

Teacher's Guide to
The Core Classics Edition of
Robin Hood

By Judy Gardner

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Publisher's Note

We are happy to make available this *Teacher's Guide* to the Core Classics version of *Robin Hood and His Merry Outlaws* prepared by Judy Gardner. We are presenting it and other guides in an electronic format so that they are accessible to as many teachers as possible. Core Knowledge does not endorse any one method of teaching a text; in fact we encourage the creativity involved in a diversity of approaches.

At the same time, we want to help teachers share ideas about what works in the classroom. In this spirit we invite you to use any or all of the ways Judy Gardner has found to make this book enjoyable and understandable to fourth grade students.

We hope that you find the background material, which is addressed specifically to teachers, useful preparation for teaching the book. We also hope that the vocabulary and grammar exercises designed for students will help you integrate the reading of literature with the development of skills in language arts. Most of all, we hope this guide helps to make *Robin Hood* a marvelous adventure in reading for both you and your students.

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PREFACE

The stories of Robin Hood are meant to accompany a history unit on the Middle Ages. Included here are some aids in linking the text to such a unit as well as ways to incorporate grammar, vocabulary, and writing assignments.

Research

Teachers may wish to assign students individual or group research projects related to medieval England. A list of possible research topics follows.

Vocabulary and Grammar

The glossary of related terms on pages 13 and 14 will aid students in understanding the history and culture of medieval England, but these words do not necessarily appear in the Robin Hood stories. This glossary may simply be given to students for their use during the unit. Beginning on page 44 of this guide you will find three vocabulary lists of words that actually do appear in the Robin Hood text, along with exercises students may complete as they study these words. The grammar exercises at the end of the guide also make use of the actual text of these stories.

Writing Assignments and Other Activities

Short writing assignments sometimes appear as a part of the study questions on each chapter. On pages 15 and 16 are additional lists of writing topics and related activities that teachers may assign in order to give students the opportunity to respond to the work in a variety of ways.

INTRODUCTION: Robin Hood, the Enduring Legend

Surely every American child has heard of Robin Hood. Robin and his merry outlaw band have been the heroes of books, motion pictures, plays, games, songs, and even operas for hundreds of years. The many film versions of his story attest to his enduring popularity. Before 1914, five movies about Robin Hood were made and many more have been made since. Who was this hero, and what makes him so popular?

No one really knows how much of the Robin Hood legend is based on truth, but stories about him date back to the Middle Ages. The first mention of Robin Hood, made in 1322, is a reference to a place, the stone of Robin Hood. Certainly some of the historical characters who appear in the Robin Hood stories were real. Richard the Lion Hearted, Robin's king, ruled England from 1189-1199 and did lead the third Crusade. His brother John, the villain of many of the Robin Hood stories, signed the Magna Carta in 1215, but the existence of Robin Hood himself cannot be proved.

During the Middle Ages, common people told stories by singing ballads. These songs, which often had four-line stanzas and a set rhyme scheme, were passed down orally, and often changed to reflect the changing lives of the bards who sang and composed them and the audiences who listened to them. Although many of these ballads told tragic love stories, often including elements of the supernatural, some were simply tales of heroes and their adventures. Over 40 of these collected songs mention Robin Hood; the earliest one, "Robin Hood and the Monk," is dated 1450. Another, "The Geste of Robin Hood," seems more epic poem than ballad, for it contains 456 stanzas. In fact, Robin Hood appears in more ballads than any other figure. John Mairs, a historian of the 15th century, describes the popularity of the hero he places during the reign of King Richard I:

About this time it was, as I conceive, that there flourished those most famous robbers Robin Hood, an Englishman, and Little John, who lay in wait in the woods, but spoiled of their goods those only who were wealthy. They took the life of no man, unless either he attacked them or offered resistance in defense of his property. Robin supported by his plundering a hundred bowmen, ready fighters every one, with whom four hundred of the strongest would not dare to engage in combat. The feats of this Robin are told in song all over Britain. He would allow no woman to suffer injustice, nor would he spoil the poor, but rather enriched them from the plunder taken from abbots. The robberies of this man I condemn, but of all thieves he was the prince and the most gentle thief.¹

Although Robin Hood ballads tell many different stories of the outlaw, and even place him at different times in history, all of them do share a theme, the “righting of wrong and the downfall of those who abused the office and authority.”² This theme is certainly universal, but it may be helpful for students to understand the power structure in medieval times and why Robin and his men fought it.

Robin Hood himself does not always represent the same class. In some ballads, he is a nobleman who has lost his estate wrongfully but who will eventually reclaim his holding as the Earl of Huntingdon. In others he is a commoner, opposed to the rights of the gentry. In still others, he represents the dispossessed Anglo-Saxon suffering under the rule of Norman invaders after the Battle of Hastings. But whatever part of his society Robin Hood claims as his, he accepts and defends certain ideals of feudalism and of the Catholic Church.

For men of Robin Hood’s time, feudal organization dictated a strong if not absolute loyalty to one’s lord and an acceptance of one’s place in the pyramid of society. A king gathered beneath him his vassals, warrior lords and knights, and each one swore to defend him in return for gifts, particularly gifts of land. Their lands then were worked by serfs bound both

to them and to the land. Even after the rise of the middle class late in the medieval period, the spirit of loyalty to one's lord and to the values he represented defined medieval heroism. When Robin Hood mocks and defies the Sheriff of Nottingham, he is not sinning against this code, for he does not recognize the Sheriff as his lord. Instead, he acknowledges only his rightful king, Richard, before whom he and his men kneel at the end of the story. And whether Robin is a lord or only a commoner with the manners of a nobleman, he also recognizes and defends the knightly code of honor, known as the Code of Chivalry. Chivalry is a word derived from the French word, *chevalier*, and a horseman.

However pleasantly wicked Robin Hood can sometimes be, and a part of his attraction surely rests in every child's dream of the rebellious bad boy who defies authority yet escapes punishment, Robin Hood and his band have very strict rules concerning moral behavior, rules very similar to the knightly code. Knights of his time swore to defend the weak and helpless, to protect women and children, to fight only in just causes, to grant mercy to their enemies, to deal honorably with opponents in battle, and to defend Christianity and Christians. Robin Hood's outlaw band swears essentially the same oaths. They steal, but only from the rich and not out of greed; their wealth is freely given to the poor. They willingly help anyone who needs their aid, whether or not that person can pay for the aid. No woman or poor man is ever assaulted in Sherwood Forest; only rich lords or bishops need fear the bandits. Even in battle Robin Hood is strictly fair, refusing to take advantage of an opponent's weakness and always honoring his word to any man, even an enemy. At the end of his life, dying in his best friend's arms, Robin refuses to grant Little John's request to take vengeance on the person responsible for his death. For one thing, she is a woman and for another, to seek revenge would have been unchristian. Stephen Knight writes that, "Actors love playing Robin Hood not only because they can wear green tights and do the Basil Rathbone swordfight, but because there are almost no lines to learn."³ But there is more to the attraction. Generations of children and adults have been drawn to Robin because he is that wonderful oxymoron, an honorable outlaw. This fine warrior – the very best with a bow – loves to play tricks and get away with them, but his integrity is above question. And unlike many legendary heroes who rule by right of birth or by prowess alone, Robin's men recognize his worth and vote him into power; the society of Sherwood Forest is essentially a democracy. King Richard marvels when he witnesses the loyalty of Robin's men for their leader. This loyalty is well earned.

Yet some readers may be troubled by the treatment members of the clergy, particularly the Bishop of Hereford, receive at the hands of the outlaws. How can Robin defend Christian virtues and attack a priest? Once again it is helpful to remember that Robin Hood makes a distinction between those who happen to have power and abuse it, like the Sheriff, and those who hold their power, in his eyes, by God's will, like the king. Robin Hood honors what he sees as the higher authority, even within the church itself. During the Middle Ages, when all Christians were Catholic, the church held enormous power, both spiritual and material. Spiritually, the Catholic Church was the gateway to heaven, possessing even the ability to forgive sins; excommunication from the church was a threat taken very seriously. In practical, day-to-day life, the church wielded power of a different sort. Their lands and manor houses represented great wealth. An abbey today seems to be a place of quiet retreat from the world, but a medieval abbey was more like a castle, sometimes with thousands of manor houses on its land and under its jurisdiction. One medieval abbey had 20,000 people living and working on its land. According to Burton F. Beers, "During the Middle Ages, faith in God was an accepted fact of life. A church with its spire pointed toward heaven was a prominent feature in the medieval village. But the church was more than a place of worship. It became a powerful institution, with its own government, laws, courts, and system of taxation. Church teachings influenced everyone in feudal society, from king to peasant."⁴ Life for a bishop or an abbot, then, was more like the prosperous life of a rich lord than the strict poverty of a religious hermit.

Clergymen and women were not always people of God. Although parish priests and wandering friars who ministered to the common people often chose their lives for religious reasons, bishops, abbots, and nuns often were nobles seeking ease and power. Sometimes younger sons without inheritance or daughters without dowries would enter the cloister for purely monetary reasons. It was not impossible for a man to become a bishop without ever having been a priest, for bishoprics sometimes were given as gifts by the rich and powerful. Clearly such a system invited corruption and greed, and this is why Robin Hood and his men target certain churchmen. The Bishop of Hereford is a greedy and merciless man, not a religious one. He is ready to kill Robin and his men for hunting deer on the king's land, yet he himself preys on the king's people. Robin must remind him to say grace over a meal. No

wonder the outlaws enjoy making a fool of the Bishop. Yet Robin is a devout man, who honors his oaths to the Virgin Mary with sincere belief and who tries to live out what he sees as a Christian life. When Robin wryly tells the Bishop he is not honoring his calling, the contrast is made clear. Robin Hood treats the Bishop far better than the Bishop, given a chance, would treat his enemies. Once again, Robin recognizes a higher authority, and he punishes the Bishop in part because that clergyman does not.

Children love Robin Hood. He is adventurous, brave, manly, fair, funny, chivalrous, charitable, romantic, loyal, skillful, cunning, yet wonderfully able to laugh at himself. They love reading about Robin Hood. And they love playing Robin Hood. In the introduction to *Robin Hood and Other Outlaw Tales*, Stephen Knight and Thomas Ohlgren note:

There may be... technically accountable ways to describe that unquenchability of the hero: his story is so simple, so concentrated – just an idea of freedom, and fighting, and the quest for natural and egalitarian harmony-- ... it can take forms suitable to any period and any audience. Like the much disguised and always elusive hero, the tradition itself glides through the forests of our culture, always ready to appear when there are injustices to discuss, always armed with deadly arrows of humor, vitality, directness, perhaps still tipped with a little magic.⁵

I hope you and your students enjoy grand adventures with Robin Hood.

—Judy Gardner

FOOTNOTES

1. MacEdward Leach, ed., "Introduction," in *The Ballad Book* (New York: A.S. Barnes and Company, Inc., 1955), p. 13.
2. John Bellamy, *Robin Hood: An Historical Enquiry* (Bloomington: Indiana University Press, 1985), p. 25.
3. Stephen Knight, *Robin Hood: A Complete Study of the English Outlaw* (Oxford: Blackwell Publishers, 1994), p. 3.
4. Burton F. Beers, *World History: Patterns of Civilization* (Englewood Cliffs, New Jersey: Prentice Hall, 1990), p. 174.
5. Stephen Knight and Thomas Ohlgren, eds. *Robin Hood and Other Outlaw Tales* (Kalamazoo, Michigan: Medieval Institute Publications, 1997), p. 17.

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RESEARCH TOPICS

Building a castle
Building a cathedral
Stained glass
Monasteries
Tournaments
The Code of Chivalry
The Crusades
Richard the Lion Hearted
Armor and weapons of the Middle Ages
Coats of arms
Medieval ballads
Troubadours
Gregorian Chants
Tapestries
Medieval cooking
Medieval medicine
Life in a medieval village
Guilds
Feudalism
The Black Death
Pilgrimages
Charlemagne
William the Conqueror
The Battle of Hastings
Henry II
Thomas Becket
Eleanor of Aquitaine
Magna Carta
Joan of Arc
King Arthur

GLOSSARY

The Feudal World

1. **feudalism** - a system of government based on the ownership of land. Feudal lords secured the loyalty of their **vassals** through gifts of land and goods. Vassals in turn swore to protect and defend their lords. The king was at the top of the feudal system, with lords and knights beneath him and squires, pages, and serfs beneath them.
2. **lord** - a nobleman, owner of land and a castle or manor house
3. **lady**- the wife of a lord
4. **knight** - a nobleman, often a lord, who served as a soldier on horseback
5. **Code of Chivalry** - the code of conduct that knights were expected to follow. It combined warrior virtues with Christian values such as mercy and humility. The word *chivalry* comes from *chevalier*, which is French for horseman.
6. **yeoman** - a follower of a king or nobleman; also a small farmer or landowner ranked below the gentry
7. **squire** - a young man training to be a knight
8. **page** - a young male servant in a manor or castle, sometimes a boy training to be a squire
9. **lady-in-waiting** - an unmarried female companion to the lady of the manor
10. **peasant** - a member of the lower class, a commoner, often a farmer
11. **serf** - a peasant tied to the lord's land
12. **freeman** - a man who is not a serf
13. **sheriff** - a man appointed by the king to rule in a district called a **shire**
14. **guild**- an organization of people with the same profession or trade, a sort of medieval union
15. **castle** - the fortified home of a noble in feudal times

The Catholic Church

1. **Catholicism** - the Christian church headed by the Pope, the bishop of Rome. During the Middle Ages, prior to the Protestant Reformation, virtually all Christians in Europe were Roman Catholic.
2. **Pope** - the head of the Roman Catholic church. The Pope resides in the Vatican in Rome.
3. **bishop** - a man given authority over a number of churches and priests in a given area
4. **archbishop** - the highest rank of bishop
5. **priest** - a man who devotes his life to serving God and who is entrusted with a parish and the people who live there. Priests perform the services at local churches.
6. **monk** - a man who withdraws from the world for religious reasons to live in a **monastery** and devote his life to study and prayer. A monk is often but not always a priest.
7. **friar** - a man who renounces all property to live a life of poverty devoted to the service of God. Friars were not attached to monasteries but rather traveled to preach and teach about their faith.
8. **nun**- a woman who devotes her life to God. Nuns often live in **convents**.
9. **abbot or abbess** - the male (abbot) or female (abbess) superior of a monastery, also called an **abbey**.
10. **anchorite** - a religious hermit
11. **cathedral** - a large church, often the church of a bishop or archbishop
12. **crusade** - a military quest by Christians of the Middle Ages to reclaim the Holy Land from the Muslims
13. **palmer**- a pilgrim who has returned from a journey to the Holy Land. Palmers often carried palm branches as signs of their religious experience.
14. **rosary** - a string of beads used by Catholics to pray
15. **shrive** - to hear the confession of someone and grant forgiveness of that person's sins.

WRITING ASSIGNMENTS AND OTHER ACTIVITIES

Introductory Activities

1. Have the class imagine they have the opportunity to create a society based on whatever principles and ideas they choose. What sort of a society would it be? What rules would they establish? How would they select the leader? Would new members be allowed to join? If so, based on what criteria? Have someone record the class's decisions about these questions and compare them with Robin Hood's society of outlaws as they read.
2. Is there ever a time when it is necessary, even right, to break a law? Ask students to write a brief response to this question and then discuss their answers. Explore the possibility that someone who breaks a law might actually be a hero. Under what circumstances might breaking the law establish someone as a hero?
3. What qualities make a hero? Before they begin reading the text, have students generate a list of traits they believe to be heroic. As they read, have them keep track of which of these traits characters in the Robin Hood tales display.

Culminating Activities

1. Create a class mural depicting Sherwood Forest and Nottingham town. Include favorite scenes from the stories.
2. Act out favorite scenes from the text. Have groups of students write and perform skits based on the most exciting or humorous episodes.
3. Research medieval cooking and throw a medieval style banquet. Include the proper entertainment—troubadours singing ballads about Robin Hood!
4. Show the 1938 film starring Errol Flynn as Robin Hood, Olivia de Havilland as Maid Marian, Claude Rains as Prince John, and Basil Rathbone as Robin's nemesis. Other film versions, such as the Disney version, can't be shown in the classroom for legal reasons or have inappropriate ratings. Even though this version is very old, it is still fun for kids to watch.
5. Create and then perform Reader's Theater-style scripts from the text.

Additional Writing Assignments

1. Explore the concept of *honor* as it is presented in the Robin Hood legends. Which characters and behaviors are honorable? Which are not? Is there anything surprising about your findings?
2. Robin Hood and Maid Marian are a perfect match. What makes them so? Discuss ways in which these two characters are alike. Examine their values, their behaviors, and their character traits.
3. Have students write their own Robin Hood ballads, retelling any of the stories about the outlaw they choose. Or, have students write their own Robin Hood episodes, creating adventures and even characters of their own.
4. Do you feel any sympathy for Robin's archenemy, the Sheriff? Can you imagine his point of view about Robin and his band? Pick any chapter involving the Sheriff and rewrite the adventure from his perspective. Pretend you are the Sheriff himself as you tell your story, and try to explain your thoughts and feelings about that pesky outlaw.
5. Complete a character traits web on Robin Hood as a class project, prior to any writing of new Robin Hood episodes. This exercise will help students depict Robin Hood's character with consistency when they create their own episodes.

STUDY QUESTIONS FOR *THE ADVENTURES OF ROBIN HOOD*

Included here are study questions meant to aid in teaching each of the chapters found in this text. For the most part these questions are designed to help students read carefully and understand the plot fully. These questions may be assigned to be completed while students are encountering the stories for the first time, or they can be given to them after an initial reading. If giving the questions after the first reading, encourage students to reread while looking for specific details. Following the study questions for close reading are questions for further discussion. Here students are asked to study characterization; to form opinions about what they are reading, particularly to consider more fully some of the moral issues the book raises; to learn literary terms such as *mood* or *irony*; and, occasionally, to conduct a little research or a short writing assignment. Some of these assignments are appropriate for group work, and many of them can be used to spark a class discussion.

STUDY QUESTIONS FOR CHAPTER 1

1. What is the penalty for shooting a deer in the king's forests? Why do you think it is so severe?
2. Why is Robert Fitzooth called Lockesley?
3. Why does Rob's mother sigh when she sees that her son is attracted to the life of a forester?
4. Why can't Rob visit his friend Marian at her castle?
5. List Rob's father's three enemies. What happens to his father because of these men? To his mother?
6. What are the prizes for doing well in the archer's tournament?
7. Who is the man who challenges Rob by making fun of his bow and arrow?
8. Why does Rob shoot the king's deer?
9. Why were the widow's three sons outlawed? Why do you think there are "forty good men" hiding with them in the woods?
10. How will these men choose their chief?
11. How does Rob disguise himself to attend the Fair? Describe him.
12. Describe Rob's reaction when he sees Maid Marian at the Fair.
13. Describe the man who shoots standing next to Rob. What does he offer to do? What mistake does he make when he shoots the last arrow? How does he react?
14. Why does the Sheriff come to hate Rob?
15. How do the men come to believe Rob won the arrow despite the fact that he has no prize to show them?

16. Explain how Rob's name becomes Robin Hood.

17. What oaths do Robin Hood's men take?

QUESTIONS FOR FURTHER DISCUSSION

1. The introductory poem describes Robin as a "courteous" outlaw. Does this seem to be a contradiction? What image of Robin Hood does the term create for you?
2. Why do you think the story of Will o' the Green appeals to Rob and his father so much?
3. Whom do you blame for the argument that ends in the Forester's death? How do you feel about Rob in this scene?
4. Compare Marian and the Sheriff's daughter in this chapter. Can you make any predictions about their future actions based on what you see here?
5. The *climax* of a story is the turning point in the action and also the point of greatest interest or excitement. At what point do you think the climax of this chapter comes? Why?
6. Imagine that you are Robin Hood and compose a letter to Marian explaining how you became an outlaw. Or imagine that you are Marian and write a diary entry describing the events of the Fair from her point of view.

STUDY QUESTIONS FOR CHAPTER 2

1. How do the poor people of Nottingham feel about Robin and his men? Why?
2. Describe the meeting between Robin and the man on the bridge. What advantage does the stranger have in the fight? What is Robin's advantage? Who wins?
3. Why doesn't Robin allow his men to throw the stranger into the stream for revenge?
4. How does Little John get his name?

QUESTIONS FOR FURTHER DISCUSSION

1. Describe Robin's reaction to being beaten by Little John. Were you surprised by it? Why do you think they become such fast friends?
2. The last paragraph of the story presents the *setting* of the Robin Hood tales, the greenwood. Describe it.
3. What details about Robin Hood's appearance does this chapter reveal? About Little John's? Draw a picture showing how you imagine each one.

STUDY QUESTIONS FOR CHAPTER 3

1. Why does the Sheriff decide he must capture Robin Hood? What enrages him?
2. Why does Robin decide to go to Nottingham?
3. Why is the butcher afraid of Robin Hood? Why shouldn't he have been afraid?
4. What bargain does Robin make with the butcher?
5. Why do the townspeople flock to Robin's cart? Why do the other butchers grow angry?
6. How does Robin come to dine at the Sheriff's house?
7. Explain why the Sheriff wants Robin to sit next to him at the feast.
8. When Robin describes his herd of "five hundred head," what do you think he means?
9. Describe Robin's reaction when he sees Little John. What does he fear? Why do you think he decides to trust him still?

QUESTIONS FOR FURTHER DISCUSSION

1. In this story, Robin Hood deals generously with the butcher and with the people to whom he sells meat, but he is willing to trick and cheat the Sheriff if he can. Why do you think this is so?
2. Before you read further, try to imagine how Little John came to be in the Sheriff's service. Write a story telling what happened.

STUDY QUESTIONS FOR CHAPTER 4

1. Who is Eric Lincoln? Describe him and his behavior.
2. Describe the beggar. Why does the crowd laugh when he first faces Eric of Lincoln?
3. Describe their match. Who attacks first? What happens? Who wins? How?
4. Why is the crowd so pleased with the result of the fight?
5. What new contest does the beggar suggest when the time for archery comes?
6. What does the beggar do with the steers he wins in the contest?
7. The day of the butcher's banquet, Little John "lay in bed the greater part of the day."
What might this suggest about how he is feeling? Why might this be?
8. How do you think Little John feels when he sees Robin Hood at the feast?
9. Describe the encounter between Little John and the steward. Whose side would you have been on? Why? Do you feel any sympathy for the other side?
10. Describe the fight between Little John and the cook. Why does Little John hope the cook will join the band?

QUESTIONS FOR FURTHER DISCUSSION

1. What hints are there in the chapter that the beggar is really Little John?
2. Why do you think Little John agrees to enter the Sheriff's service? What might he be thinking? Do you feel he is being disloyal to Robin Hood and his men?
3. *Dramatic irony* occurs when the reader knows something a character in a story does not know. What causes dramatic irony in this chapter?
4. Look at the way the chapter ends. What makes the last line such an effective way to finish this part of the story?

5. Imagine that you are Little John. What will you say to Robin Hood? How will you explain what you are doing in the Sheriff's service? Compose a dialogue between Robin Hood and Little John before you read the next chapter.

STUDY QUESTIONS FOR CHAPTER 5

1. What instructions does Robin give Little John and Much, the miller's son?
2. What do Little John and Much take with them to remember the Sheriff?
3. What turns out to be Robin's "herd of cattle"?
4. Explain what happens when Robin blows three notes on his horn.
5. Describe the games held in the Sheriff's honor.
6. What two things does the Sheriff notice which spoil the feast for him?
7. How much money does the Sheriff have in his purse? How much does Robin take from him?
8. What promise does the Sheriff make at the end of the chapter? What does he think as he makes it?

QUESTIONS FOR FURTHER DISCUSSION

1. *Hospitality* refers to the way someone receives and treats a guest and conveys a positive sense. Describe the hospitality of the men of Sherwood. What do they do for their guests? How do you feel about the fact that they take money and silver from the Sheriff while he is their guest? What seems to govern whether or not they take everything or leave their guest some of the money he has brought?
2. Do you think that the Sheriff deserves the treatment he receives in this chapter? Why or why not?

STUDY QUESTIONS FOR CHAPTER 6

1. What is the *setting* of the story? List three details the author includes that help you picture the setting.
2. Describe the man Robin Hood and Little John see coming up the road.
3. What assumption does Robin make about the stranger? Is he correct in this assumption?
4. Why does the stranger not use his sword to fight Robin? How does he get another weapon? What does this suggest about him?
5. Describe the fight.
6. Who does the stranger turn out to be? What is his message from Maid Marian? What news does he relay about Robin Hood's uncle?
7. Why has Will come to lead the life of an outlaw? What crime did he commit?
8. Why is Will's last name changed to Scarlet?

QUESTIONS FOR FURTHER DISCUSSION

1. The fight between Robin Hood and Will Scarlet is governed by certain unspoken rules of fairness that both men follow. What are they?
2. Robin makes the mistake of assuming Will won't fight him because of his fine clothes and dainty appearance. Have you ever judged someone based on appearance and been wrong? Explain.

STUDY QUESTIONS FOR CHAPTER 7

1. Explain how Robin Hood finds the men to join his band.
2. How does Robin Hood prepare for the encounter with Friar Tuck?
3. Robin hears two voices arguing. What is odd about these voices?
4. Describe the Friar. Give three details about his appearance.
5. What does Robin demand of the Friar? What trick does the Friar play on him?
6. Why does Robin have a harder time in the stream than the Friar does?
7. What happens when Robin blows his horn three times? When the Friar whistles?
8. What clever trick are the dogs able to do?
9. What does the Friar agree to do at the end of the chapter?

QUESTIONS FOR FURTHER DISCUSSION

1. A *friar* is a priest who has taken oaths of poverty and obedience to the Catholic Church. What about Friar Tuck makes him seem an unlikely priest?
2. Although Robin and the Friar enjoy tricking and even fighting each other, they do keep their word to each other. For example, when the Friar offers to take off his sword and buckler if Robin promises to carry him across, Robin keeps his promise even after his opponent is unarmed. What other rules of behavior do they seem to be following in this encounter?

STUDY QUESTIONS FOR CHAPTER 8

1. Give two reasons the Friar's presence is good for the band.
2. Describe the man Robin sees in the woods.
3. Why does Robin not stop the minstrel the way he usually stops a stranger. What order concerning the minstrel does he give his men?
4. What is the minstrel's problem?
5. Why is the lady being forced to marry the old knight?
6. What orders does Robin give his men after he hears the minstrel's tale?
7. When the bishop asks Robin what tunes he can play, what is Robin's response?
8. How does Robin change the wedding plans in the middle of the ceremony? Explain what happens after the bride and groom appear.

QUESTIONS FOR FURTHER DISCUSSION

1. In some countries even today women are not allowed to choose their husbands; their families, particularly their male relatives, choose for them. What do you think of the custom? Do you think your parents should select your future spouse? What would be the advantages and disadvantages of this custom?
2. Why do you think Robin is so ready to help Allan-a-Dale even though the minstrel is too poor to pay him?

STUDY QUESTIONS FOR CHAPTER 9

1. What kind of person is Guy of Gisborne? Why does he decide to hunt Robin Hood?
2. Why do Robin Hood and Little John come near to having a quarrel?
3. Describe the strange looking creature they encounter.
4. Describe their archery contest.
5. When Guy of Gisborne calls Robin a “highway robber,” how does Robin defend his reputation?
6. How does Guy of Gisborne show at the start of the sword fight that he does not fight fairly? How does he prove this again in the course of the fight?
7. How does Robin Hood feel after he kills his opponent?
8. Look carefully at Robin Hood’s speech to the Sheriff as he reports the results of the fight. Does he tell the truth? Explain.
9. Why do you think Robin does not have his men kill the Sheriff while he has the chance?

QUESTIONS FOR FURTHER DISCUSSION

1. Although Robin Hood is a famous outlaw, Guy of Gisborne is the first man he has killed since he shot the archer in self-defense as a boy. Look carefully at how he behaves in this chapter. What details suggest that he is generally opposed to violence and killing?
2. Imagine you are Robin writing a letter to Maid Marian. How would you describe the fight with Guy of Gisborne?

STUDY QUESTIONS FOR CHAPTER 10

1. Describe the beggar Robin meets. What does he look like? How does he behave?
2. Describe the fight with the beggar. How is Robin Hood embarrassed?
3. How do Much and the widow's sons react when Robin tells them why he is out of breath?
4. What does Robin Hood ask them to do? Do you think this is fair to the beggar?
5. How does the beggar trick these three men?
6. What does Robin Hood suggest when he hears the story of the beggar his men tell? How do you think the story comes to be known just the same?

QUESTIONS FOR FURTHER DISCUSSION

1. Robin Hood is tricked and defeated in this story, as are three of his men. Does this make him less of a hero to you? Why or why not?
2. If you were writing a book of Robin Hood adventures yourself, would you include this story or leave it out because the beggar makes a fool of Robin? Explain your answer.

STUDY QUESTIONS FOR CHAPTER 11

1. What is Robin Hood thinking about as he walks along in the woods?
2. How does the page react when Robin scolds him for shooting the stag?
3. Describe the fight between Robin and the page. Why does Robin allow himself to be wounded?
4. What hints were there that the page was really Maid Marian in disguise?
5. What message for Robin does she bring?
6. How does Robin react when Marian shows him the Queen's ring?
7. Whom does Robin Hood pick to go with him to the Queen's tournament?
8. When Robin and his men are brought before the Queen, what surprises her?
9. What does the Queen ask the men to do?

QUESTIONS FOR FURTHER DISCUSSION

1. Robin mocks, tricks, and steals from the Sheriff, but he kisses the Queen's ring and swears loyalty to her. Why do you think this is?
2. The Queen expects to see a group of rough, crude men when Robin and his companions are brought before her. Why is this? What assumptions is she making, and why do you think she makes them?
3. If Robin Hood and his men beat the King's men in the tournament, what do you think might happen?

STUDY QUESTIONS FOR CHAPTER 12

1. Describe the appearance of the King.
2. What rewards are being offered to the winners of the tournament?
3. Which of the King's archers are the best?
4. What wager do the King and Queen make about the outcome of the tournament? Whose side does the Bishop take?
5. What does the Queen give each of the men who will shoot for her? Why?
6. What is the King's reaction when he finds out who the Queen's archers really are?
7. How well does Clifton shoot?
8. Why doesn't Will Scarlet shoot as well as he can?
9. Who shoots better, Geoffrey or Allan-a-Dale?
10. Why doesn't Stutely shoot well?
11. How well does Little John shoot? Be specific.
12. Describe Robin's shooting. How does the King react?
13. What prizes does the Queen give her men? What does she tell them to do with their new weapons?
14. What does Robin do with the food and drink they have won? Why?

QUESTIONS FOR FURTHER DISCUSSION

1. The setting for the tournament is described at the beginning of this chapter. Draw a picture of it, or create a mural with other members of your class.
2. Do you think the King will keep his word not to come after the outlaws? Why or why not?

STUDY QUESTIONS FOR CHAPTER 13

1. Does the King keep his word to the Queen about the outlaws?
2. Why does the Sheriff's daughter hate Robin Hood?
3. Who is Middle and what does he brag he can do?
4. What boast does the tinker make to the stranger with the curling brown hair?
5. Why does the tinker ask for wine? Why is drinking wine not a good idea?
6. What does the stranger do after the tinker falls asleep?
7. How does the tinker have to pay his bill after Robin has taken all of his money?
8. Why doesn't Robin allow his men to fight the tinker?
9. What does Robin Hood give the tinker at the end of the story? Why do you suppose he does this?
10. What does the tinker ask at the end of the chapter?

QUESTIONS FOR FURTHER DISCUSSION

1. *Irony of situation* refers to a situation in which the opposite of what is expected occurs. Explain one example of irony of situation from this chapter.
2. Robin sometimes robs or steals from others and is sometimes surprisingly generous, as he is in this story. Can you figure out what rules seem to govern his behavior?

STUDY QUESTIONS FOR CHAPTER 14

1. In this chapter, which noble dies?
2. After the noble dies, who is left in power? Who is really in power?

3. How do Robin and his men react to the new noble in power?
4. In what ways is Prince John a menace to Maid Marian?
5. How did Maid Marian come to live in the greenwood?

QUESTION FOR FURTHER DISCUSSION

1. Describe the terrifying life and death incident that Marian experiences in this chapter. Can you compare it to any fear you have experienced?
2. Describe the feelings that you think Robin might have experienced as he helped Marian come back to consciousness.
3. Why do you think Robin Hood chose to loan money to Sir Richard of Lea? Was it unusual for Robin to lend money/aid to such men of status? Why was this situation different?

STUDY QUESTIONS FOR CHAPTER 15

1. Describe Robin Hood's preparations when he hears the Bishop is coming.
2. Describe the Bishop's behavior when he meets Robin and his men.
3. What does Robin mean when he tells the Bishop, "It does not become your calling to take so many lives away?"
4. Why do you think the Bishop reddens when Robin Hood must remind him to say grace?
5. What is ironic about the money Little John finds in the Bishop's saddlebags?
6. When the Bishop claims he is a poor man, what is Robin's answer?
7. Are you bothered by the way Robin and his men treat the Bishop at the end of the story? Explain.

QUESTIONS FOR FURTHER DISCUSSION

1. This chapter is a companion piece to the last one – in both, Robin Hood and his men entertain a guest in the forest. Compare and contrast the way they treat Sir Richard and the way they treat the Bishop.
2. Robin Hood actually treats the Bishop better in this chapter than the Bishop would have treated him. Explain.
3. Robin Hood swears he will use the money he takes from the Bishop for a worthy purpose. What do you think he will do with it?

STUDY QUESTIONS FOR CHAPTER 16

1. What foolish thing does the Sheriff do because he cannot capture Robin Hood? Why is this foolish?
2. What is the Sheriff's daughter's plan? Explain why her plan is sneaky and dishonest.
3. What is Little John's plan? Why are Robin Hood and his men recognized despite this plan?
4. What happens when the Sheriff lays hold of Robin Hood?
5. Describe the battle.
6. Who is missing after the fight?
7. What message does the Sheriff receive at the end of the chapter? Explain it.

QUESTIONS FOR FURTHER DISCUSSION

1. Robin Hood tells the Sheriff that from now on, he will show him no mercy. What do you think changes his mind about how to treat the Sheriff?
2. The *mood* of a story is the atmosphere, the way it makes the reader feel. Although the mood of many of the Robin Hood tales is light and cheerful, here it turns dark and ominous. What details make this so?
3. Do you think Robin Hood should have listened to his men and avoided the tournament? Why or why not?

STUDY QUESTIONS FOR CHAPTER 17

1. How are Robin's men disguised in preparation for the rescue?
2. What news does the palmer tell David of Doncaster?
3. Explain what David notices about the palmer's feet.
4. What question does Will ask the palmer angrily? What does the palmer agree to do? What advice does this palmer give Robin and his men?
5. Describe what Arthur-a-Bland does to the guard.
6. As he is being led to the scaffold, Will makes a request of the Sheriff. What is it? What is the Sheriff's reply?
7. Just before Will is to be hanged, the palmer interrupts. What request does he make of the Sheriff and the Bishop?
8. How is Will rescued? Give details. Who helps Robin and his men while they are still in the town?
9. How is Robin wounded? How does he wound the Sheriff?
10. What does Robin Hood discover about the palmer?
11. What promise had Sir Richard of the Lea made Robin Hood? How does he keep his promise in this chapter?

QUESTIONS FOR FURTHER DISCUSSION

1. What hints did you notice that make it clear that the palmer was really Maid Marian?
2. The Sheriff and the Bishop seem to suspect that the palmer is up to no good when he asks to shrieve the prisoner, yet they agree. Why do you think they do so? What makes this a request they cannot refuse?

STUDY QUESTIONS FOR CHAPTER 18

1. Describe the argument between the Sheriff and Sir Richard. Present both sides of the dispute.
Who wins, at least for now?
2. Sir Richard offers to pay Robin Hood the money he owes him. Why does Robin refuse his offer? What does Sir Richard give him and his men instead?
3. When the Sheriff tells King Richard about Robin Hood, what questions does the King ask him?
Why does the King grow angry with the Sheriff?
4. What does the King decide to do because of his visit with Sir Richard?

QUESTIONS FOR FURTHER DISCUSSION

1. The King sides with Robin Hood and not the Sheriff because “his own soul was one of chivalry.” Look up the word *chivalry*. What does it mean? What can you find out about the knightly code of chivalry? Explain why the King would believe that Robin Hood, though an outlaw, understands and obeys this code.

STUDY QUESTIONS FOR CHAPTER 19

1. How does Friar Tuck force Little John to rest until his knee is healed?
2. Describe the Friar's response when he hears a knock on the door. Why is he wrong to respond this way?
3. How does the Black Knight know the Friar is lying to him?
4. Describe the Black Knight's appearance. Why does Friar Tuck like him despite his rudeness?
5. What is Robin Hood's reaction when he hears the Black Knight say he is a messenger of the King?
6. What does the Black Knight notice about the way that Robin Hood's men treat their leader? What else astonishes the knight?
7. How does Robin Hood fare in the contest? Why does he ask the knight to punish him for the bad shot?
8. Why do the Friar and the Black Knight fight? Describe their encounter.
9. How do the men learn their guest is actually King Richard? Did you suspect the truth?

QUESTIONS FOR FURTHER DISCUSSION

1. Friar Tuck is a poor host at first, but he becomes a better one as the story continues. Provide details, which prove this.
2. If the King were looking for men to join his army, what things about Robin Hood and his band would make them good recruits?
3. Before you read further, predict what the King might do to Robin and his band now. Do you think he will punish them for their past crimes? Why or why not?

STUDY QUESTIONS FOR CHAPTER 20

1. When Robin Hood and his men beg pardon from the King and swear loyalty to him, what is the King's reply? What jobs are they now given? Note in particular what new job Little John will have.
2. What does the King do for Will Scarlet? For Will Stutely? For Allan-a-Dale?
3. Explain what the King tells Maid Marian about her father's estate.
4. Finally, what does the King do for Robin himself? What is the first order Robin is given in his new position?
5. Why does Robin Hood feel some sadness that night?
6. The next day the King speaks to both the Sheriff and the Bishop. What does he say to each one?

QUESTIONS FOR FURTHER DISCUSSION

1. Do you think that Robin and his men will be happy in their new roles? Explain your answer.
2. This chapter ends very happily, with the marriage of Robin and Marian. Should the book end here also, or should the next chapter, which describes their deaths, be included?

STUDY QUESTIONS FOR CHAPTER 21

1. Why is Robin Hood not really happy with his new life as the Earl of Huntington?
What does he do to try to change his mood?
2. Explain what happens to Marian.
3. Why is Robin Hood thrown into the Tower of London on his return? What does he do after
Will Stutely frees him?
4. Why does Little John also come to live in the greenwood once more?
5. When Robin enters the Abbey, the abbess bleeds him. What is this supposed to do for him?
Who do some say is the real identity of the abbess?
6. What happens when Robin Hood blows his horn?
7. When Little John sees that Robin is dying, what does he ask of Robin? What is Robin's reply?
8. Explain how the spot for Robin Hood's grave is chosen.
9. What does Robin's epitaph say?

QUESTIONS FOR FURTHER DISCUSSION

1. Do you like the way the book ends? Why or why not?
2. If you were writing Robin Hood's epitaph yourself, would you have added or changed
anything? If so, what?
3. Write an epitaph for one of the other characters. Try to include what you feel are the most
important parts of your character's life.
4. Robin Hood is remembered as one of England's greatest heroes. Why do you think this is?
What traits in particular do you think make him so well loved?

VOCABULARY

The words in the following lists were taken from the text of the Robin Hood stories. Students should look up the words and then complete the exercises that accompany them. These exercises include work with synonyms and antonyms but not with spelling; teachers may choose to have the students memorize the spelling of each word if they wish. The lists are presented on separate pages for convenience in downloading. Keys for the exercises appear at the end of the section

**VOCABULARY LIST 1 - Look up each word in a dictionary.
Include parts of speech.**

1. kinsman

2. ruddy

3. tarry

4. agile

5. torrent

6. don

7. pomp

8. jest

9. wary

10. beckon

11. esteem (v)

12. indispensable

13. irk

14. impudent

15. burly

VOCABULARY LIST 1 - EXERCISES

Part I. Choose the best word from your vocabulary list to fill in the blanks in each sentence. You may have to add an ending to the verbs or change a singular noun to a plural one.

1. Because Robin Hood and his men were outlaws, they had to be _____ when they approached a stranger on the road. If they met with one of the Sheriff's men, they could be arrested.
2. Robin's cousin Will is one of his _____.
3. With a nod of his head, Robin Hood _____ his men to accompany him down the path.
4. Although Robin and his followers disrespect the Bishop or the Sheriff, they _____ the Church and the King, giving both their utmost respect and loyalty.
5. Little John _____ the clothing of a beggar and entered the village in disguise.
6. After running through the woods, Maid Marian's face was quite _____ and her breathing was a little labored.
7. Will Scarlet found shelter from the sudden _____ in an abandoned hermitage.
8. Robin and his followers knew better than to _____ in Nottingham after the tournament; if they lingered, they might find themselves in prison.
9. With great _____ and ceremony, King Richard was crowned king of all England.
10. Because Robin Hood loved a good _____, he didn't mind when his men made fun of his defeats.
11. Despite his great size, Little John was quick and _____, moving gracefully and easily.
12. Perhaps Robin was _____ that the Sheriff had not publicly acknowledged who won the archery contest, and that's why he sent the prize arrow through the Sheriff's window.
13. No doubt the Bishop felt Robin Hood was quite _____, failing to show the proper respect for a bishop's position in his speech and behavior.
14. Robin's _____ right-hand man, Little John, remained his loyal friend until death.
15. When Robin Hood saw the huge, _____ man on the bridge, he probably should have given way, but instead he challenged him to a fight.

PART II. Use the words from your list to write a synonym for each of the following.

1. honor -
2. relative -
3. summon -
4. linger -
5. careful -
6. downpour -
7. joke -
8. necessary -
9. sassy -
10. bother -

Part III. Use the words from your list to write an antonym for each of the following.

1. thin -
2. respectful -
3. pale -
4. disdain -
5. hurry -
6. clumsy -
7. careless -
8. doff -
9. drought -
10. dispensable -

Part IV. Answer each of the following questions.

1. What are the names of some of your *kinsmen*?
2. Is your principal a *burly* person?
3. Does it *irk* you when people talk during movies?
4. What might happen if you *tarried* on the playground after the bell rang at the end of recess?
5. Name someone that you *esteem*.
6. Is your best friend a *ruddy* person, or a pale person?
7. Can you think of a ceremony that might involve *pomp*?
8. Name a sport, which requires the players to be *agile*.
9. How might you be punished for being *impudent* in class?
10. What are some *indispensable* items you would need to camp overnight in the woods?

VOCABULARY LIST 2 - Look up each word in a dictionary.

Include parts of speech.

1. court (v)

2. covet

3. accost

4. vicinity

5. attire

6. uncouth

7. gallant

8. invincible

9. sinister

10. fray

11. antagonist

12. impetuous

13. steadfast

14. whim

VOCABULARY LIST 2 - EXERCISES

Part I. Choose the best word from your vocabulary list to fill in the blanks in each sentence. You may have to add an ending to the verbs.

1. A rich man might get nervous traveling through Sherwood Forest, for Robin Hood might be in the_____.
2. Although Robin is the best archer in the band, he is not _____in combat; both Little John and Friar Tuck can defeat him.
3. A _____knight who followed the Code of Chivalry would never harm a woman or fight dishonorably.
4. Robin Hood wandered down the path, looking for a fat bishop or a rich traveler to _____.
5. Because they hid in the forest, the _____of Robin's band was always Lincoln green.
6. The queen expected Robin and his men to be _____and uncivilized; she was pleased and surprised to find their manners perfect.
7. Although many men no doubt wished to _____Maid Marian, only Robin won her heart.
8. Little John's loyalty to Robin was _____, never wavering until his master's death.
9. Robin decided to dress as a beggar on a _____one morning, just to see what adventure he might encounter.
10. After making the _____decision to enter the Sheriff's tournament, Robin refused to let his men talk him out of going.
11. Robin never seemed to _____the money and possessions of the rich, for he gave away as readily as he stole.
12. Although the old castle had a _____look to it, Will Scarlet boldly crossed the drawbridge.
13. In the _____with the Sheriff's men, Little John was wounded.
14. Robin Hood's chief _____is the Sheriff of Nottingham.

VOCABULARY LIST 2

EXERCISES

PART II. *Synonyms* – Use the words from your list to write a synonym for each of the following.

1. faithful -
2. rash -
3. opponent -
4. neighborhood –
5. brawl -
6. clothing -
7. threatening -
8. capricious turn of mind -
9. chivalrous -

PART III. *Antonyms* – Use the words from your list to write an antonym for each of the following.

1. ally -
2. graceful -
3. vulnerable -
4. careful -
5. changeable -

VOCABULARY LIST 2

EXERCISES

PART IV. Answer each of the following questions.

1. If a man wished to *court* a lady, what sorts of things might he do?
2. Have you ever seen a *fray* in the cafeteria or on the playground?
3. Would you want your best friend to be *steadfast* or *uncouth*? Explain your answer.
4. What color is your *attire*?
5. Can you think of something a person might *cover*?
6. Are there any gas stations or stores in the *vicinity* of your school?
7. Medieval knights were supposed to be *gallant*. List some things a knight could do to prove he had this quality.
8. Have you ever done anything on a *whim*?
9. On the back of this page, draw a picture of a *sinister* looking house.

VOCABULARY LIST 3 - Look up each word in a dictionary. Include parts of speech.

1. portly

2. dejected

3. sentinel

4. curt

5. falter

6. menace

7. quest

8. vigorous

9. begrudge

10. clergy

11. chastise

12. contend

13. comely

14. forsake

15. tyranny

VOCABULARY LIST 3 - EXERCISES

Part I. Choose the best word from your vocabulary list to fill in the blanks in each sentence. You may have to add an ending to the verbs.

1. The Sheriff's daughter may have been quite _____, but Robin clearly preferred fair Maid Marian.
2. While King Richard was fighting the Crusades, England suffered the _____ of his brother's rule.
3. After the king's return, Robin Hood had to _____ his life as an outlaw in the greenwood to serve Richard at court.
4. _____ Friar Tuck loved to eat, and his round belly proved it.
5. The stranger did not _____ Robin his victory in the tournament, for he was impressed to see such fine shooting.
6. When Robin blew his horn, the stranger found he not only was fighting Robin Hood, but also had to _____ with his entire band.
7. Feeling _____ and lonely, the minstrel wandered in the greenwood, sighing and murmuring sad songs.
8. King Richard set off on a _____ to find the outlaw about whom he had heard so much.
9. Although Robin and his men scoffed at the Sheriff and his laws, their loyalty to King Richard never _____.
10. The _____ guarding the gate was no match for Robin's clever band.
11. Because Friar Tuck was a member of the _____, he could say Mass for Robin and his men.
12. The Sheriff proved not to be a _____ to Robin Hood, for the outlaw easily outwitted him and defeated him.
13. The stranger looked frail and old, but he was in fact quite _____ and strong, as Little John learned when their swords met.

14. Little John's way of _____ anyone who shot poorly was to inflict a strong blow to his head, much to the amusement of Robin and the band.
15. The Friar at first answered the stranger only in _____ syllables, but he gradually warmed to the knight and began to laugh and chat.

VOCABULARY LIST 3

EXERCISES

PART II. *Synonyms* - Use the words from your list to write a synonym for each of the following.

1. envy (v)
2. wrestle
3. stout
4. punish
5. depressed
6. waver
7. powerful
8. short
9. attractive
10. desert

PART III. *Antonyms* - Use the words from your list to write an antonym for each of the following.

1. unattractive
2. thin
3. punishment
4. cheerful
5. long-winded
6. weak

VOCABULARY LIST 3

EXERCISES

PART IV. Answer each of the following questions.

1. Do you know anyone who is a member of the *clergy*?
2. Do you find it harder to *contend* with math problems or vocabulary homework?
3. Where might you find a *sentinel*?
4. Have you ever read a story about a *quest*?
5. The fighters of the American Revolution believed they were opposing *tyranny*. Which country did they feel was guilty of this oppression?
6. Name an actress you think is *comely*.
7. When you feel *dejected*, what do you do to cheer yourself up?
8. Would a *portly* person be a good choice to play Santa Claus? Why or why not?

VOCABULARY LIST 3 - Look up each word in a dictionary.

Include parts of speech.

1. portly
2. dejected
3. sentinel
4. curt
5. falter
6. menace
7. quest
8. vigorous
9. begrudge
10. clergy
11. chastise
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VOCABULARY LIST 3

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8. Would a *portly* person be a good choice to play Santa Claus? Why or why not?

VOCABULARY ANSWER KEYS

LIST 1

Part I

1. wary
2. kinsmen
3. beckoned
4. esteem
5. donned
6. ruddy
7. torrent
8. tarry
9. pomp
10. jest
11. agile
12. irked
13. impudent
14. indispensable
15. burly

Part II

1. esteem
2. kinsman
3. beckon
4. tarry
5. wary
6. torrent
7. jest
8. indispensable
9. impudent
10. irk

Part III

1. burly
2. impudent
3. ruddy
4. esteem
5. tarry
6. agile
7. wary
8. don
9. torrent
10. indispensable

Part IV - Answers will vary.

LIST II

PART I

1. vicinity
2. invincible
3. gallant
4. accost
5. attire
6. uncouth
7. court
8. steadfast
9. whim
10. impetuous
11. covet
12. sinister
13. fray
14. antagonist

PART II

1. steadfast
2. impetuous
3. antagonist
4. vicinity
5. fray
6. attire
7. sinister
8. whim
9. gallant

PART III

1. antagonist
2. uncouth
3. invincible
4. impetuous
5. steadfast

PART IV - Answers will vary.

LIST 3

Part I

1. comely
2. tyranny
3. forsake
4. portly
5. begrudge
6. contend
7. dejected
8. quest
9. faltered
10. sentinel
11. clergy
12. menace
13. vigorous
14. chastising
15. curt

Part II

1. begrudge
2. contend
3. portly
4. chastise
5. dejected
6. falter
7. vigorous
8. curt
9. comely
10. forsake

Part III

1. comely
2. portly
3. reward
4. dejected
5. curt
6. vigorous

Part IV- Answers will vary.

GRAMMAR EXERCISES

NAME _____

SENTENCE FRAGMENTS

Authors often use sentence fragments in dialogue; they can do so because the meaning is understood by the context. Each of the following sentence fragments appears in the dialogue of one of the chapters of your Robin Hood book. Practice correcting fragments by adding words to make each one a complete sentence. Feel free to use your imagination!

Example: To shoot at Nottingham Fair?

Do you really think it is wise to shoot at Nottingham Fair, Robin, when it may be a trick?

1. As you say.
2. Another bulls-eye for the beggar!
3. A fair maid, that.
4. Not so fast, Sheriff.
5. To the gallows with him!
6. He who cracked the crown of Eric of Lincoln.
7. The Queen!
8. Through folly and kindness.
9. A most worthy Bishop.
10. Because I ask you to.
11. Not for all the deer in Sherwood!

12. No lad of yours, and my name's my own.

13. Your last question first.

14. At Plympton Church, scarcely five miles from here, at three o'clock in the afternoon.

15. The exact sum.

16. Right gladly.

17. The first shot to you.

18. Aye, but only outlaws such as Robin Hood.

19. Enough of your questions.

SUBJECTS AND VERBS

NAME _____

Underline the simple subject and circle the verb or verb phrase in each of the following sentences. Remember that for commands or requests, the subject is an understood *you*.

1. Rob had two playmates in those early days.
2. Then Little John was mad.
3. The Squire laughed and whacked the table again with his tankard.
4. Will any man try it?
5. Where are you going, lad, with that toy bow and arrows?
6. Pick your own target.
7. The Head Forester pointed to them.
8. Rob turned upon his attacker, now forty yards away.
9. Straight flew his answering shaft.
10. My sons will visit me tonight.
11. The great event of the day came in the afternoon.
12. His heart leaped!
13. Marian leaned back, and smiled.
14. Rob the Stroller has always been a free man.
15. What news do you bring from Nottingham?
16. But the quiet days seemed dull to Robin's adventurous spirit.
17. This fresh breeze stirs the blood, lads.
18. Give way, fellow!
19. He was almost a head taller than Robin.
20. The cool, rushing current quickly brought him to his senses.

NOUNS

NAME _____

Circle all nouns in the following passages.

The next morning the servants awoke late in the Sheriff's house. The Steward's cracked head was still in such a whirl that the theft went undiscovered....

Robin Hood met the Sheriff at breakfast. His host soon spoke of what was uppermost in his heart, the purchase of that fine herd of cattle near Gamewell. It was clear that a vision of them had been in his dreams.

So they set forth, Robin in his little butcher's cart, pulled by the lean mare, and the Sheriff mounted on a horse. Out of Nottingham, they took the road leading through Sherwood Forest. And as they plunged deeper among the trees, Robin whistled and sang snatches of tunes.

Part I. Circle all adjectives in the following passage.

One of the greatest of the royal preserves was Sherwood Forest, near the town of Nottingham. Here for some years lived one Hugh Fitzooth as Head Forester, with his wife and little son Robert. The boy had been born in Lockesley town in the year 1160, records say, and was often called Lockesley, or Rob of Lockesley. He was a handsome, well-built boy, and as soon as he was strong enough to walk, his chief delight was to go with his father into the forest. As soon as his right arm grew strong enough, he learned to draw the long bow and shoot a true arrow. On winter evenings his greatest joy was to hear his father tell of Will o' the Green, the bold outlaw who for many summers defied the King's Foresters and feasted with his men upon the King's deer. And on stormy days the boy learned to whittle out a straight shaft for the long bow, and fit it with grey goose feathers.

Part II. Identify the words in italics as adjectives or adverbs.

1. "Pooh!" said the Sheriff *angrily*.
2. "But Robin Hood himself was on *this* very road the *last* time I came to town," said the other.
3. The Sheriff jumped at the crackling of a twig under his horse's feet and looked *around*.
4. The Sheriff drew rein *quickly*.
5. "I have taken *too many* pains to have *your* company to give it up *so easily*."
6. The deer bounded *away*, there came a rustling, and out from behind cover came *forty* men, clad in *Lincoln* green and bearing bows in their hands and *short* swords at their sides.

7. They ran up to Robin Hood and lifted their caps to him *respectfully*, while the Sheriff sat *still* from amazement.
8. Then while the *whole* glade filled with the *savory* smell of *roasting* venison, and *brown* pastries warmed beside the blaze, and *spiced* wine sent *out* a *cordial* fragrance, Robin Hood placed the Sheriff beneath the *largest* oak, and sat *down* by him.
9. The *best* archers of the band set *up* a *small* pole a *hundred* paces away and tied a wreath to it.
10. But the shooting was *expert*, for the men practiced *daily*, and *many* shafts sped *cleanly* through the circle.

GRAMMAR REVIEW - PARTS OF SPEECH NAME _____

Identify each italicized word as noun, pronoun, action verb, helping verb, adjective, adverb, conjunction, or interjection.

1. But *presently* his *mood* was dashed.
2. The *company* *sat down* to eat, *and* the guest *had* two more *surprises*.
3. The *cook* *came forward* to serve the food, and the Sheriff *saw* his own *servant*, whom *he* *supposed* was at *that* moment in the *kitchen* at Nottingham.
4. Then the Sheriff *gasped* and *nearly choked* with *rage*.
5. “Alas!” said the *stranger*, with a *little shrug* of his *shoulders*. “I am *deeply* sorry that I cannot *show* my purse to *every rogue* that asks to see *it*. *But* I really could not. I *need every penny* it contains. *Pray*, stand aside.”
6. “My *conscience* is *clear*, *and* I *must go* on my way.”
7. Whatever Robin *thought* upon seeing the *stranger’s strength*, he *did not utter* a word nor *budge* an *inch*.
8. “Not for *all the deer* in *Sherwood!*” *cried* Robin. “I’ll *fight you* no more, for I feel *truly sore* in *wrist* and *body*. *Nor* shall any of mine molest you.”
9. His *clothes* were *coated* with *dirt*, *one* of his hose *had slipped* half way down from his *knee*, the *sleeve* of his *jerkin* was split, *and* his face was streaked with *sweat* and *dirt*.
10. “You are *right*,” *replied* Robin. “*But* my *fame* has *tumbled* *sadly* about in the *dust* *today*.”

PREPOSITIONAL PHRASES NAME _____

Underline the prepositional phrases in the following sentences taken from Robin Hood's adventures.

1. Robin walked in the wood that evening with his stomach full and his heart, therefore, full of love for other men.
2. Instead he stepped behind a tree when he heard a man's voice singing and waited.
3. So Robin went back to camp, where he told of the minstrel.
4. "I threw one of his varlets into a thorn hedge, and another into a water barrel, and a third head-first into a ditch."
5. "Then to Plympton we will go!" cried Robin, suddenly springing into action.
6. The fat Bishop of Hereford was full of pomp that day at Plympton Church.
7. Then up the lane to the church came the old knight slowly, leaning on a cane, followed by ten archers outfitted in scarlet and gold.
8. The lady glanced at him with a frightened look but read such honesty and kindness in his glance that she brightened and gave him a grateful look.
9. Meanwhile Robin leaped lightly over the altar rail and stationed himself in a nook by the altar.
10. She answered not in words but smiled with a glad light in her eyes, walked over to Allan, and clasped her arms about his neck.

ANSWER KEY FOR GRAMMAR REVIEW EXERCISES

Among the topics for Grade 4 in *the Core Knowledge Sequence* are reviews of complete sentences, subjects and verbs, and parts of speech. Included here are exercises using passages from the *Robin Hood* text, which are designed to give students practice in these areas. The keys to the grammar exercises appear below.

Sentence Fragments – Students are asked to turn sentence fragments into complete sentences. Answers will vary.

Subjects and Verbs

1. Rob, had
2. Little John, was
3. Squire, laughed/whacked
4. man, will try
5. you, are going
6. (*Understood you*) pick
7. Head Forester, pointed
8. Rob, turned
9. shaft, flew
10. sons, will visit
11. event, came
12. heart, leaped
13. Marian, leaned/smiled
14. Rob the Stroller, has been
15. you, do bring
16. days, seemed
17. breeze, stirs
18. (*Understood you,*) give
19. He, was
20. current, brought

Nouns

morning, servants, house, head, whirl, theft, Robin Hood, Sheriff, breakfast, host, heart, purchase, herd, cattle, Gamewell, vision, dreams, Robin, cart, mare, Sheriff, horse, Nottingham, road, Sherwood Forest, trees, Robin, snatches, tunes

Adjectives and Adverbs

Part I.

greatest, royal, some, one, Head, his, little, handsome, well-built, strong, his, chief, his, his, right, strong, long, true, winter, his, greatest, his, bold, many, King's, his, King's, stormy, straight, long, grey, goose

Part II.

- | | | |
|------------------|-----------------------|------------------|
| 1. angrily - adv | 6. away - adv | 9. best – adj |
| 2. this - adj | forty - adj | up - adv |
| last - adj | Lincoln - adj | small - adj |
| | short - adj | hundred - adj |
| 3. around - adv | 7. respectfully – adv | 10. expert – adj |
| | still - adv | daily - adv |
| | | |
| 4. quickly - adv | 8. whole - adj | many - adj |
| 5. too - adv | savory - adj | cleanly - adv |
| many - adj | roasting - adj | |
| your - adj | brown - adj | |
| so - adv | spiced - adj | |
| easily - adv | out - adv | |
| | cordial - adj | |
| | largest - adj | |
| | down - adv | |

Part III - Parts of Speech

1. presently - adv, mood - n
2. company - n, sat - v, down - adv, and - conj, had - v, surprises - n
3. cook - n, came - v, forward - adv, saw - v, servant - n, he - pro, supposed - v, that - adj, kitchen - n
4. gasped - v, nearly - adv, choked - v, rage - n
5. Alas - int, stranger - n, little - adj, shrug - n, shoulders - n, I - pro, deeply - adv, sorry - adj, show - v, every - adj, rogue - n, it - pro, But - conj, need - v, every - adj, penny - n, Pray - int
6. conscience - n, clear - adj, and - conj, must - hv, go - v
7. thought - v, stranger's – adj, strength - n, did - hv, not - adv, utter- v, budge - v, inch - n
8. all - adj, deer - n, Sherwood - n, cried - v, fight - v, you - pro, truly - adv, sore - adj, wrist - n, body - n, nor - conj
9. clothes - n, were - hv, coated - v, dirt - n, one - pro, had - hv, slipped - v, knee - n, sleeve - n, jerkin - n, and - conj, sweat - n, dirt - n

10. right - adj, replied - v, But, conj, fame - n, has - hv, tumbled - v, sadly - adv, dust - n,
today
- adv

Part IV - Prepositional Phrases

1. in the wood, with his stomach full, of love, for other men
2. behind a tree
3. to camp, of the minstrel
4. of his varlets, into a thorn hedge, into a water barrel, into a ditch
5. to Plympton, into action
6. of Hereford, of pomp, at Plympton Church
7. up the lane, to the church, on a cane, by ten archers , in scarlet and gold
8. at him, with a frightened look, in his glance
9. over the altar rail, in a nook, by the altar
10. in words, with a glad light, in her eyes, to Allan, about his neck