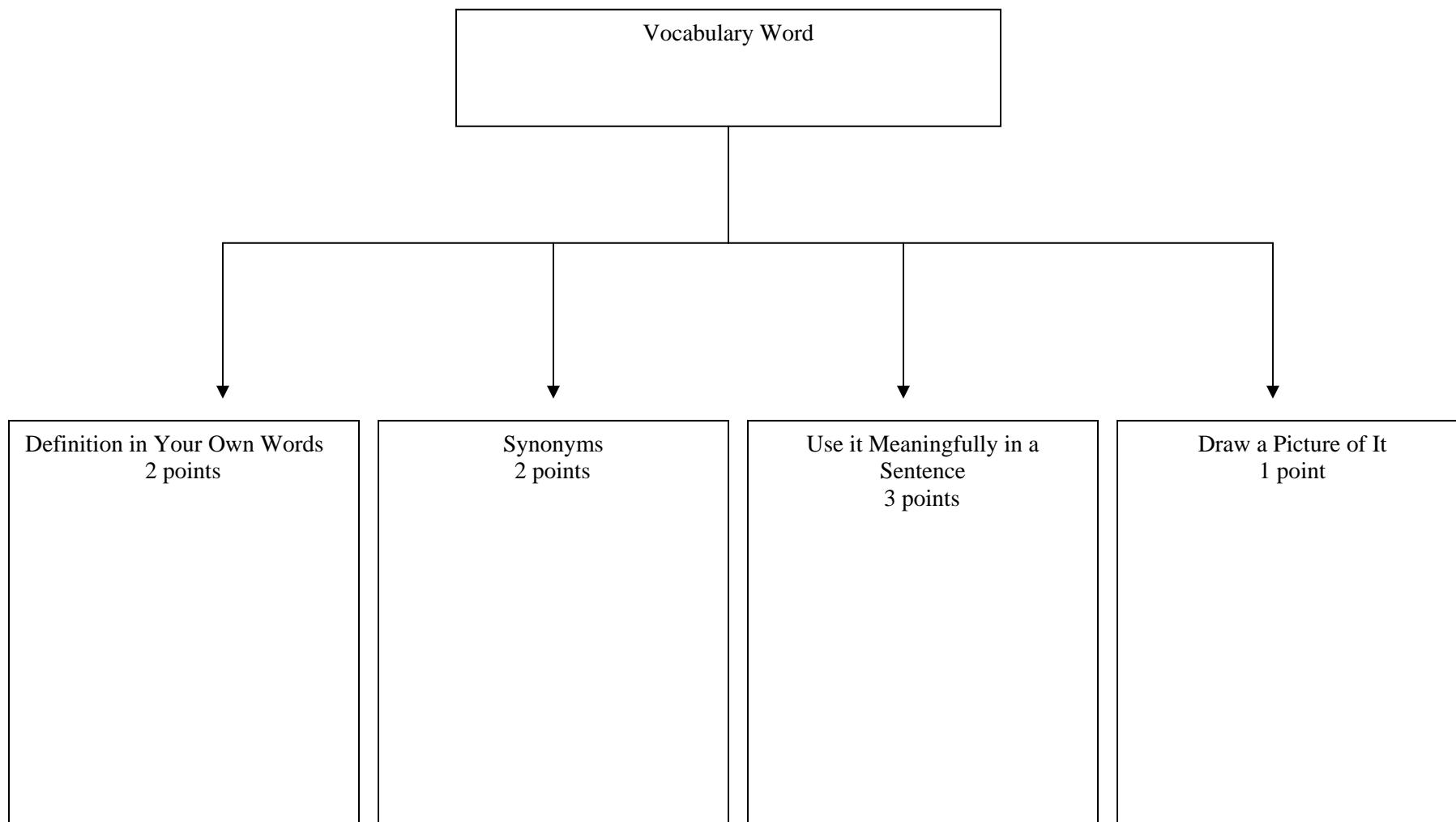
Gauntlet – a glove with armor protecting the hand

Chapter 20

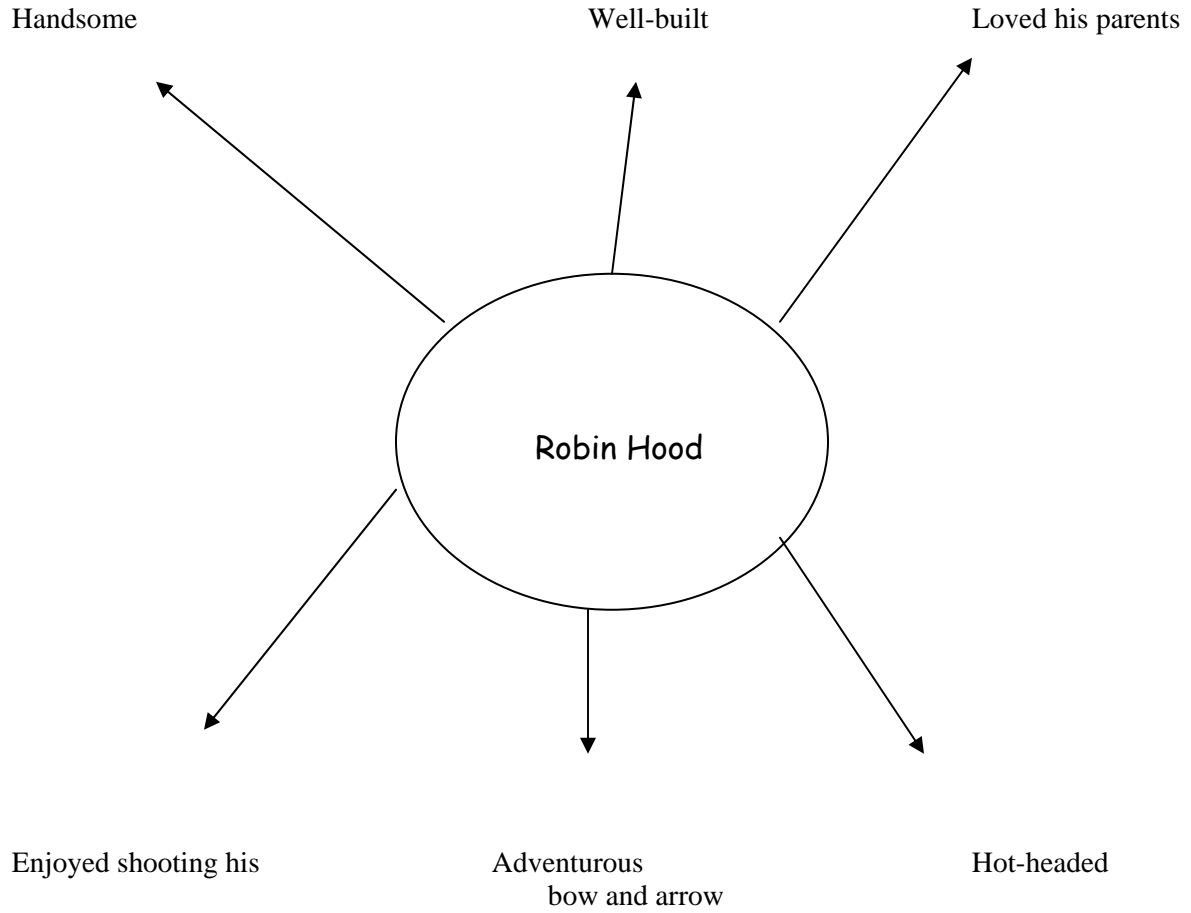
Health – a drinking toast wishing for health

Fripperies – foolish or useless things

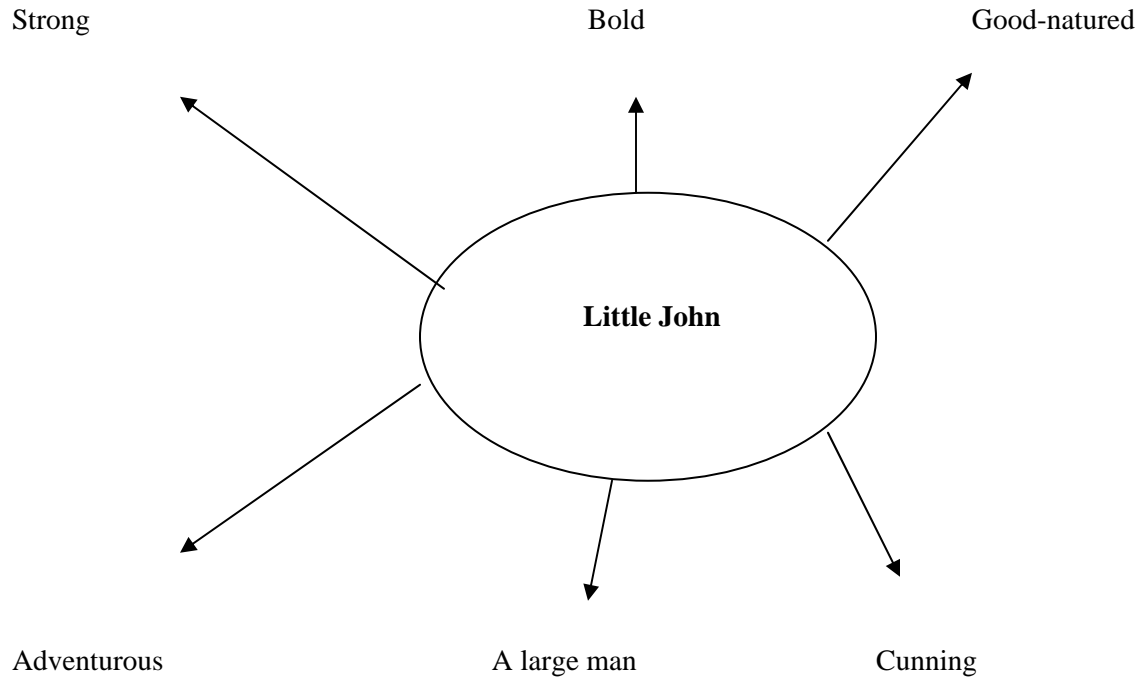
Appendix C
Vocabulary Word Map



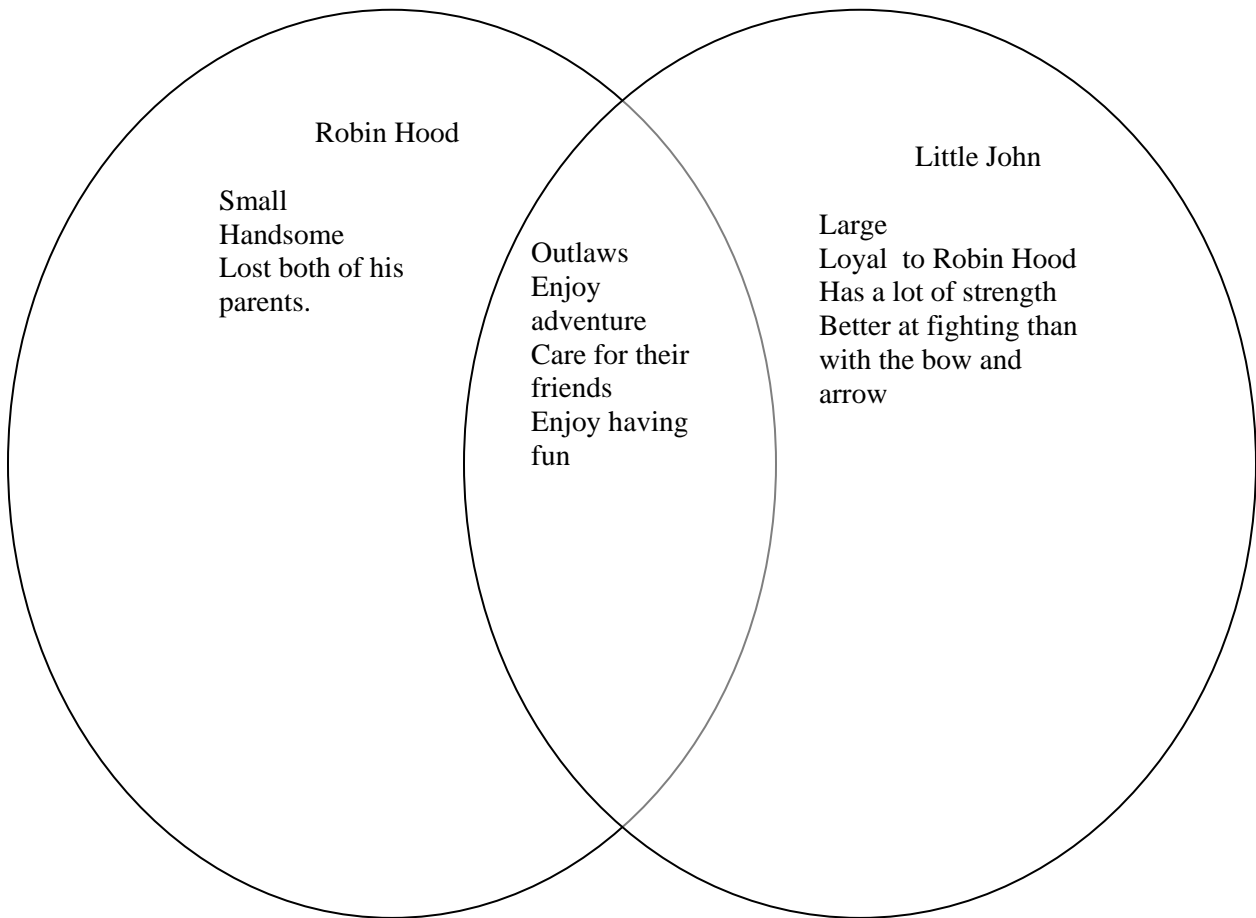
Appendix D, page 1
Robin Hood Character Map



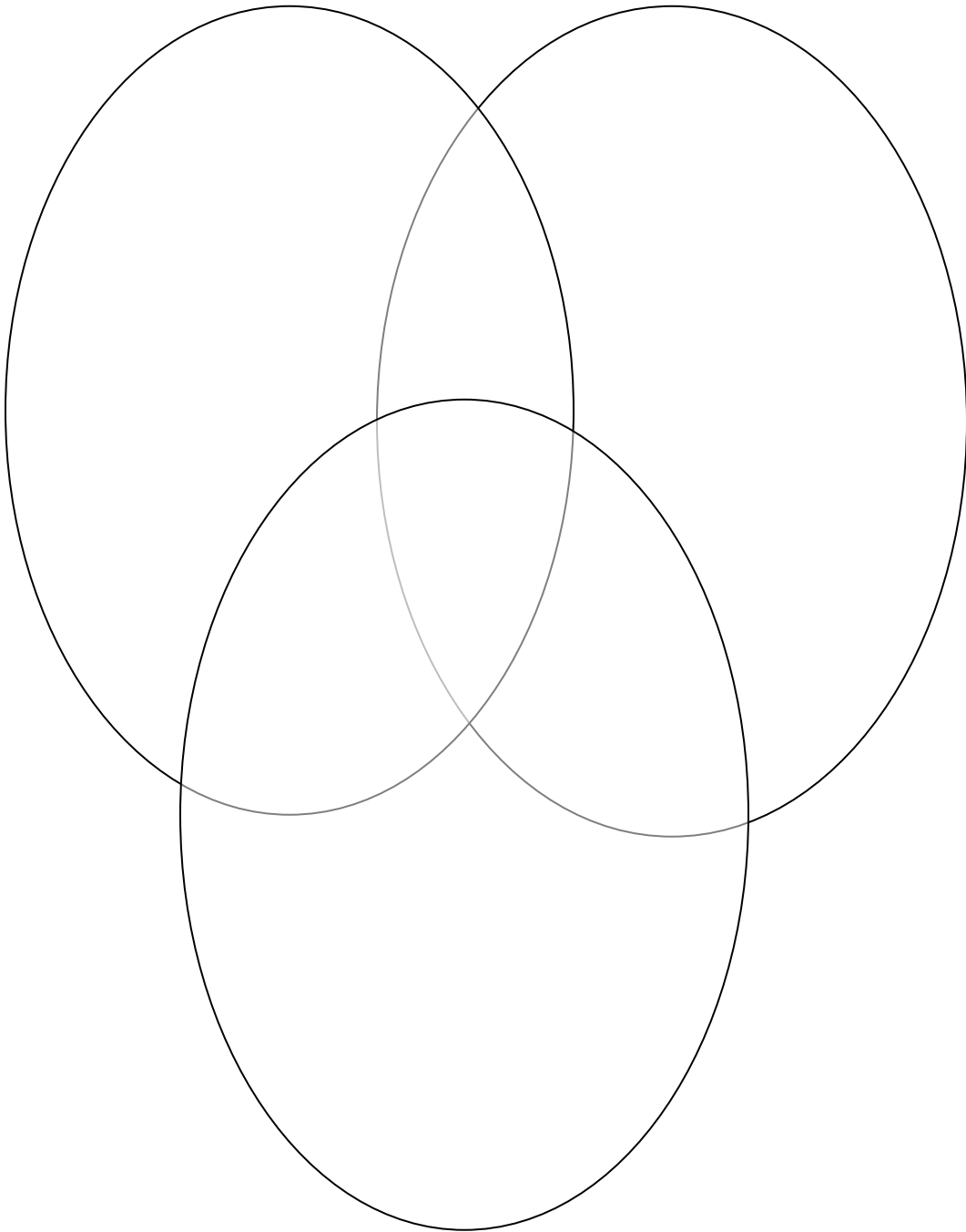
Appendix D, page 2
Little John Character Map



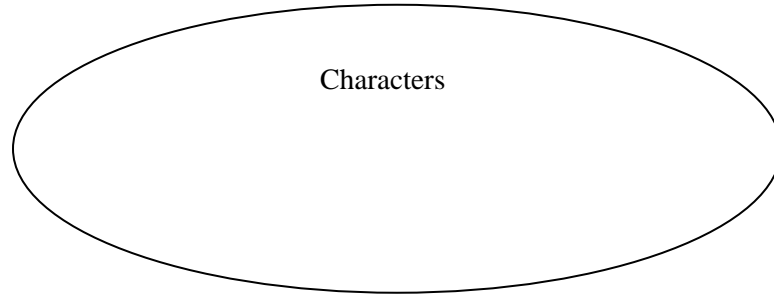
Appendix D, page 3
Venn Diagram



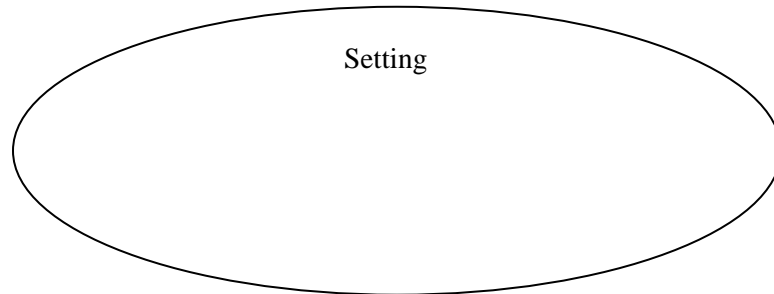
Appendix D, page 4
Three oval Venn Diagram for Extension



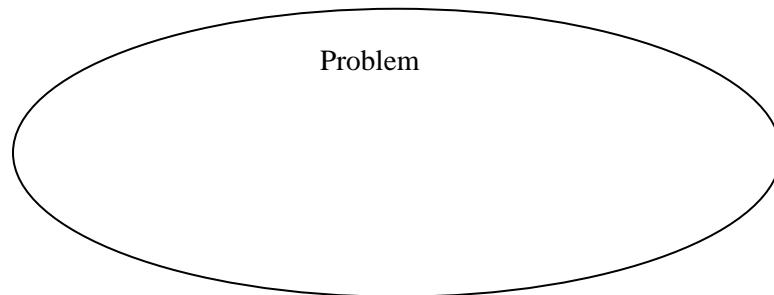
Appendix E, page 1
Story Map



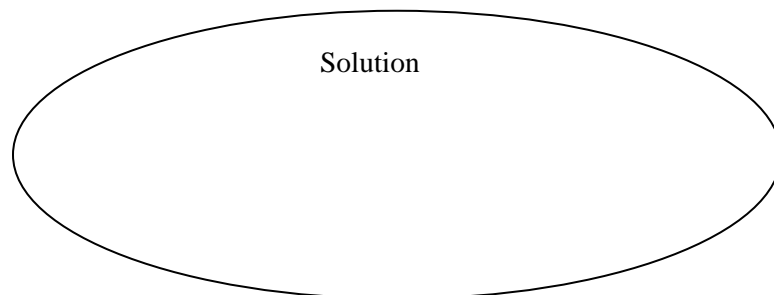
Characters



Setting



Problem



Solution

Appendix E, page 2
Story Map Answer Key

Setting

Sherwood Forest
Plympton Church

Characters

Allan A Dale
Robin Hood
Much
Friar Tuck
Bishop
Bride
Bride's Brother

Problem

Allan A Dale was pledged to be married to a young maid but she was given away in marriage by her brother to an old knight.

Solution

Robin pretends to be a strolling minstrel and receives permission from the Bishop to play at the wedding. When the time came for him to play, he played his bugle and summoned his men and bound the brother as Allan-a-Dale married his love.

Appendix F
Sequencing for Chapter 11

Robin stains his face and goes out for a walk.

Robin thinks about how much he misses Marian.

Robin Hood engages in a fight with a page who has just shot one of the King's deer.

Robin Hood discovers that the page is Marian.

Marian announces that she has brought a message from Queen Eleanor asking Robin Hood to come to London to see her.

Robin Hood, Stout Will, Lester, John and Much travel to London and presented themselves to the Queen.

Appendix G, page 1
Sequencing for Chapter Twelve

Directions: Put these events in order of when they occurred. Write the correct number in the blank beside the event.

_____ King Henry enters the arena on a white charger and Queen Eleanor follows.

_____ The King discovers that the Queen's five archers are Robin Hood and his fellow outlaws and changes his agreement of amnesty to only forty days.

_____ Crowds of people gather to be seated for the great archery contest.

_____ The Queen makes a bet with the King that if she finds five archers who can outshoot the King's ten, the King will grant her men full amnesty.

_____ The King's archers compete in a contest against each other with Tempus winning.

_____ The five King's archers and the five Queen's archers compete against each other in an archery contest.

_____ Robin Hood wins the contest and is granted amnesty for forty days.

Appendix G, page 2
Sequencing Answer Key

__2__ King Henry enters the arena on a white charger and Queen Eleanor follows.

__5__ The King discovers that the Queen's five archers are Robin Hood and his fellow outlaws and changes his agreement of amnesty to only forty days.

__1__ Crowds of people gather to be seated for the great archery contest.

__3__ The Queen makes a bet with the King that if she finds five archers who can outshoot the King's ten, the King will grant her men full amnesty.

__4__ The King's archers compete in a contest against each other with Tempus winning.

__6__ The five King's archers and the five Queen's archers compete against each other in an archery contest.

__7__ Robin Hood wins the contest and is granted amnesty for forty days.

Appendix H Final Test

Choose five vocabulary words and write one meaningful sentence for each word.

Idle
Steward
Minstrel

Page
Gallant
Chivalry

Outlaw
Treason
Wager

1. _____

2. _____

3. _____

4. _____

5. _____

Answer the following questions in complete sentences.

1. Who was Robin Hood? _____

2. Give the name of three members of Robin Hood's gang. _____

3. Where did Robin Hood and his men live? _____

4. Who was the enemy of Robin Hood? _____

5. Give two physical traits for Friar Tuck and two character traits _____

Appendix I
Final Test Answer Key

Choose five vocabulary words and write one meaningful sentence for each word.
(Give 1 point each for complete sentences, and one point for using the vocabulary word correctly in a sentence for a total of 10 possible points)

Idle	Page	Outlaw
Steward	Gallant	Treason
Minstrel	Chivalry	Wager

1. _____

2. _____

3. _____

4. _____

5. _____

Answer the following questions in complete sentences.

1. Who was Robin Hood? **(one point for the correct answer and one point for a complete sentence)** Robin Hood was an outlaw who lived with his gang in Sherwood Forest

2. Give the name of three members of Robin Hood's gang. **(Give one point for each member of the gang and one for complete sentences for a total of 4 points)** Three of Robin Hood's gang are Little John, Friar Tuck and Allan-a-Dale. (Accept other acceptable answers as well.

3. Where did Robin Hood and his men live? **(Give one point for the correct answer and one point for a complete sentence)** Robin Hood and his men lived in Sherwood Forest.

4. Who was the enemy of Robin Hood? **(one point for the correct answer and one point for a complete sentence).** The Sheriff of Nottingham was the enemy of Robin Hood.

5. Give two physical traits for Friar Tuck and three character traits. **(Give one point for each trait)** Allow any acceptable answer such as he was round, heavy, jolly, cunning, etc.
